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The Fifth International Conference on Adult Education

Education for values - continuity and context

Iasi (Romania), April 25th-27th, 2018
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Contents

I. EDUCATION AND VALUES. HISTORICAL, METHODOLOGICAL AND EPISTEMOLOGICAL APPROACHES *p.* 9

Attitudes of Physical Education Teachers and Coaches Regarding Fair-play (Case Study)
Beatrice Abalașei, Lucian Popescu, Alexandru-Rareș Puni » 11

Considerations on Education for Values through Sport Activities
Beatrice Abalașei, Lucian Popescu » 17

Strengthening social cohesion through education for democratic citizenship
Mirela Albulescu, Ion Albulescu » 25

Adult Education: General Analysis Highlights
Valerica Anghelache » 33

The Role and Value of Teacher Training and Professional Development in Pre-University Education
Roxana Axinte » 41

Conceptual synchronization: systemic paradigm models and praxiological processes
Nadejda Bâlici, Marcel Bâlici » 51

Teacher training through the conversion of general human values into transferable competencies
Valentin Cosmin Blândul, Florica Orțan » 57

The Revised cyber bullying inventory (RCBI) for university students: validity for Romanian adolescent population
Mioara Boca-Zamfir, Maria Nicoleta Turliuc » 63

Interviewer's Perspective on Psychotherapeutic Aspects Specific to Interviews with Deported Persons
Zinaida Bolea » 71

Sense of Relational Entitlement (Romanian version). Factor structure and associations with romantic attachment and dyadic satisfaction
Octav Sorin Candel » 79

Grounding Education on Ethical Values: A Caring-Kindness Centered Approach
Carmen Cozma » 87

Body, Gender and Sexual Identities in Contemporary Protestant America
Ligia Crut » 93

Education for family and training for intergenerational relations culture in the context of postmodern pedagogy
Larisa Cuznețov, Carolina Calaraș » 101

Value Orientations as Educational Issue of Teacher·s Vocational and Pedagogical Culture
Ludmila Darii » 107

The strengths of values as potentiators for improving research competence and self-achievement
Maria Donțu » 115

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Good at what? Good for what? Higher education values in an age of discontinuity
Chris Duke *p.* 123

Proverbs in Adult Education
Letiția Durnea » 133

Education in the spirit of moral values (strategies for motivating students to learn)
Nicoleta Duță » 137

Developing gender-sensitive competences of teachers in vocational/ technical schools
Eugenia Ganea, Valentina Bodrug-Lungu » 145

Education for values: from authentic text to the personality of the reader and cultivated speaker
Adrian Ghicov » 153

Educational role of women in peace education: Global and local approaches
Viorica Goraș-Postică » 159

Choreography as means of training value orientations for students at faculties with artistic profile
Zoia Guțu, Maia Dohotaru » 167

Skills and values in adult education and lifelong learning. Comparing commitments, documents and recommendations at global level
Heribert Hinzen » 175

Family and Sport: Between Values and Lifelong Learning
Emanuele Isidori, Iosif Sandor, Fabio Togni » 185

Analyzing the Types of the Values in the Books Written for the Preschoolers
Abdülkadir Kabaday » 193

Personality Traits and Emotional Intelligence in Adult Education
Nicoleta Leon-Armanu » 201

Perspective on the role of the basic and general values in Justice conceptual systems
Corneliu I. Loghin » 209

Innovative Approach by the Center for Early Childhood Education
Gianina-Ana Massari » 217

National values in the Romanian press in the second half of the 19th century
Mihaela Mocanu » 227

The adult trainer. Possible skills and challenges of modernity
Bogdan Constantin Neculau » 233

Own values and common values in the education of adults: (re)conception of spirit and identity and community behaviour
Liliana Poștan » 241

Expansion of public movement for education of preschool age children in Zakarpattia at the end of the XX -at the beginning of the XXI century
Hanna Reho » 245

Reflections on Consolidating Students· Moral Values
Tatiana Repida » 251

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The importance of values in defining the vision and mission of school institutions
Nicoleta Rogoz *p.* 259

Education for sports values, critical reflective methodologies, and human Bildung: from theory to practice
Iosif Sandor, Emanuele Isidori, Fabio Togni » 263

Assumptions and opportunities for development of investigational competency at students
Maia Şevciuc » 271

Some conceptual approaches to the career management competence of the graduates of faculties with pedagogical profile
Lilia Spînu » 277

The myth of the cave or the education for values. A leap in time, the pedagogical axiology
Mihai Stanciu » 285

Challenges facing adult education in contemporary Europe
Małgorzata Stawiak-Ososińska » 293

Personal Development and Career Education Elements: Values, Training, Interests during University Studies
Mihaela Suditu » 301

International adult learners· motivations to pursue doctoral degrees in the United States
Corina Todoran » 307

The role of education in sustainable development: Can we overcome the tragedy of the commons?
Mihai Tomescu » 317

Education for a democratic culture and human rights
Irina Moroianu Zlătescu » 325

II. POLITICS AND STRATEGIES OF THE EDUCATION FOR VALUES » 331

The practice degree of democratic behaviours of male and female principals at the public basic schools in their tasks performance in Bani Obeid district, from the standpoints of their teachers
Mufadi Al-Momani, Mahmoud Hasan Ajlouni » 333

Career and Professional Success through Counselling
Roxana Axinte » 343

Role and functions of new formative contexts for development of phonological awareness from the ACISSI perspective
Marcel Bâlici, Nadejda Bâlici » 351

Emotional Intelligence in Romania: Research and Practice
Cristi Berea » 357

The factors that cause the change of values in contemporaneity
Aurelia Bețivu » 365

Transcendental awareness, the basic value of academic staff
Nina Birnaz, Nadejda Butnari » 369

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Cyberbullying among Romanian adolescents: the relationships between the cyberbullying status and depression, anxiety, and self-esteem
Mioara Boca-Zamfir, Maria Nicoleta Turliuc *p.* 375

Values Promoted by Intercultural Education
Ioana Boghian » 383

The teachers' stress in relation to school violence
Carmen-Gabriela Bostan » 391

Old age and aging in research -towards gerontological education
Agata Chabior » 399

Career Decision (between motivation and vocation with FSPAC students)
Claudia Talasman-Chiorean » 407

Particularities of training teachers in higher education from an intercultural perspective
Argentina Chiriac, Tatiana Trebeș » 417

Personal and social skills of teachers
Sławomir Chrost » 423

Pedagogical diary -a way of identifying some of the values of future primary and preschool teachers
Venera-Mihaela Cojocariu, Gabriel Mareș » 431

Axiological landmarks on the profile of a successful entrepreneur in a multicultural society. Students, teachers· and entrepreneurs· perception
Carmen Mihaela Crețu, Nadia Laura Serdenciuc » 439

The importance of home environment and parental coaching for the development of young children at risk of disability
Patricia Dabija » 447

The role of community in the framework of educational factors diversification
Otilia Dandara » 455

Strategies of approaching the English lexicon in technical specialties
Laurenția Dutova » 461

Bullying in Romanian Schools: Teachers Perceptions and Their Responses to Three Types of Bullying Behavior
Tudorița Grădinariu » 465

Fish-fischer, a qualitative psycho-pedagogical evaluation tool for personality
Ana-Nicoleta Grigore » 473

University -labor market: aspects of the inverse network connection
Vladimir Guțu, Marta Iuliana Vicol » 481

The psychometric properties of the Romanian version of Test Anxiety Inventory adapted to a competitive academic context
Roxana I. Holic » 487

The National and European contexts regarding teachers·training
Ioan Ioja » 495

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The continuous professional training for the staff in the Managerial and administrative assistance field
Oana Iucu *p.* 501

By teaching we learn. The emerging role of students` peer teaching in higher education
Romiță Iucu, Elena Marin » 507

The Specificity of Primary School Student Counselling
Corina Iurea » 513

Education and vocational counselling as a response to the labour market requirements (european guidelines and the situation in Poland)
Małgorzata Krawczyk-Blicharska » 519

Motivation and Personality -Parametric Values of Self-efficacy in Adult Self-regulated Learning
Andrei Marian, Roxana Apostolache » 527

Preserving Human Values While Changing the Roles of Special Education Teachers
Alina Mărgărițoiu » 535

A comparative study on teaching practices in early childhood education
Gianina-Ana Massari, Florentina-Manuela Miron » 543

Postmodern social conventions towards saving face wants
Vasilica Mlești » 553

The Psychological Dimension of Teaching Assessment (a Foundation for Continuous Self-Training)
Irina Teodora Moțățăianu » 559

Deontological aspects in training interpersonal doctor-patient communicative competencies to medical students
Silvia Nastasiu » 565

Use of specialized language for didactic purposes
Maria Pruteanu » 573

European policy priorities in the field of adult education as reflected in the Romanian reality
Ramona Răduț-Taciu, Cornelia Stan, Muşata Bocoş » 577

Civic engagement of students through human-animal interactions: Ideas for an Interdisciplinary Service Learning based curriculum
Alina S. Rusu, Rebecca Davis » 583

Personal Values and Interests (Implications on the Occupational Choices)
Cristina Georgiana Safta » 591

Monitoring Progress Towards Europe 2020 (Solutions Implemented by the Member States to Reach the Agreed Targets
Simona Sava » 597

Teaching Strategies of the Adults Based on the Cognitive Load Theory
Dorina Sălăvăstru » 605

Teachers· orientation towards feedback (value of a real partnership with the students)
Angela Stan, Simona Eftimie » 611

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The communicative functions of the polyphonic conversation in teaching of romanian as a non-mother tongue language
Lidia Strah » 619

Values, influences and practices in raising and educating toddlers: reflections on designing a training program for kindergarten teachers
Mihaela Suditu, Mihaela Badea » 623

The politeness strategies in educational communities
Alina Turculeț » 629

Managerial actions for achieving continuity and interconnection between cycles of higher education
Carolina Țurcanu » 635

Our non-traditional students; learning and living in academic world
Catalina Ulrich Hygum, Anca Nedelcu » 643

III. ICT AND AXIOLOGY » 651

Quality standards in computer assisted distance instruction
Ciprian Ceobanu » 653

The Impact of Social Media on Scholarly Practices
Smaranda Gabriela Chicu » 661

The Happiness in Their Eyesµ (Empowering the Silver Generation through TV Commercials
Elena-Maria Emandi » 665

Strategies for STEM Education in Secondary Schools
Lidia Farcas, Ioana Călțun, Ovidiu Florin Călțun » 671

Challenges and Perspectives in Education for New Technologies and Robotics
Lidia Farcas, Ovidiu Florin Călțun » 679

Schülerlabors and STEM Education for Sustainable Development
Rolf Hempelmann, Ovidiu Florin Călțun » 687

The Family Institution in the Information Age
Adriana Denisa Manea » 695

Meanings of the digital textbook
Alina Țicău Sîrghea, Corneliu Robert Sîrghea » 701

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I. EDUCATION AND VALUES. HISTORICAL, METHODOLOGICAL AND EPISTEMOLOGICAL APPROACHES

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Attitudes of Physical Education Teachers and Coaches Regarding Fair-play – Case Study

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Abstract

Our present study aims to discuss the way Physical Education teachers and coaches from Iasi County, Romania relate to fair-play and the social and moral values promoted by sports practice. To our research participated 100 Physical Education teachers and coaches, with both genders equally represented, who completed the 'The Fair Play in Physical Education Questionnaire' (FPQ-PE). Our results revealed that the respondents had a positive reaction to the pro-social dimensions of fair play (respect for teammates and respect for conventions). The antisocial behaviours (cheating and gamesmanship) recorded lower percentages. Also, male respondents scored higher than female respondents in items related to 'cheating' and 'gamesmanship'.

Keywords: fair-play behaviours, sport values, the fair-play questionnaire, Physical Education professionals.

1. Introduction

Among many other advantages, sports practice offers to all individuals the opportunity to integrate themselves into group that may help them define their personality and understand moral values. Sport and physical activity also provide a context for assuming various roles, for acquiring new social skills (tolerance, respect towards the others), for adjusting to the team's goal (through co-operation, cohesion) and for becoming active through the performances of the others.

Therefore, examining the attitudes supporting the notion of fair play is vital: one cannot discuss physical education without the promotion of moral features and pro-social behaviour. Its functions – inherited from Antiquity – reveal important values such as: competitive (it satisfies the need for competition, of maximizing performance), conative (referring to the desire to exercise), social (integration, social dialogue, social assertion), cultural and economic. Moreover, sport refers to psychophysical performance, to rules, to institutionalization and competition, and, last but not the least, to a pleasant leisure time.

During competitions, the opponent is regarded as an enemy threatening personal space, thus the first reaction will be to isolate, to eliminate him from the personal environment by using any means necessary. All collective sports involve elements of attack and defence supporting the notion of property by keeping possession of the game object after earning the field, by granting due importance to rankings and to multiple records. The risk exists that, if aggressive attitudes would not be kept under control with the help of acquired pro-social behaviours, they might damage the final purpose of participating to the game.

On the other hand, physical activities could positively influence the individual's personality, from a cognitive perspective and not only. For instance, information assessment will be facilitated using socializing agents, while physical development will significantly modify the level of self-esteem.

Within the framework of physical education lessons, sports values are usually accompanied and conditioned by spiritual/moral values - essential to both existence as individuals and to interpersonal relations, - such as fair-play,

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the need to self-improve, commitment, perseverance, tenacity and many others, but also by 'material' values, strictly related to human biology, such as physical force, vitality, mobility, etc. Another beneficial educational influence exercised by sports values once acquired within a formal framework is the creation of human models, paramount to the development of adolescents and young people, since positive examples have the power to determine behavioral and existential patterns, and eventually change the quality of one's life as a whole.

Physical Education teachers and coaches have a huge influence upon their students' physical and psychological trajectory, since they help both in acquiring sport-specific skills, and in the sportsmen's mental and emotional development.

2. Objective

We considered it to be of paramount importance identifying precisely what attitudes Physical Education professionals – teachers, coaches etc. - have regarding the moral values attributed to sport, those attitudes they are meant to pass over to their apprentices. Our study wishes to study the way sports professionals of both genders evaluate their own reactions and behaviors connected to fair-play.

3. Methodology

For our research we applied the 'Fair Play in Physical Education Questionnaire'- the FPPEQ (Hassandra, et al., 2002), in order to assess self-reported fair play behaviours. The aforementioned questionnaire, developed in 2005 by Hassandra and colleagues consists of two subscales assessing four fair play dimensions (two pro-social and two antisocial) mostly applicable in physical education; in particular, respect for the teammates (e.g., verbally supporting and helping teammates), respect for conventions (e.g., shaking hands with the opponent after the game, no matter the result of the game), cheating (e.g., "I cheat if it helps me win"), and gamesmanship (e.g., faking injury, swearing) (Tenenbaum, Eklund, & Kamata eds. 2012, p.447). Participants were asked to respond a questionnaire consisting of 16 items (four in each subscale) indicating how frequently during games in their physical education class they engage in the described behaviors on a 5-point Likerttype scale (1 = never, 5 = always).

Hassandra et al. (2007) recommended 3 ways to calculate the final score for this questionnaire: 1. To calculate the means for each factor (4 scores) (suggested for pre-post measurements on interventions), with no need to reverse any of the items. 2. To calculate the means of all the pro-social items (respect toward teammates and conventions) and then the scores of all the antisocial items (gamesmanship and cheating) in 2 scores (suggested for interventions, cross-sectional or longitudinal), with no need to reverse any items. 3. There is also the possibility to calculate one total score for all items: in this situation, it's required to reverse the antisocial items' answering scale (suggested for interventions, cross-sectional or longitudinal studies) (Hassandra et al., 2007).

For our present research, the first approach to calculating scores was preferred; therefore, the assessment was done separately for each scale. The questionnaire was applied to 100 Physical Education teachers and coaches from Iasi County, Romania, during the 2017-2018 academic year, from October 15th to October 30th. Both genders were equally represented in the targeted group of respondents.

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4. Results

RESPECT TOWARDS TEAMMATES	1=strongly disagree	2=disagree	3=neither agree nor disagree	4=agree	5=strongly agree
1.I support my teammates.	0%	1%	19%	37%	43%
2.I help my teammates.	0%	0%	12%	21%	67%
3.I reward my teammates' good efforts.	0%	3%	27%	26%	44%
4.I stand by my teammates.	0%	0%	4%	15%	81%
RESPECT CONVENTIONS	1=strongly disagree	2=disagree	3=neither agree nor disagree	4=agree	5=strongly agree
5.I congratulate my opponents when I lose the game.	5%	24%	14%	20%	37%
6.I shake my opponents' hands no matter I win or lose.	0%	2%	10%	15%	73%
7.I congratulate my teammates on their good performance.	4%	13%	29%	24%	30%
8.I shake my opponents' hands when the game finishes.	0%	1%	0%	10%	89%
GAMESMANSHIP	1=strongly disagree	2=disagree	3=neither agree nor disagree	4=agree	5=strongly agree
9.I try to disturb my opponents.	10%	13%	14%	46%	17%
10.I swear to my opponents.	6%	41%	11%	20%	22%
11.I try to demoralize my opponents.	5%	11%	17%	41%	26%
12.I try to get my opponents angry.	3%	5%	7%	33%	52%
CHEATING	1=strongly disagree	2=disagree	3=neither agree nor disagree	4=agree	5=strongly agree
13. I want to cheat.	41%	9%	10%	25%	15%
14.I cheat if I am sure that I am not caught.	35%	37%	3%	15%	10%
15.I cheat.	59%	17%	4%	12%	8%
16.I cheat if it helps me win.	47%	25%	16%	9%	3%

Fig. 1. Percentages scored for self-reported fair-play behaviours

Fig. 1 illustrates the results obtained when calculating participants' general scores on both the pro-social and the anti-social items, gender left aside.

As expected, 'Respect towards Teammates' is the fair-play dimension that recorded one of the highest total scores among the respondents, with 81% of them strongly agreeing with the assertion 'I stand by my teammates' and 67% considering that helping their teammates is also crucial.

The other pro-social dimension – namely 'Respect for conventions' – scored the highest rate, with 89% of the participants strongly agreeing to shake hands with the opponent at the end of each game, which reflects their sense of fair-play. Interestingly enough, only 73% would repeat the gesture no matter the result of the game, win or lose.

Another surprising finding is the fact that only 30% of the sports professionals involved in our research strongly agreed with congratulating their own teammates for their performance during the game. This aspect is also confirmed under the 'Respect towards Teammates' dimension, with 44% of the respondents confessing to strongly agreeing to rewarding their teammates' good efforts.

The scores for the anti-social items, namely 'Gamesmanship' and 'Cheating', received mixed answers, with no assertion as highly agreed upon as those previously pointed out.

Only 52% of the respondents strongly agreed that they would try to disrupt their opponents by getting them angry, with only 46% acknowledging the fact that they would try to disturb the competitor in the first place. 47% of the participants disagree with swearing on the playfield (6% strongly disagree and 41% disagree), almost equaling those 42% who agree to this questionable pattern of behavior (20% agree, 22% strongly agree).

In what concerns the 'Cheating' dimension, the highest scores were mostly those strongly against such practices, with 59% of the respondents strongly disagreeing with the statement 'I cheat'.

There was no significant difference between male and female scores in the pro-social items quantifying team spirit and adherence to sports conventions. Nevertheless, male respondents recorded higher scores in the items verifying the two antisocial dimensions, as illustrated in Fig. 2.

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GAMESMANSHIP	4=agree		5=strongly agree	
	Male	Female	Male	Female
9.I try to disturb my opponents.	30%	16%	10%	7%
10.I swear to my opponents.	19%	1%	20%	2%
11.I try to demoralize my opponents.	30%	11%	16%	10%
12.I try to get my opponents angry.	20%	13%	49%	3%
CHEATING	4=agree		5=strongly agree	
	Male	Female	Male	Female
13. I want to cheat.	17%	8%	10%	5%
14.I cheat if I am sure that I am not caught.	8%	7%	6%	4%
15.I cheat.	7%	5%	5%	3%
16.I cheat if it helps me win.	5%	4%	2%	1%

Fig. 2. Gender-biased differences in scoring for the anti-social items

For example, under the 'Gamesmanship' dimension, from the 46% of the participants that agreed to disturbing their opponents as a game strategy, the male respondents were twice as much as their female counterparts –30% to 16%. Also, a mere 1% of female participants confessed to agreeing to swearing to the opponent, against a crushing 19% of the male respondents; similarly, only 2% female respondents strongly agreed to swearing, against 20% male.

To the assertion 'I want to cheat', out of the total 15% respondents who scored 5 for strongly agreeing, 10% were male and only 5% were female. Similarly, only 8% of the participants who agreed to the abovementioned statement scoring 4 were women, against almost twice as much male respondents – namely 17%.

5. Conclusion

Physical education teachers and coaches are children's role models, thus they should be able to promote sports values like fair play, honesty, dignity etc. The results of our study prove that fair play attitudes and behaviors are greatly esteemed by Physical Education professionals, with some more research to be done, in order to better understand some of the findings.

The participants to our study – a group of 100 men and women of equal numbers, currently working with children – reacted accordingly to the statements they were presented with, obtaining the highest scores in the items related to the pro-social dimensions of the test – such as 'Respect towards Teammates' and 'Respect for conventions'. The highest rate recorded during our research was the close majority of 89% of the respondents strongly agreeing to shake hands with the opponent at the end of each game, in accordance with the unwritten laws of fair-play on the playfield. However, only 73% would strongly agree with this gesture independently of the game results, with a mere 37% willing to actually congratulate the opponent when they lose the game.

Surprising results were also found in what concerns the participants' willingness to congratulate their own teammates, with 30% of the respondents to strongly agree with this behaviour, 24% to agree, 29% neither to agree or disagree, and as much as 13% respondents to disagree with this specific attitude.

In what concerns the scores obtained to the items verifying the anti-social dimensions 'Gamesmanship' and 'Cheating', the lower rates reflect the participants' ambiguous feelings in regards to trying to anger the opponent (85% pro – 33% agree and 52% strongly agree), trying to disturb (63% pro – 46% agree and 17% strongly agree) and demoralize him (67% pro – 41% agree and 26% strongly agree). The highest individual score registered was the 59% of the respondents strongly disagreeing with the statement 'I cheat'.

Although there was no significant difference between male and female scores in the pro-social items quantifying team spirit and adherence to sports conventions, male respondents recorded higher scores in the items verifying the two antisocial dimensions. The numbers proved that men are twice as much more susceptible to swearing and being aggressive towards their opponents than women.

Having our present findings as starting point, we wish to continue our research in the field and implement a similar questionnaire on pupils educated by the respondents to 'The Fair Play in Physical Education Questionnaire'. We will

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then be able to draw a more accurate picture of the impact teachers/coaches have on building children's sports values and behaviour and of the way the coaches' ambivalence – especially the males – might impact upon the young.

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Considerations on Education for Values through Sport Activities

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Abstract

Sports values are those through which the human being attempts to develop under the rules, decisions, regulations, laws drafted up by national or international organizations and accepted by each athlete.
In the physical education lesson, when one or more values are appropriated, becoming convictions, they particularly structure the student's behaviour, child's behaviour; they constitute an authentic leader of the actions and of the way they are. Athletic activity is the only way to systematically and continuously develop sporting values and the desire to compete induced in the physical education lesson where students receive a knowledge system forming a true theory of competition - all in the spirit of friendship, knowledge and mutual respect based on human being dignity.
The aim of our approach is to identify the perception of coaches and physical education teachers, namely what it is desirable to convey from the perspective of universal values through sporting activities. The data collection tool chosen is a survey questionnaire administered to sports instructors, physical education teachers and coaches in each of the five participating countries. In total, 250 questionnaires were collected, 50 from each country.
In this respect, sport/physical education teachers and coaches with a self-actualization (SA) orientation believe that the curriculum of physical education should be focused on the personal development and growth of the learner, alongside the other values they educate implicitly: fair play, cooperation, multiculturalism.

Keywords: values, education, sports, Olympic values, abilities, learning.

The concept of *value*, in social psychology and sociology, has been largely diluted in the ones of norm and attitude. Hence, in the socio-human definitions, "the most common explanation refers to general and abstract principles, to what is important and valuable in life, to how people should behave and appraise situations, events, persons, as well as social and natural objects" (P. Iluț, 2009). Values are the precursors of our actions and they materialize into attitudes, motivations and behaviours, all of them visible in the self-esteem of each social actor.

A value cannot exist separately, but it is embedded in a system of values that represents a long-term organization of existential beliefs. Within the system, each value receives a priority-oriented hierarchization, depending on the other values. Thus, at a certain point, a certain value may be a priority. Changing the values entails a reordering of priorities within the individual value system, but it is desirable for them to be the fundamental ones for a modern society.

The system of values is somewhat stable, in order to reflect the individual's personality, but also unstable enough to allow rearrangements of value priorities, as a result of changes occurred in the culture, in the society, in personal experience (Rokeach, 1973).

Sport can be an ally for learning and applying the fundamental values, a fundamental means of building human personality and a strategy for adjusting undesirable behaviours.

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1. Purpose of the study

The aim of the study is to identify the perception of coaches and physical education teachers about what is desirable to convey from the perspective of universal values through sporting activities.

2. Methodology

The procedure used to statistically analyse the answers to the surveys completed by the different teachers. The content of the survey questionnaire derived from a literature review regarding values transmitted to children through sports by sport/physical education teachers and coaches.

We assess the attitudes and perceptions of physical education teachers and sport coaches in what concerns the teaching of values and whether they believe to be able to transfer these values though Physical Education and Sports (PES).

To facilitate the collection of data from different national settings, the survey was translated into six languages: English, Greek, Romanian, Bulgarian, Latvian and Italian.

2.1. Statistical Analysis

Excel files were created to filter and sort the data in each regional version and generate descriptive statistics. Excel was also used to organize data from the open-ended questions. These data were codified and classified into general categories.

Further statistical analyses of Likert-scaled questions were performed using SPSS 15.0 (SPSS Inc, Chicago, Ill). One-way analysis of variance was performed for comparisons involving a discrete variable* and more than two groups. For comparisons involving multiple groups across related variables, multivariate analysis of variance using Wilks Λ was performed. When significant, univariate analyses with Tukey HSD post hoc tests were conducted.

In some questions, factor analysis was also used. Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. For instance, it is possible for variations in six observed variables to mainly reflect the variations in two unobserved (underlying) variables. Factor analysis searches for such joint variations in answer to unobserved latent variables. The observed variables are modelled as linear combinations of the potential factors, plus "error" terms. Factor analysis aims to find independent latent variables. Followers of factor analytic methods believe that the information obtained about the interdependencies between observed variables can be used later to reduce the set of variables in a dataset. Factor analysis is not used to any significant degree in physics, biology and chemistry, but is used very on a large scale in behavioural statistics, psychometrics personality theories, marketing, product management, operations research and finance. Users of factor analysis believe that it helps to deal with data sets where there are large numbers of observed variables thought to reflect a smaller number of underlying/latent variables. It is one of the most commonly used interdependency techniques and it is used when the relevant set of variables shows a systematic interdependence and the objective is to find out the latent factors that create a commonality.

3. Results

The statistical analysis did not reveal statistically significant differences in the data collected from different countries, in most of the cases. Thus, data are presented cumulatively, except in those cases where differences have been detected.

Values development is a complex process that takes place in all aspects of children's life. Although influences such as the family, the immediate community and religion are the key factors in this process, the responsibility for developing values is also assigned to schools, in formal teaching settings and sports clubs, as they are part of

*A variable is a characteristic (or phenomenon) which may take on different values. For example, gender, age are variables, since they take different values when different individuals are observed (Punyon, R.P and Haber, A. (1977). Fundamentals of Behavioral Statistics.Addison-Wesley Publishing co).

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children's life. This part assesses educators' value orientations, as well as the didactics of social and moral development to understand the role of the sport/PE teachers and coaches in the teaching of values, to identify possible gaps and thus to improve future values training programs. This part tries to answer to several important questions: How are values, ethical behaviours learned? How can they be taught and how can this teaching be supported?

Teachers' actions are not dominated and determined only by their cognitive understandings of teaching sports and physical education. The beliefs of sport/PE teachers and coaches are also important because they influence practice. In addition, teachers' and coaches' values, character and views have a significant impact in the formation of values among his or her students.

Particularly, value orientations influence teachers' and coaches' decision making on curricula and they affect choices in relation to contents, pedagogy and assessment. Value orientations are a complex blend of intentions, beliefs and actions in practice and provide the lens through which teachers' and coaches' interpret and enact curriculum. Ennis and Hooper (1988) developed the Value Orientation Inventory (VOI) to examine physical education teachers' value profiles. The classification of value orientations in physical education identifies the following five orientations: discipline mastery, learning process, self-actualization, ecological integration and social responsibility.

The first question is based on these value orientations and respondents were asked to select four out of a list of 10 statements. The combined answers of the 250 respondents can be seen in the Figure below.

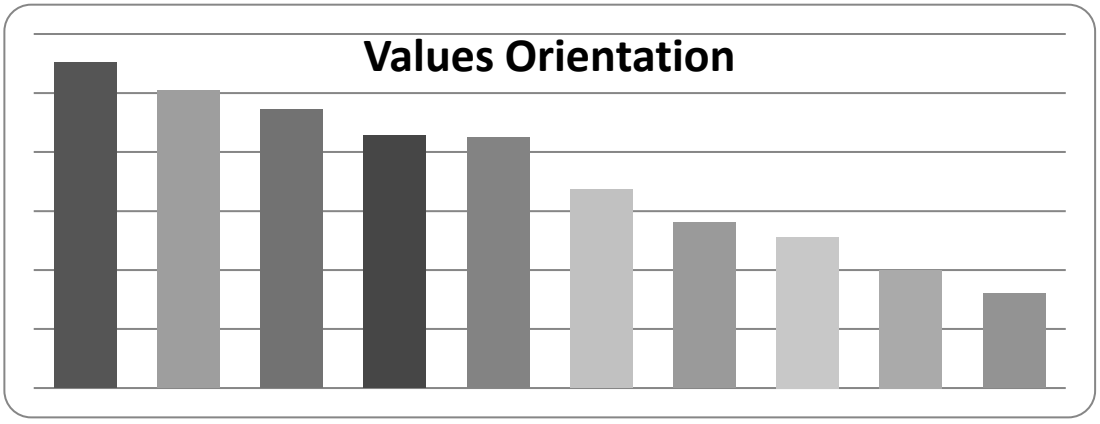


Fig 1. PE teachers' and coaches values orientation

Thus, the five most commonly selected answers across all respondents are:

- Sports should focus on enjoyment in playing games (55.2%),
- Sports should focus on skill development (50.4%),
- Sports should focus on building children's self-esteem and self-knowledge (47.2%)
- Sports should focus on teaching children to become social responsible and respect for group concerns (42.8%), and
- Sports should focus on developing self-directed, responsible and independent children (42.4%).

Three (3) of the answers above belong to the self-actualization value orientation (sports should focus on enjoyment in playing games; sports should focus on building children's self-esteem and self-knowledge; sports should focus on developing self-directed, responsible and independent children), one (1) answer belongs to the discipline mastery value orientation (sports should focus on skill development) and the other to social responsibility value orientation (sports should focus on teaching children to become social responsible and respect for group concerns).

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However, there seem to be differences in sample answers among the five participating countries, as it can be seen in the Figure below.

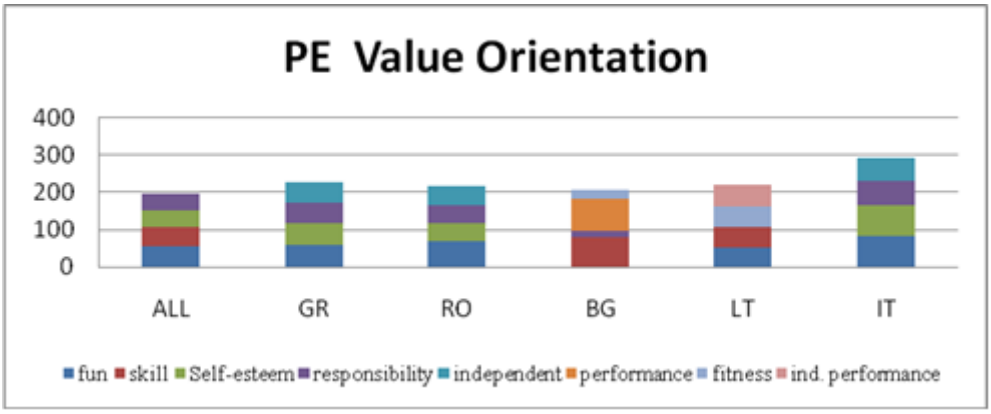


Fig 2. The four (4) most commonly selected statements on PE value orientations per country

Survey respondents from Greece, Romania and Italy have selected the same statements regarding value orientations in the top four positions (sports should focus on enjoyment in playing games; sports should focus on building children's self-esteem and self-knowledge; sports should focus on developing self-directed, responsible and independent children; sports should focus on teaching children to become social responsible and respect for group concerns). However, percentages and prioritization differ. Bulgarian and Latvian respondents seem to place more emphasis on performance. Thus, PE teachers and coaches from Bulgaria have selected in the top four positions the following statements:

- Sports should focus on performance proficiency and performance related knowledge,
- Sports should focus on skill development, and
- Sports should focus on fitness, and
- Sports should focus on teaching children to become social responsible and respect for group concerns.

Latvian respondents have selected in the top four positions the following statements:

- Sports should focus on improving children's individual performance,
- Sports should focus on fitness, and
- Sports should focus on skill development, and
- Sports should focus on enjoyment in playing games.

In the following Table, comparisons between countries are presented:

GREECE		ROMANIA		BULGARIA		LATVIA		ITALY	
Item	%	Item	%	Item	%	Item	%	Item	%
self-esteem	60	fun	70	performance	84	individual performance	58	fun	84
fun	58	independent	54	skill	78	fitness	56	self-esteem	80
independent	56	responsibility	48	fitness	26	skill	54	responsibility	68
responsibility	54	self-esteem	46	responsibility	20	fun	52	independent	62

Fig 3. Top four value orientation statements per country

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Thus, data findings highlight the fact that survey respondents exhibit different value orientations. Three seem to be the most prominent in the sample: disciplinary mastery, self-actualization and social responsibility.

Literature review has shown that physical educators with a self-actualization (SA) orientation believe that training should be focused on personal development, and more specifically the growth of the learner. Thus, knowledge acquired and skills taught in classrooms should be meaningful to each individual student and should be delivered to students in a manner that will not only increase their self-esteem, but also their enjoyment of participation in learning (Jewett, 1994; Jewett et al., 1995).

On the other hand, PE teachers who place a high value on the disciplinary mastery (DM) orientation tend to focus on developing performance proficiency in sport skills and to focus on the more functional side of teaching. These individuals show an understanding of performance-related knowledge. Consequently, their main concern is for student competence (Jewett, 1994; Jewett et al., 1995). Trainers with the social responsibility (SR) value orientation consider the wider picture of education; they reiterate the influential nature of connection and they strive to uncover new views on physical education in terms of how it could be taught and what might be achieved. They see physical activities and sports as vehicles to help students align their individual needs with the needs of the society.

Comparisons between sample answers suggest that physical educators in the sample have different value priorities, but these differences are consistent between countries. Respondents from Greece, Romania and Italy place higher priority to SA and SR, while respondents from Bulgaria place higher priority to DL and SR, and respondents from LT place higher priority to DL and SA.

Self-actualization focuses on nurturing personal development. The emphasis here is on self-discovery, self-learning and personal liberation (Jewett et al., 1995). The findings from this study have indicated that physical educators from Greece, Romania and Italy have a tendency to view sport and physical activity as a medium through which they can develop the self-confidence and self-concepts of their students. In planning and implementing the physical education curriculum, these teachers are more likely to encourage students to focus on their own performances, to set realistic goals and develop plans to achieve those goals. Results also indicate that they place emphasis on social responsibility. Teachers who place emphasis on social responsibility tend to encourage students to compare their own behaviours with those established by society and to formulate strategies for improvement. During lessons on sport and physical activity, students are placed in situations where they must cooperate and take responsibility (Jewett al et., 1995).

While the focus of the self-actualization perspective in curriculum is on personal growth, the disciplinary mastery value orientation places a stronger emphasis on the “correct” or most “efficient” way to perform. Disciplinary mastery, as operationalized through sport, movement, and exercise content has been thought to be the central focus of physical education in the previous years, focusing on developing performance proficiency in sport skills. Educators adhering to this orientation show an understanding of performance-related knowledge and their main concern is for student competence.

Ennis and Chen (1995) indicate a negative relationship between disciplinary mastery and self-actualization due to the fundamentally different characteristics of these two orientations. They provide further explanations for this discrepancy, namely that the knowledge base of disciplinary mastery and the affective orientations of self-actualization and social responsibility have a reverse relationship regarding curricular decision-making.

However, in the sample it was found that the majority of respondents focus on more than one value orientation, although not to the same extent. These findings are in accordance with the studies suggesting that value orientations of physical education teachers’ can be represented across the range of value orientations and it is common for teachers to have a mix of value orientations in their approach. This trend is necessary especially nowadays, in order to respond to the needs of diverse trainees’ populations.

A possible explanation for the observed differences among countries regarding value orientation includes social and cultural parameters. The social environment where children live may require an emphasis on orientations that make the individual or the context more important than mastery of movement and sport. Children who live in urban centres tend to exercise less because of other distractions such as TV, computer games, etc. They lack motivation and incentives to participate in sports and this may make teachers place a higher priority on self-actualization and social responsibility, since emphasis on skill proficiency may deter children from sports participation. In this case, we see that students’ individual characteristics, in terms of their social and cultural background, may influence the priority of value orientation for teachers in physical education. In addition, there are physical educators and coaches

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who believe that sports can be used as a means to resolve problems and teach positive social interaction skills to societies that are characterized by cultural diversity, as usually the case of those in urban areas. On the other hand, there are communities where children are trained by their family and teachers to manage personal discipline and behaviour in order to be compatible with those of the society. Physical educators in such communities could place higher priority on discipline mastery orientation than on self-actualization.

Following the amalgamation that was evident in analyzing teachers' and coaches' value orientation, and in order to acquire a better understanding of the views expressed by sport/PE teachers and coaches, their attitudes regarding Olympic values were sought. Respondents were asked to select, out of the five Olympic values, those two that they consider most important. Hence, 68.5% of the respondents state that "fair play" is the most important value, while "balance of body, will and mind" is considered the second most important value, (see the Figure below).

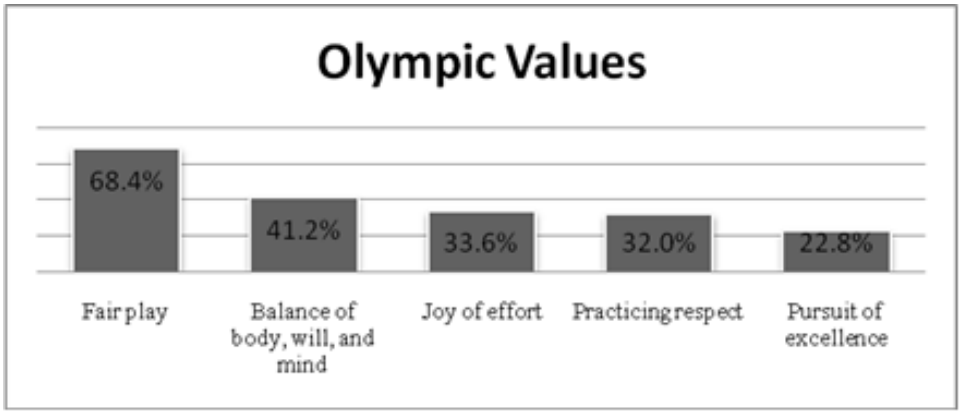


Fig 4. Prioritization of Olympic values across the sample

4. Conclusions

Teachers' and coaches' value orientations represent educational perspectives that influence the emphasis teachers and coaches place on the learner, the context and the body of knowledge. Value orientations are a complex blend of intentions, beliefs and actions in practice and they provide the lens through which teachers' and coaches' interpret and enact curriculum.

There are five value orientations: disciplinary mastery, learning process, self-actualization, social responsibility and ecological integration. Three of these – self-actualization, disciplinary mastery, and social responsibility – seem to be most prominent in the survey sample.

Sport/PE teachers and coaches with a self-actualization (SA) orientation believe that the curriculum should be focused on personal development and the growth of the learner. These sport/PE teachers and coaches believe that knowledge and skills should be meaningful to each individual student and that they should be delivered in a manner that increases their self-esteem and the enjoyment of participation in learning. Sport/PE teachers and coaches with a disciplinary mastery (DM) orientation tend to focus on developing performance proficiency in sport skills and emphasize performance-related knowledge. Their main concern is for student competence. Finally, physical educators with the social responsibility (SR) value orientation consider physical activities and sports as vehicles to help students align their individual needs with the needs of the society. These teachers design the learning context in such a way as to promote cooperation and the taking of responsibility on the part of the learners.

The analysis of survey data has revealed that sport/PE teachers and coaches of the sample have different value priorities. Respondents from Greece, Romania and Italy place higher priority to SA and SR; respondents from BG place higher priority to DM and SR; and respondents from LT place higher priority to DM and SA. Explanations for the observed differences among countries, regarding value orientation, include social and cultural parameters.

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Strengthening social cohesion through education for democratic citizenship

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Abstract

The optimization of social actions is based, above all, on aspects related to the human resources involved in all forms of development: competence, active participation, social responsibility, motivations and aspirations. Development, especially social development is closely connected with the degree of social participation and self-accomplishment of each individual. Cohesion is a characteristic feature of a society based on the interconnecting and interrelating between various social units such as individuals, groups, associations, etc. Social cohesion also implies a sense of belonging, participation, legitimacy, acknowledgement and inclusion. The knowledge, skills, abilities and attitudes gained through education for democratic citizenship contribute to the development and calibration of individuals thus more capable of responding to such challenges. By this means, they are provided with social-related information, behavioural patterns they are expected to follow, and representations of what is desirable or unwanted in terms of values and norms promoted in society. All these aspects contribute to an increasingly strengthened social cohesion.

Keywords: social cohesion, social order, socialisation, sense of belonging, education for democratic citizenship.

1. Introduction

The concern for social cohesion has to play a central role in investigating the role of education for democratic citizenship. Many studies have shown that citizens often have a negative and pessimistic image of society, invoking uncertainty, corruption, instability, discrimination, unfairness, fierce competition in many areas of everyday life, etc. These terms are used to describe situations that some perceive as problematic. Naturally, when having personal problems or facing social conflicts, people can struggle with properly processing thoughts and take positive action. This can lead to a dissolution of the sense of citizenship and a weakening of social cohesion.

Education for democratic citizenship plays a decisive role in achieving social cohesion, since the promotion of individuals as citizens with desirable capacities and abilities is nothing more than the anticipated outcome of education. In this respect, increased attention is needed for groups at the limit of social risk, for the diversification of education providers and methods of action, for appropriate compensation programs, extracurricular activities and informal education actions. Almost every major educational action contributes to the strengthening of social cohesion, because more education translates into more reflexive sociality.

2. Social Cohesion, Interpretations and Emerging Trends

In Western democracies, social cohesion converges towards the efforts to remove social exclusion, sometimes resulting from social services dysfunctions, poverty, unemployment, xenophobia, etc. The Council of Europe defined social cohesion as the "European social model", built on the desire to "find a balance between economic growth and social justice" (Conseil de l'Europe, 2004).

In the 2012 edition of the report *Perspectives on Global Development*, entitled *Social Cohesion in a Shifting World*, the OECD Development Centre argues that the new resources of improved economic performance can be used for a more ambitious social agenda. A harmonious, cohesive and inclusive society is one that "works for the well-being of all its members, combats exclusion and marginalization, creates a sense of belonging, promotes trust,

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and offers its members the opportunity of an ascending social mobility" (OECD, 2012). Such social cohesion is both a desirable goal and a means of inclusive development. We cannot, however, achieve social cohesion without concerning ourselves with the quality of education, with continuous training, as well as building citizens' trust in democratic institutions, and having an innovative approach to education under the slogan "equal opportunities".

Among the authors who have expressed concerns about maintaining or promoting harmonious social ties that might guarantee the unity within groups or societies, we can mention Émile Durkheim, who considered that in a cohesive society, convergence of opinions, uniformity of conduct, and proximity to values are sought and required, in order to achieve the higher collective goals and interests. In spite of a culture that largely promotes differences, which is still present in many areas today, Durkheim's conception (1978) is a benchmark for those studying the issue of common objectives and interests in a society. Most of the time, these goals consist in transcending the egocentrism of individual consciousness in order to develop a consciousness of the group or community. The more community consciousness reinforces the ties and therefore social cohesion, the better it integrates individual consciousness and the sense of belonging to that community.

Moreover, social cohesion is defined in modern literature as the desire of members of a society to cooperate with each other in order to survive and prosper (Stanley, 2003). This implies that individuals have better chances to achieve their goals when they freely choose to collaborate and are willing to share the results of their efforts appropriately. In this respect, we can also mention Talcott Parsons, who regarded society as a system composed of elements that are constantly interacting, a system that is always tending towards balance and maintaining order. The functionality of the system is ensured through social control. The notion of "social control" means the process by which a person, group or institution influences the behaviours or actions of another entity in order to ensure balance within the system.

Parsons calls "societal community" the integrating core system of a society and considers that its most important function is to setup and articulate a coherent system of norms and values that are based on a collective organization characterized by unity and cohesion: "The social order demands a clear and precise integration in the sense of normative cohesion on the one hand and in the sense of "social harmony" and "cooperation" on the other hand. From our perspective, the main function of this integration subsystem is to define the obligations of loyalty towards the social community, and at the same time, the obligations that derive from the sense of belonging to a society at a global scale, as well as those concerning the different categories of statuses and differentiated roles within society" (Parsons, 1973, p. 14).

Loyalty within a community means "kindly" responding to properly justified calls in the name of a public interest or collective need. In principle, any community requires loyalty, so it takes on a special importance for the societal community. Social cohesion is a multidimensional concept, directly linked to the phenomenon of exclusion from many areas of public space. It is also connected to civic and educational rights, and to the functioning of society as a coherent whole, although inconsistent at times. Social cohesion implies the welfare of individuals and the community to which they belong (in addition to social ties, cohesion must be built on social justice). Social cohesion also implies a sense of belonging to a family, social group, community, country (or the European Community), as well as active civic participation.

Social cohesion is a condition requiring all individuals to benefit from the political, civil and social rights conferred by their status as citizens of a democratic society. In other words, social cohesion means the absence of discrimination, marginalization and social exclusion. From such a perspective, the main features of social cohesion are social justice, common welfare and civic activism. Poverty, isolation, illiteracy, lack of self-confidence or lack of support in education restricts the effective and real exercise of civil rights.

There are some generalizations that we can referred to, about how groups function. An important concept is that of social norms that set standards of behaviour. The lack of social regulations, the diminishing of the power of society over individuals, due to the diminishing power or crisis of some sort in an authority that is otherwise able to impose rules individuals are willing to accept and respect, lead to disruptions in the social order. Social order is only possible provided that individuals living in a structured group or society abide by a minimum set of norms, values and patterns of behaviour. Knowing, applying and consciously assuming these social norms are the result of educational approaches undertaken by many educators.

Identifying with a group implies adopting the norms and values that prescribe desired behaviours and attitudes promoted and exercised in that group (Oakes, Haslam and Turner, 1994), thus determining indisputable cohesion within that community. This fact is subjectively reflected in a sense of belonging, as well as in the firm belief of each

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individual that it belongs to a group, community or society (Bollen and Hoyle, 1990). The role of this sense of belonging, coupled with a phenomenon (or an effect) of being acknowledged, also contributes to the development of an individual and collective identity. The acknowledgement of an individual by their group has a decisive role not only in strengthening the subjective innate sense of belonging, but also as an objective factor in strengthening social cohesion.

Cohesion and identity - or the sense of belonging - are mutually reinforced by the sharing of common values and of a community of interpretations (Helly, 2002). Indeed, this community of values induces a stronger adhesion to standards of behaviour and previously established rules (Knack and Keefer, 1997). Thus, sharing common values is a vector of social cohesion. One of the most well-known guidelines on the source and manner in which social order is established, is the idea that views social order as the product of social action. It would, in fact, represent the effect of the process of internalizing the values and norms of a particular social group, which are no longer imposed by external constraint.

Larsen suggests we define social cohesion taking into account that individuals form a moral community that allows them to trust each other (Larsen, 2013). The intensification of conflicts between systems of values and normative systems, between old and new rules, generates imbalances in solidarity and social cohesion. When these valuable characteristic features of a democratic society are disrupted, social norms no longer give individuals clear points of action. Globalization, the increasingly complex features of contemporary societies, as well as the acceptance and promotion of pluralism introduced a new type of social cohesion, based on the rights and responsibilities of citizens.

By "social cohesion" we understand the field of forces that keeps the members of a community together: we could also assume it comprises the community agreement on common goals, the sense of belonging to the said community, frequency of interactions, positive behaviours, responsibility, participation, proximity etc. On the other hand, cohesion is maintained at a high level even when the community develops a system of regulation and action against negative forces (as the reverse of positive ones). Larsen argues that the presence of social trust is a fruitful way for social integration and social cohesion (Larsen, 2013). Trust among citizens is perceived as a resource that leads societies to overcome delicate issues when collective action is involved (Rothstein, 2005). The system of rights (political, civic, economic, cultural), of values, of educated norms in individuals and groups plays a key role in the deployment of forces that are applied in the community to maintain its cohesion.

Social cohesion can be understood through assessment and just discernment over social policies, social solidarity and the coexistence of different social groups in the national context (Lafaye and Kieffer, 2012). This interpretation of social cohesion should not be confused with a sense of national cohesion, the latter being built around the determinant elements of national identity, and possibly, of national culture.

It is furthermore desirable that in all circumstances, citizens living in democratic societies show tolerance and respect for opinions and beliefs other than their and also, a certain level of interest in public affairs. They are also expected to demonstrate competence in personal and group interventions. Developing and promoting personal liberty as a fundamental value of liberal democracies, does not exclude the establishing and development of cooperative attitudes within the community, as well as the creation of a community spirit that is based on the idea of solidarity, viewed as an option for the joint participation of individuals in the life of groups and communities in (Leleux, 2008). Accepting and promoting the values, norms and rules of a group (or community) by its members leads to an increasing cohesion and efficiency in achieving common goals.

The factors related to cohesion can be divided into two broad categories: social and affective factors that influence the attractiveness for a certain type of community and the operational and functional factors that are related to the organization and functioning of social institutions.

3. The Role of Education for Democratic Citizenship

As set out in the Council of Europe *Charter on Education for Democratic Citizenship and Human Rights Education* issued by the Committee of Ministers within the Recommendation CM/Rec(2010)7, an essential element of education for democratic citizenship and human rights is to promote social cohesion and intercultural dialogue, as well as diversity and equal rights. To this end, it is essential for people to develop knowledge, understanding, personal and social skills so as to reduce conflicts, increase appreciation and understanding of differences of faith and

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differences between ethnic groups, but also cultivate mutual respect for human dignity and shared values, foster dialogue and promote peaceful resolution of problems and disputes (Council of Europe, 2010).

The education for democratic citizenship focuses primarily on rights, responsibilities and active participation in relation to the civic, political, social, economic, legal and cultural dimensions of any society. Moreover, education for democratic citizenship refers to practices and activities aimed at preparing and encouraging people to appreciate diversity and to play an active role in democratic life, in order to promote and defend democracy and the rule of law. These goals may be attained through acquiring knowledge, skills and understanding, and by forming attitudes and behaviours, as well as by exercising and defending one's democratic rights and responsibilities in society.

Education for Democratic Citizenship calls for the knowledge of problems faced by society, as well as of the various solutions proposed to solve them. This type of education also involves cultivating a democratic spirit, acquiring skills and learning civic roles, shaping social aspirations and ideals and strengthening the ability to work together in the general interest (Hartley and Huddleston, 2009; Berger-Schmitt, 2000). Furthermore, we cannot underestimate the contribution made to reinforcing social norms, which is done by submitting any deviation to a critical judgment and discernment, thus enhancing social cohesion. We consider that in line with social requirements and norms, education for democratic citizenship successfully contributes to the socialization and integration of people of varying ages within society as a whole, through the following means:

- providing information to help them understand the complexity of life in a democratic society. In this respect, individuals are also expected to acquire and consolidate their desirable behaviours in terms of active participation in everyday social activities;
- helping clarifying and internalizing the social significance of values and moral norms, as well as individuals' rights and obligations as members of society;
- consciously cultivating and exercising respect and responsibility towards peers, observing the rules and laws of society, as well as universal human values (truth, justice, tolerance, fairness, solidarity, etc.);
- strengthening individuals' natural aspiration towards autonomy and independence and encouraging them to exercise freedom of opinion and expression, while enhancing the sense of belonging to the community;
- stimulating the undertaking of social roles and the participation of each individual in solving the problems of their community, as an informed and responsible citizen.

Given all the above, we are inclined to consider that in a democratic society, diversity, pluralism, social justice, solidarity, active participation, shared values and shared responsibilities are among the main priorities (Birzea, 2000; Leleux, I, 2006). Democratic societies are also characterized by a type of social cohesion achieved by individuals who learn how to live and thrive together. In such a society, everyday life requires a tacit adhesion to a normative order that is constantly and consistently reinforced. Therefore, it is hardly surprising that this functional system is found in the conception of members of democratic societies, in relation to what they know and experience together daily. In our opinion, making reference to values and norms in current social activities and endeavours is indispensable for deciding on the usefulness and purposefulness of current actions (Leleux, I, 2006). From this perspective, we think education should:

- promote the idea that every citizen should be able to enjoys equal rights and responsibilities in society;
- promote common interest, common well-being, as well as shared responsibilities of individuals, groups, communities and nations overall;
- encourage individuals to assert themselves as full, creative and productive members of their community, with a genuine sense of belonging and active participation;
- stimulate young people's interest in partnerships, networking and cooperation at local, regional, national and European level.
- increase awareness of various prejudices and biases and combat discrimination and social exclusion through accountability and training;
- ensure work-related adult education and training for vulnerable social groups;
- stimulate receptivity to common problems in communities;

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- promote the idea of conflict prevention and peaceful settlement and resolution of differences of opinion, with a focus on the use of non-violent means;
- encourage democratic practices based on dialogue, negotiation, co-operation, and consensus in most conflictual situations.

Consequently, we consider that a particularly important purpose of education for democratic citizenship is to train the individual with a view to their increased social participation and integration. Some of the crucial educational goals that cannot be ignored in this context are the development of civic and social skills, social and moral modelling of individual behaviours in order to enhance conscious participation and responsibly in daily social life.

The behaviours of individuals in society are governed by pre-established values and norms, traditions and customs created and preserved by many previous generations. All these are generating factors that strongly influence social conduct, so that active participation of individuals in the life of their community is conditioned by the internalisation of these norms, as well as by the level of development of the social and cultural dimensions of their personality, the latter being provided by educational influences from their entire social environment (family, groups, communities, society as a whole).

Ensuring social cohesion is a priority objective of education for democratic citizenship. In this respect, two attitudes are worth mentioning: on the one hand, the education for democratic citizenship is required to unite individuals, groups and communities around a common political project and shared values. On the other hand, education is sometimes considered by many of our peers as a "workshop for mending" (Audigier, 1999) social fragmentation, political disappointment, alienation and general dissatisfaction. We can consider the first attitude the "preventive policy" and the second one, the "remedial policy". Let us also point out that, in the present context, we are more interested in the first attitude, which emphasizes the convergence of values, civic partnership and shared responsibility.

From this perspective, we think that education for democratic citizenship should contribute more actively to the development of communities through bottom-up innovations and not necessarily through top-down initiatives introduced by means of government regulations. Education for democratic citizenship allows the individual, child or adult, to identify, accept and internalise progressively the values, principles, rules and functioning of the groups and communities they belong to, and, by extension, of the society in which they live. This type of education also plays a decisive role in the social and cognitive development of each individual, as well as in the social development of their intelligence. Education for democratic citizenship also entails the progressive transformation of social norms, sets of values, individual and community perspectives. In this respect, we should bear in mind that taking into account new ideas, often put forward by minority groups, leads to innovation and creative, progressive developments.

4. Contexts and Ways of Achieving Education for Democratic Citizenship

Education for democratic citizenship can be achieved in different forms and manners. It is, in fact, a long-lasting, continuous action, and its basis is formed in childhood and subsequently strengthened, especially through school, informal education, and influences from the environment. As listed in the *School Curriculum*, the general objectives of school education aiming at achieving this form of education point towards a sustained effort to develop the awareness of equality of rights in society, irrespective of sex, social and cultural status, religion, ethnic origin, potential physical or mental disability. This effort must also be directed to educating students in the spirit of tolerance, thus expecting them to foster and practice respect for human diversity, to cooperate, to internalise and exercise their own individual fundamental rights and freedoms, as well as to develop the capacity to live and to actively express and prove themselves in a democratic society.

School provides a fertile environment for developing the capacity of individuals to actively participate in democratic processes, and the *School Curriculum* plays an important role in this context. During school education, children become familiar with different ways and means of integrating into their community, by constantly reporting to core values such as tolerance, solidarity and responsibility. The natural flow of life and activities in schools, as institutions providing fundamental behavioural norms to children, should be based on capitalising on diversity, communication, cooperation, active participation, rights and responsibilities (Leleux, tome 2, 2006; Bäckman et Trafford, 2008).

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As stated before, school massively contributes to the acquiring of competences, processes and norms required for people to be able to live and thrive together, in different contexts and involving various factors and actors. In our opinion, school offers many opportunities for what we call "contextual learning." This requires the constant integration of an individual's learning pathways into the cultural and civic reference system of the group, organization, community or society to which they belong or identify with.

Education for democratic citizenship must be designed as a multidimensional, life-long process aiming at preparing future citizens for an informed, involved, active, positive and responsible social life. There are a series of educational factors involved in achieving successful education for democratic citizenship, and they include family, cultural institutions, organizations, the media, and society as a whole. They all can launch initiatives and actions of acknowledged formative value. Education for democratic citizenship focuses on young people, since they are in the process of training, but it may as well involve adults who are facing new training challenges and needs. In fact, it is a matter pertaining to permanent education or life-long learning.

Furthermore, education for democratic citizenship is ultimately targeting all individuals, regardless of age and occupation, their social role and status. Consequently, we can safely assume that, on the one hand, it is not only reserved for individuals who are potentially seeking to exercise power at different levels in society or for those already exerting a share of public authority. On the other hand, this form of education goes way beyond the school environment in which it was initially provided and can also be achieved through various contributions from organizations that have a genuine interest in education, have great educational potential, but also other basic functions (mass-media, NGOs, youth clubs, etc.). There are cases when, throughout their entire life, individuals may find themselves in situations that have the potential to foster learning and development processes; critical events, challenges, dilemmas, compromises or significant moments may occur and induce a form of spontaneous or diffuse, incidental and informal learning, which should be encouraged through providing appropriate support systems: knowledge, know-how, problem solving methods, teaching materials, qualified trainers, and organizational environments (C. Birza, 2000).

From our perspective, this form of education requires lifelong learning abilities and requires people to be able to gain knowledge under all circumstance and in any form of human activity, in order to ensure the acquiring, renewal, completion and expansion of a wide range of knowledge and skills on which the success of the individual's engagement in public activities are based. Education for democratic citizenship is achieved both through formal, organized learning and through informal learning that might imply, for instance, exposing people to learning situations in the context of everyday life. Education for democratic citizenship involves a temporal and a spatial dimension, both on a continuum of educational environments and citizens' initiatives, where the blending of formal and informal education in the area of democracy has a tremendous impact on the "learning society" focused on the becoming of the individual as a participating and productive citizen.

There are, obviously, a series of differences between these learning environments, but they also share common elements, such as a certain normative framework, decision-making procedures, shared values, etc. These common elements enable the transfer of acquired knowledge and skills and ensure continuity and consistency from one learning environment to another.

5. Conclusions

It appears that whenever there are problems in society, such as health issues, outbreaks of violence, problems on the labour market, etc., we tend to point out towards education as the ultimate solution to solve all crises. Through its long tradition to the increasing of prosperity and social cohesion, through its openness to the social environment and civil society, school has a great potential for community development.

Interinstitutional cooperation is, however, essential in achieving the success of education for democratic citizenship. In this respect, we are referring to the whole range of support systems and institutional or non-institutional frameworks that can make this objective possible: educational institutions and other types of entities that can play an educational role, training providers and employers, public and private institutions, NGOs, professional bodies and voluntary organizations, the entire spectrum of formal and informal learning environment, a strong connection and cooperation between families and school, between schools and the community, etc. (Birzea, 2000; Bäckman and Trafford, 2008).

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Cooperation is also characterized by the existing of informal relationships without having necessarily a clearly defined common goal, structure or planning. Information is shared according to needs, and authority is maintained by each organization. Collaboration involves groups or organizations that previously acted alone, thus creating new structures with a common mission. Authority is determined by the new collaboration structure resulting from merging. In this type of system, resources and results are equally shared.

In fact, civic partnership means a long-lasting agreement based on shared mission and responsibilities. Participants in this partnership are selflessly foregoing part of their pre-existing prerogatives to create a new organizational identity that is effective and appropriate to the newly designed common needs and interests. From our perspective, building partnerships and cooperation agreements between educational institutions, associations, NGOs, between associations and local authorities, between different levels of authority, has a significant impact on the efforts of forging democratic citizenship. It has been proven that only during dialogue and partnership situations engaged with our peers can we genuinely build and explore the desirable, socially acceptable inter-individual relations that are tangible to the principles and values of citizenship in a democratic society.

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Adult Education: General Analysis Highlights

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Abstract

Adult education is a very important topic in today's general context of research in the field of education sciences, prevailing both by its importance, and the methodological and theoretical vistas it opens. In general, European educational policies regarding adult education are quite heterogeneous, in point of the purpose and the characteristics of this type of education, and the institutions in charge with adult formation. In association with the concept of lifelong education, adult education has certain peculiarities, evincing certain psychological triggers that set it apart. From this point of departure, the paper aims at evincing certain perspectives on adult education, as well as certain factors with a determining role in the educational process intended for adult age.

Keywords: adult education; lifelong learning; experiential learning; competences; permanent training.

1. Introduction

Adult age education is a topic of interest nowadays, widely approached by psychologists, pedagogues, and sociologists, in order to identify its main characteristics, as well as its triggers and implications at an individual and community level, and also to delineate an integrative analytical model. From a pedagogical point of view, speaking about adult education inherently means permanent education, lifelong education (as a permanent process), also including the education acquired during the school years, as well as outside school. From the perspective of lifelong education, the paradigm of adult education determines the researcher to adopt an integrative approach of education triggers, used in order to shape and develop personality. In this regard, Cristea (1998, p. 138) identifies three levels of comprehension of lifelong education:

- the functional level – permanent education has the following functions: adaptation, innovation, correction;
- the structural level – aiming at the general and professional component;
- the operational level – engaging individual resources, usable in point of opportunity and individual and social motivation".

Adult education is also the concern of the organizations of any type, which are aware of the importance of human capital, proven performance and efficiency of the human resources hired. Thus, the organizations are interested in promoting strategies of staff development, and staff motivation. Also, adult education is being felt as both an individual need for development, and a possible means of response to today's social requirements. This aspect may be translated into: supplementing knowledge in a certain field, as an element of general interest or in order to get a promotion in the present career, correcting or improving the gaps in general culture or professional training, developing individual competencies in order to meet professional requirements etc.

Adult education as a distinct field of study initiated at the beginning of the 20th century, especially in the U.S. and a part of Europe, its evolution being different from Africa or Latin America. Rubenson (2011) identifies three

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stages in the evolution of this field:

- the first stage, in 1920, when attempts were made at professionalizing adult education as a field, visible in the effort of universities that provided knowledge able to ensure the increase of field evolution prospects, together with the increase of the number of specialists in adult education;
- the second stage, within 1964-1973, the moment of field research development, and defining the conceptual fundamentals of adult education;
- the third stage, in the 90s, characterized by the development of the field, particularly in point of the practical component, as well as the increase of the number of programmes implemented in this field.

In an ample analysis of the bibliography of adult education, Rubenson and Elfert (2015) find a certain consistency of research. Nevertheless, the field seems to be in a precarious state, as a result of the regional fragmentation and the decreasing relevance of the field. A possible reason for these drawbacks in adult education may be the one found by Knowles (1970), who mentioned the fact that teachers refer to adults through the perspective of the practices used in children's teaching. In his opinion, the objectives of learning, the situational and individual differences may constitute essential factors in adult teaching. In dealing with adults, according to Knowles et al. (1998), priority is given to the need for knowledge, which has more than one dimension: the need to know how learning is to be achieved, what exactly is to be learned, and what the purpose of learning is.

2. Objectives of analysis

The present study is mainly focused on the analysis of the perspectives of comprehending the issues of adult education, and the evolution of governmental policies in this field, as well as the identification of triggers that may determine or support the learning effort at this age. It's a study constituting an initial departure point in understanding the premises at the basis of the efforts of developing the field of adult education, and also the difficulties or obstacles that sometimes block the access to knowledge at adult age.

3. General framework of European policies in adult education

If nowadays adult education is an imperative at the level of E.U. practices and policies, it cannot be said that this aspect was originally a major objective of European institutions. On the contrary, adult education, insufficiently defined and lacking a clearly delineated legal status, was rather a marginal issue. The democratization of social life, globalization, the increased mobility and labor market, unemployment, etc., are just a few of the arguments in favor of taking on responsibilities in view of initiating and implementing European policies in adult education, although the level of development is uneven in the European Union. Rasmussen (2014) underlines the fact that tensions in developing policies on priorities in teaching adults are connected to the general perspectives regarding the E.U. development and citizenship. The existence of the common market at the European level imposed a greater amount of attention granted to professional education, cooperation in the educational field being still quite timid. In the early 70s, the European Council initiated a resolution instituting education programmes. However, adult education was not mentioned, being seen as a mere means of professional training. But importance was placed on education for migrants, cooperation in higher education, teaching foreign languages and equal opportunities.

In the late 80s the European Commission granted more and more importance to professional training, especially continuous learning. With the advent of professional mobility and increased competitiveness, the European Commission made lifelong learning a priority. In the early 90s the European agenda regarding education comprised initiatives and programmes on general adult education (e.g. Socrates, Leonardo), and after 2000 even independent agencies were created. The effect of European policies on education, and particularly adult education, becomes extremely visible in the instruction level and the competencies proved by adults. At this level, the discrepancies among countries are substantial. For instance, the 2015 Eurydice report on adult education in Europe draws the attention on the educational level of the European adult population, the statistical data requiring the need for promoting adult education programmes, and lifelong learning. Thus, the report highlights that 70 million adults in the E.U. (more precisely, 75% of the adults aged 25-64) have an educational level lower than high school education,

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with variations among countries. For example, in Spain and Italy over 40% of the adults in this age group have no higher education, in Malta and Portugal the percentage is 60%, and 70% in Turkey. The percentage is 10% in countries like the Czech Republic, Poland, Slovakia, Estonia or Lithuania. In general, these individuals left school before graduating lower secondary studies. In regard to adults without lower high school education the percentage is only 2% in countries such as Denmark, Norway, the U.K., the Czech Republic, Austria, Slovakia, Poland, Hungary, Estonia, Latvia, Lithuania, Slovenia, and about 4% in countries such as Sweden, Romania, Bulgaria, Germany, Croatia. The most affected are older individuals, the young ones being much less affected. Also, the analysis of the profile of the people affected highlights the fact that the issue generally affects immigrants. Irrespective of the figures, the issue is of interest to all the E.U. member states. That is why most European countries have prioritized policies on adult education, getting more involved in supporting individuals in acquiring or developing competencies or various qualifications, and thus drawing up specific documents of educational policy. For example, in Romania, the 2011 Law of National Education stipulates the implementation of the "second chance" programme for the individuals who want to complete lower secondary studies, in Estonia the educational policy documents differentiate between lifelong education and adult education, and in Slovakia the legal framework approaches adult education through lifelong learning (cf. Eurydice, 2015). The main drawback of adult education policies is that they focus on general objectives and measures, without specifically addressing the individuals with a low level of competencies or qualifications. The strategy elaborated by the European Commission, called "Europe 2020", imposes a 15% participation of adults in educational programmes, but the numbers vary according to the specific context in each country, the national reform programmes being also focused on solving specific problems: dropping out of school, meeting the requirements of the labour market, etc. It is certain that political engagements in point of adult education have intensified since the 90s, thus acknowledging its role in solving social issues.

4. Triggers of adult education

The dynamics of social life results in special attention granted to the educational process. It is not only a matter of formal education, but also of the social process of educating young adults and older individuals. If the need for adult education is self-evident, the analysis of its triggers is still open to research. From this point of view it is important to identify answers to questions like: what are the factors determining adults to learn? How and what do adults learn? Which competencies are formed in adults? The present study does not aim at providing detailed answers to these questions, but only sketching a general approach framework.

4.1. Factors involved in adult education

The process of adult education is subject to factors with a determining role in channelling the efforts of continuous learning, all the more if the targeted individuals are older adults who have dropped out of school and are professionally disengaged. From this point of view, there are triggers pertaining to the personal level, and external determiners. The category of individual determiners contains the wish to keep up with everything new, the pleasure to learn, the desire to perform well in the chosen career, the feeling of personal dignity, etc., while the category of external determiners usually contains factors that are acutely required by the dynamics of social life: changes on the labour market, the evolution of technology, professional dynamics, growth of economic life, etc. The research on these issues has evinced various categories of factors, each having a motivating or demotivating role in adult education. The efficiency of adult education programmes and activities greatly depends on the motivational level of the beneficiaries, as their involvement and persistence in the activity may be argued in a motivational manner. Motivation is a dimension of personality, considered by psychologists as an internal cause of human behaviour, its structure being given by needs, motives, interests, convictions, ideals, etc., supporting and dynamizing our actions. Doron and Parot (1991, p. 514) consider that the development of motivation presupposes: channelling needs (learning), cognitive elaboration (purposes and projects), instrumental motivation (means and objectives) and personalization (functional autonomy). Green and Kelso (2006) evince the fact that motivation constitutes a critical variable. They structured the motivational factors into three categories: personal factors (intrinsic motivation), teachers' behaviour, and structural-institutional factors. The results obtained show that the adults included personal pride and the desire to be successful as motivating factors, while teachers' behaviour constitutes an intensely

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demotivating factor in the adult education process. The results may explain some adults' reluctance to returning to a learning institution or the relatively premature drop-out process. Kasworm (2002, as cited in Alhassan, 2012, pp. 150-168) finds a large diversity of factors determining adults to continue their education, thus identifying 5 personal and social factors: responsibility towards work, family and other significant responsibilities, financial responsibility, responsibility towards the community, responsibility as a student and self-responsibility. Hence, the factors influencing adults into staying in school are complex and different from the factors influencing young pupils. Similarly, Park and Choi (2009) consider that organizational support, financial problems and time constraints are factors acting as an obstacle to the participation of adults in the learning process, especially when the adults have a certain profession or social role. Among the factors supporting the involvement of adults in the learning process Sogunro (2015) mentions:

- the quality of learning, supported by the following: organizing and planning activities, using knowledge in various contexts, using modern technologies, the teacher's personality (s/he should show empathy, enthusiasm, respect, listening skills, involvement, humour, etc.);
- curriculum quality, referring to the contents of the syllabus and the courses;
- relevance and pragmatism, i.e. adaptation to reality. an irrelevant and impractical curriculum becomes boring;
- interaction and managerial practices, as adults prefer to ask questions or discuss certain issues, practically requiring student-focused learning, instead of teacher-focused learning.
- continuous assessment and constant feedback to improve performance;
- learning autonomy, as adults require opportunities to make their own decisions and choices in the learning activity.
- teaching and learning environment, ambiance;
- academic counselling.

In point of learning autonomy, Botha and Coetzee (2016) consider that self-perception, self-suggestion and self-reflection are important elements in self-guided learning, each being supported by affective, cognitive and behavioral elements. The model proposed in order to understand adult learning autonomy illustrates the interaction of four basic components: using resources, getting involved in the activity, academic motivation, and orientation towards success.

4.2. University of Third Age

Factors involved in the adult education process were the starting point for an empirical research carried out in 2017 under the "Third Age University" program. It is a non-formal adult education program (young adults and adult of the third age), initiated within the "Dunarea de Jos" University of Galati, the only initiative in this field in higher education in Romania. This is a preliminary study, carried out on a sample of 70 adult subjects participating in the Intergenerational Pedagogy module. The mean age of subjects is 57 years. Depending on the gender variable, the sample comprised 31 male subjects and 39 female subjects. Most subjects are disengaged professional, some with higher education. The main objective of the investigation was to identify the adult mentality towards learning. In this regard, we intend to verify the following working hypotheses: 1. There are statistically significant differences in the level of previous studies regarding the adult mentality towards learning; 2.Adult learning mentality varies according to the age of the subjects; 3. There are significant correlations between personal involvement variables, purpose, personal achievement, gender, studies, and age. To verify these assumptions, I have built and applied the Mentalities to the Study questionnaire, comprising 20 items, structured in three dimensions: personal involvement, purpose and personal achievement. The response variants are from 1 to 7, where "1 = never agree" and "7 = always agree".

H1. To verify the validity of this hypothesis, I applied the t test for independent samples. The statistical analysis of the data revealed that there are statistically significant differences between the subjects with higher education and those without higher education in terms of mentality towards the study [$t(68) = 3.96$, $p<0.05$]. The results are highlighted in the table below.

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Table 1. The results of the t test for comparing the averages for the variable *mentality towards learning* in relation to the *previous training (studies)* variable

Variables	n	M	SD	t	df	p
Mentality towards learning				3.96	68	.00
with higher education	35	3.94	.15			
without higher education	45	3.74	.22			

The results show that, although the results are quite close, adults with higher education value the act of learning to a higher level, considering the learning process as an essential condition for life, for the process of meeting social requirements.

H2. To verify the validity of this hypothesis, we applied the t test for independent samples. The statistical analysis of the data revealed that there are no statistically significant differences between the subjects up to the age of 57, compared to those over this age [t (68) = 0.22, p>0.05]. The results did not confirm this hypothesis.

H3. For this hypothesis I calculated Pearson's correlation coefficient. The results obtained are illustrated in the table below.

Table 2. Pearson correlation coefficients between personal involvement, purpose, personal achievement factors and gender, education and age

Variables	1	2	3	4	5	6
1. Personal involvement	-	-.91**	-.90**	.41**	.88**	-.10
2. Purpose		-	.95**	-.36**	-.89**	.08
3. Personal achievement			-	-.37**	-.89**	.07
4.Gender				-	.29*	-.57**
5.Studii					-	.00
6.Vârstă						-

** p < 0.01

The statistical analysis of data highlights a strong correlation between the degree of involvement in the learning process and the gender variable. In this respect, the results for the t test for independent samples highlighted that female adults achieve better average results on this variable (M1 = 3.98) compared to male adults (M2 = 3.39); [t (68)=3.77, p<0.05]. Significant correlations can also be identified in the relationship between the purpose, gender and studies variables. The statistical analysis revealed that adults with higher education achieve better average results at variable purpose (M1 = 6.50) compared to those without higher education (M2 = 3.05). Also, men get better results at this variable (M1 = 5.04) compared to women (M2 = 3.69); [t (68)=3.21, p<0.05]. Strong correlations also occur between personal achievement, gender and studies variables. Thus men get higher scores for this variable (M1 = 4.33) compared with women (M2 = 3.28). Also, adults with higher education achieve better results (M1 = 5.42) compared to adults without higher education (M2 = 2.82) to the personal achievement variable. Statistical analysis does not confirm correlations between questionnaire factors and the age variable.

Concluding, the investigation highlighted the fact that female adults have a higher degree of personal involvement in learning, compared to men which are more focused on purpose. Also, the subjects with higher education appreciate learning as an essential variable in achieving success compared to other subjects. The results obtained are a starting point for investigating additional aspects of motivational dominance in adulthood, the level of learning satisfaction or the specific type of learning at this age.

4.3. How and why adults learn

Unlike pupils who acquire knowledge mainly by accessing theories from various sources, adults view information in relation to their personal life experience or professional experience. That is why it may be said that adults have a more pragmatic learning style. Various theorists in the field (C. Rogers, 1942, 1969; J. Dewey, 1977; D. Kolb, 1984;

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Knowles, 1970; M. Keeton & P. Tate, 1978) tried to highlight the formative valences of experiential learning, mainly insisting on the process aspect. Closely linked to the humanistic approach of learning, Carl Rogers (1942) put forward some fundamental ideas on learning, on which he based his client-centered, non-directive therapy. In his opinion, learning should be the exclusive option of the individual, and be performed in such a manner so that to illustrate his experience in discovering the new knowledge. Moreover, Rogers distinguishes between cognitive learning, consisting in fixing certain associations or acquiring knowledge which is soon forgotten, generating the individual's passivity, and empirical learning, presupposing the individual's actual involvement in accessing knowledge, according to his own needs, with long-term positive effects. In keeping with this approach, Lalanne (2012) makes a clear distinction between rational learning which focuses on the teacher's activity, employing methods like the explanation or demonstration, and experiential learning, which supposedly covers 5 steps: experience (selecting certain concrete experiences which are readily available to the learner), communication (presupposes interrogation, group interaction), integration (the new experiences are integrated into the previous ones, identifying causality relations), generalization (transferring results obtained in similar situations) and application (practicing the new discoveries, identifying consequences). Also, Dewey (1977, pp. 185-199) considers experience as an important source of knowledge, on condition that it targets consistency and interaction. Thus, experience generates in the learner the desire to search, explore, get knowledge. A supporter of experiential learning is also David Kolb (1984) who proposes two manners in which the individual may acquire experience: concrete experience, and abstract conceptualization. This experience may then be transformed through reflexive observation and active experimentation. In the 70s, the paradigm of experiential learning becomes clearly linked to adult learning, evolving with the adult education programmes, integrated into the larger concept of lifelong education. The starting point is actually the idea that at the adult age the individual possesses enough life experiences that may constitute a learning resource, also meeting the adult's need for identifying solutions to various problems. In regard to the educational content at adult age, it cannot pertain exclusively to a certain field, all the more that the adult has different knowledge requirements. It is necessary to put to good use the formal and nonformal framework, the personal experiences in making transdisciplinary connections among data, evincing their formative dimension.

4.4. Skills and competencies in adult age

Forming competencies in adults makes sense, as for those not enrolled in continuous learning programmes the knowledge acquired in the formal environment of the school gradually becomes obsolete, and for those with poor qualifications, who dropped out of school early in life, the knowledge and skills acquired are insufficient, not in sync with the dynamics of social life. Also, the process of forming competencies at this stage should absolutely be linked to the degree of adult participation in educational programmes and the existing qualification level. Certain important aspects related to the competencies aimed for in adults are to be found in the Eurydice Report on adult education (2015) which uses the data in a transnational OECD study, on the skills of adults up to 65 years of age, correlated to the qualification level. The study is particularly focused on the literacy level, mathematical knowledge and the skills in using technologies. The results obtained reflect different aspects from a country to another. For instance, Italy and Spain are the countries with the highest number of adults with low literacy skills (28%) and numeration skills (30%), whose qualification is under higher secondary education. At the opposite pole, Finland has the lowest number of adults with poor skills in these areas. As far as the digital technology operation skills are concerned, the study revealed that 27% of the adults in E.U. countries have a "very low" level or a "lack of competencies" in this respect. For example, Romania and Bulgaria have the highest number of adults who have never used a computer (RO-67%, BU-55%) as compared to Luxembourg, Finland, Denmark, Norway or Iceland where the proportion is only 10%. The data may be accounted for by taking into account another aspect mentioned in the Eurydice report: in 2011, in Romania only 8% of the population participated in education programmes, while in Sweden the participation was 72%, in Luxembourg 70.1%, while in countries like Finland, Norway, Denmark, Germany, France, Holland it was 50% and 60%.

The level of qualification also influences the participation rate in adult education programmes. The studies and surveys taken show that individuals with a very low qualification level (e.g. the unemployed) are very unlikely to get enrolled in such programmes. In the case of the Northern countries, the participation of poorly qualified individuals is considerably higher (Norway – 50.9%, Sweden – 41.7%, the Netherlands – 40.8%, Denmark -38.9%, Finland –

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36.5%). The importance of adult education is also highlighted by Hatch et al. (2007) who insist upon the need to understand its impact on cognitive development. This research shows the fact that adult education programmes influence expression skills and memory quality, irrespective of the adult's level of qualification. The success of adult education programmes depends on a series of factors related to the content of activities, clarity of objectives, the type of the knowledge-discovering experiences, the quality of materials, and also the adult's awareness degree relative to the need for continuous learning, to the extent the adult considers education an internal necessity.

5. Conclusions

The present study aims at identifying some of the aspects that should be taken into account when understanding the importance and the complexity of the process of adult education. The issue is of interest in the academic community, especially in the countries that are particularly concerned with the increase of the public education level, and the life quality of each individual. The data provided are not meant to offer solutions, but rather to draw the attention of the decision-makers and the competent authorities upon the need to attract young adults, and particularly older adults, into educational activities.

The efficiency of these adult education programmes, successful in other countries, may constitute an important reference point in putting together an integrative model useful to approach education for this population group. The benefits are visible on a psychological level, i.e. the improvement of the individual's intellectual skills, on the educational level, by identifying education strategies based on the adults' concrete experiences, on the social level, by increasing the ability to socialize, to interact in various environments, and also on the economic level, by increasing or developing certain competencies meant to provide the individual with a good insertion on the labor market. Although adult education still has to overcome numerous obstacles, mostly related to accessibility, supportability or responsibility (De Vito, 2009), it is nowadays an essential tool in closing societal gaps and improving the living standard of any individual.

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The Role and Value of Teacher Training and Professional Development in Pre-University Education

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Abstract

Refresher training programs for teachers respond to real needs: developing new competencies or getting to a higher level those already in their possession, knowing and understanding new requirements to be implemented in their teaching activities. This article presents an investigation aiming to identify their preferred teaching models (traditionalist or constructivist) when it comes to instructional design among two groups of teachers: the beginners (holding only tenure in teaching) and the experienced ones (holding first or second level certification in teaching). Due to their limited experience in organizing and planning instructional designs, the teachers in their first years of professional practice prefer a more tradition model of teaching activities. Identifying this specific need, corresponding to a target group well delimited, justify the proposal to implement a specific training program for teachers at the early stage of their careers.

Keywords: teacher, training needs analysis, planning models, instructional design, professional development.

1. Introduction

The design competence is presented as a system of pedagogical knowledge, abilities and attitudes, employed to anticipate the didactic approach in all its complexity. *Knowing, being able and motivated to plan and anticipate the educational action*, in an orderly and optimistic way, with positive and mobilizing orientation, are thus important milestones for achieving effective professional results by teachers. Professional development starts from self-knowledge, as well as from identifying personal goals related to anticipated results. As a person evolves in a field of activity, it will develop a reference framework that will involve: specific work skills, areas of competence in which it can achieve performance, specific objectives of evolution, motivations, needs, desires, values, etc.

The proposed training programs may be effective if they are based on the message sent by the constructivist paradigm promoters that highlight *the important role of the learner* (in our case the teacher and then the student as the beneficiary of the action taken by the teacher).A challenge for adult participants in a training program is the need to be able to capitalize on the knowledge they have during their learning activity, while integrating new information and working abilities. The fact those teaching adults are teachers themselves / or employ their professional experience in teaching their adult students -is a positive aspect of these working groups.

2. Research methodology

The aim was to identify theoretical models used by teachers, based on the analysis of the perceptions on their own way of working. Our inquiry proposed to identify whether in the teaching practice and in the instructional design activity constructivist approaches are also used, along with traditional approaches.

From a psychological point of view "the perception consists in the knowledge of objects and phenomena in their integrity ..., the perception produces a global impression ..., the perception constitutes an act of sensing the concrete reality" (A. Cosmovici, 1988).

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Extrapolating to the perception of a teacher, this is determined by the image he / she has on the activity itself: how it should unfold; what is his / her role in this process; the contents of the activity; as well as short, medium or long term goals.

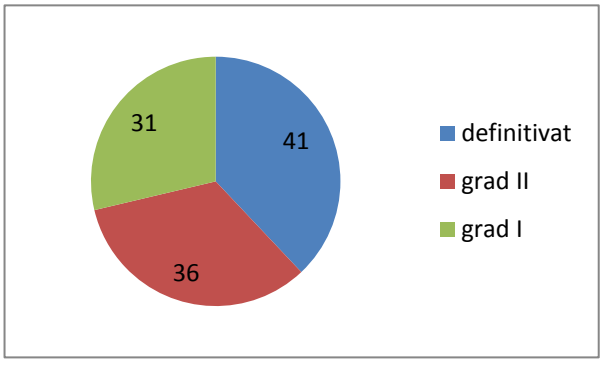
2.1. Research assumptions

Hypothesis 1: There are significant differences between teachers in terms of the dependent variable *the perception of carrying out the instructional design activity* according to the independent variable *teaching certification level*, in the sense that experienced teachers (those holding the first or second level certification) will appreciate that the instructional design activities carried out in a constructivist manner are more important than those carried out in a traditional manner in comparison with the teachers who have just been awarded tenure in teaching.

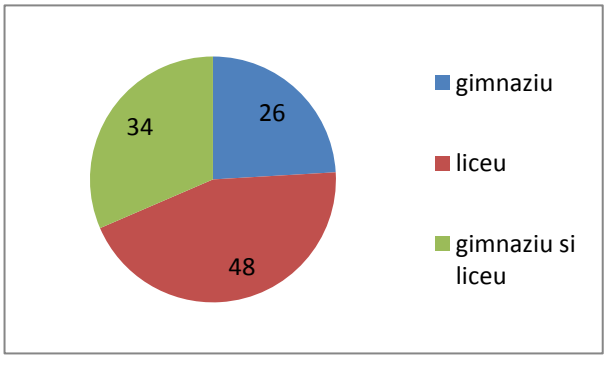
Hypothesis 2: There are significant differences between teachers in terms of the dependent variable *the perception of carrying out the instructional design activity* according to the independent variable *the place of the activity*, in the sense that the teachers working at the high school level will consider the constructivist instructional design more important than the traditionalist one as compared to their colleagues who work with elementary school students.

2.2. Characteristics of the investigative group

108 teachers from Iaşi, Vaslui şi Bacău counties participated in this investigation. The respondents group included: 7 men and 101 women (which lead us to not take into account this gender dimension); 41 teachers holding only tenure in teaching; 36 teachers holding a second level certification; 31 teachers holding a first level certification; 26 teachers working only in elementary schools; 48 teachers working only in high schools; 34 teachers working both in elementary schools and high schools.



Graphic representation of the participants by the certification in teaching level



Graphic representation of the participants by the level of the educational institution where they are teaching

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2.3. The variables of the correlational study

The Dependent Variable *– Teachers' perceptions of Design Activity regarding:*

- the importance of carrying out the instructional design activity in a constructivist / traditionalist manner;
- the frequency of instructional design activities in a traditionalist / constructivist manner;

Independent variables:

- level of certification (tenure in teaching, first and second level certification)
- the environment of the activity (elementary school, high school, mixt – elementary and high schools);

In our investigative approach, the questionnaire was used.

Questionnaire survey is a method of quantitative investigation and was used to highlight the teachers' perception. In this respect, the selection criteria for the participants in the initial research were the following: the specificity of the school unit where they are active (elementary school, high school), as well as the willingness to get involved in the investigative approach.

The collected data has been a basis for analyzing and interpreting how teachers work in respect to instructional design activities.

2.4. Tools used in research

In the research, the following instrument was used: The *perception scale of activity efficiency*. In order to identify the inter-individual differences, the CCSES (Career Counselling Self-Efficacy Scale) questionnaire - translated and adapted to the proposed theme - was used. The initial questionnaire focused on the perception of educational professionals on professional development and was developed by K.M. O'Brien, L. Heim Bikos, M.J. Heppner and L.Y. Flores (1997). The adapted version focuses on the teachers' perception of their professional development, according to their views on how to perform instructional design activities.

The initial questionnaire consisted of 54 activities specific to carrying out the activities in a traditional and in a constructivist manner. Respondents were supposed to point on a six-step Likert scale the degree to which activities were usually done. The questionnaire translated and adapted for the subject of the investigation, was pre-tested on a group of pedagogical experts (graduates of pedagogical specialties on both high school and university levels, who work in the pre-university education system on different positions - primary education teacher, elementary / high school teachers). These experts were asked to read the 54 items and assess which are specific to the activities designed in a traditionalist / constructivist manner. Centralizing the responses resulted in the removal of a considerable number of items that were considered unclear or too general, so that in the end, 24 items were included for the questionnaire describing activities specific to these two design types of learning activities. The deviation from the initial questionnaire is also represented by the introduction of a new dimension, namely the *importance* given by the teachers to these activities. Thus, the two groups of subjects (teachers holding first and second level certification; teachers holding only tenure in teaching) appreciated these activities in terms of their importance and the frequency of their use. The internal consistency (Alpha Cronbach) of the questionnaire is very good (0.712 in the questionnaire filled in by the teachers), which allowed us to use the questionnaire in optimal conditions of validity and fidelity.

Testing hypotheses: The analysis and interpretation of the results was done with SPSS for Windows, where the variables were defined, the data was input and then processed to verify the hypotheses of the research. Statistical methods used to verify hypotheses: the Pearson correlation, T tests on independent samples and Anova One Way.

3. Results obtained from data analysis

Hypothesis 1: There are significant differences between the teachers regarding the dependent variable, *the perception of carrying out the instructional design activity* according to the independent variable *teaching certification level*, those holding the first or second level certification will appreciate that the instructional design

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activities carried out in a constructivist manner are more important than those carried out in a traditional manner in comparison with their colleagues holding only tenure in teaching.

To verify if there is a significant relationship between the two variables, the One Way Anova statistical method was used.

The perception of the importance of the traditionalist perspective and the teaching certification level

Averages values

VI	N	Mean
Tenure in teaching	41	50.2439
Second level of certification	36	46.3333
First level of certification	31	47.2258
Total	108	48.0741

Differences between averages and the standard deviation

(I) Certification level	(J) Certification level	Mean Difference (I-J)	Std. error	Sig.
Tenure in teaching	Second level certification	3.91057*	1.47871	.028
	First level certification	3.01810	1.54090	.158
Second level certification	Tenure in teaching	-3.91057*	1.47871	.028
	First level certification	-.89247	1.58630	1.000
First level certification	Tenure in teaching	-3.01810	1.54090	.158
	Second level certification	.89247	1.58630	1.000

As a result of the statistical analysis, the results show that there is a significant link between the two variables. The Bonferroni test indicates the following:

- M1-M2 = 3.910 **p** = 0.028 <0.05 indicates that there is a significant difference between teachers who only have tenure in teaching and their colleagues holding the first or second level certification, in the sense that the former give more importance to the traditionalistic perspective compared to latter;
- M1-M3 = 3.018 **p** = 0.158> 0.05 indicates that there is no significant difference between the teachers who have only tenure in teaching and their colleagues holding the first level certification when it comes to the importance given to the traditionalist perspective;
- M2-M3 = 0.892 **p** = 1.000> 0.05 indicates that there is no significant difference between teachers holding the second level certification and those holding the first level certification in terms of importance given to the traditionalist perspective

The perception of the importance of the constructivist perspective and the teaching certification level

Average values

VI	N	Mean
Tenure in teaching	41	55.7805
Second level certification	36	63.5833

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First level certification	31	64.7097
Total	108	60.9444

Differences between the averages values and the standard deviation

(I) Certification level	(J) Certification level	Mean Difference (I-J)	Std. error	Sig.
Tenure in teaching	Second level certification	-7.80285*	1.66536	.000
	First level certification	-8.92919*	1.73540	.000
Second level certification	Tenure in teaching	7.80285*	1.66536	.000
	First level certification	-1.12634	1.78654	1.000
First level certification	Tenure in teaching	8.92919*	1.73540	.000
	Second level certification	1.12634	1.78654	1.000

As a result of the statistical analysis, these results indicate that there is a significant link between the two variables. The Bonferroni test indicates the following:

- ✓ M1-M2 = -7.802 **p** = 0.000 <0.001 indicates that there is a significant difference between teachers have only tenure in teaching and their colleagues holding the second level certification, in the sense that *the latter attach greater importance to the constructivist perspective* than the former ones;
- ✓ M1-M3 = -8.929 **p** = 0.000 <0.001 indicates that there is a significant difference between teachers who have only tenure in teaching and their colleagues holding the first level certification, in the sense that *the latter attach a higher importance to constructivist perspectives* than the former;
- ✓ M2-M3 = -1.126 **p** = 1.000> 0.05 indicates that there is no significant difference between teachers who hold the second level certification and those who hold the first level certification regarding the importance given to the constructivist perspective;

The perception of the frequency of the traditionalist perspective regarding career and the teaching certification level

Average values

VI	**N**	**Mean**
Tenure in teaching	41	37.5854
Second level certification	36	39.9167
First level certification	31	39.4516
Total	108	38.8981

Differences between averages and the standard deviation

(I) Certification level	**(J) Certification level**	**Mean Difference (I-J)**	**Std. error**	**Sig.**
Tenure in teaching	Second level certification	-2.33130	.99991	.065
	First level certification	-1.86625	1.04197	.228
Second level certification	Tenure in teaching	2.33130	.99991	.065
	First level certification	.46505	1.07267	1.000
First level certification	Tenure in teaching	1.86625	1.04197	.228
	Second level certification	-.46505	1.07267	1.000

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The perception of the frequency of the constructivist perspective regarding career and the teaching certification level

Average values

VI	N	Mean
Tenure in teaching	41	73.0732
Second level certification	36	74.5833
First level certification	31	73.4194
Total	108	73.6759

Differences between averages and the standard deviation

(I) Certification level	(J) Certification level	Mean Difference (I-J)	Std. error	Sig.
Tenure in teaching	Second level certification	-1.51016	1.74048	1.000
	First level certification	-.34618	1.81368	1.000
Second level certification	Tenure in teaching	1.51016	1.74048	1.000
	First level certification	1.16398	1.86712	1.000
First level certification	Tenure in teaching	.34618	1.81368	1.000
	Second level certification	-1.16398	1.86712	1.000

These results indicate that there is no significant link between the two variables.

Hypothesis 1 is confirmed, there are significant differences between teachers, depending on the teaching certification level in regards to the importance given to the design of the activities (instructional design) according to a particular model.

Hypothesis 2: There are significant differences between teachers in terms of the dependent variable *the perception of carrying out the instructional design activity* according to the independent variable *the place of the activity*, in the sense that the teachers working at the high school level will consider the constructivist instructional design more important than the traditionalist one as compared to their colleagues who work with elementary school students.

To verify if there is a significant relationship between the two variables, the One Way Anova statistical method was used.

The perception of the importance of the traditionalist perspective and the place of activity

Average values

VI	N	Mean
Elementary school	26	49.4231
High school	48	48.1458
Elementary and high school	34	46.9412
Total	108	48.0741

Differences between the averages and the standard deviation

(I) Place of activity	(J) Place of activity	Mean Difference (I-J)	Std. error	Sig.
Elementary school	High school	1.27724	1.61771	1.000
	Elementary and high schools	2.48190	1.73078	.464
High school	Elementary school	-1.27724	1.61771	1.000

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	Elementary and high schools	1.20466	1.48916	1.000
Elementary and high schools	Elementary school	-2.48190	1.73078	.464
	High school	-1.20466	1.48916	1.000

The perception of the importance of the constructivist perspective and the place of activity

Average values

VI	**N**	**Mean**
Elementary school	26	58.0000
High school	48	60.0625
Elementary and high school	34	64.4412
Total	108	60.9444

Differences between the averages and the standard deviation

(I) Place of activity	**(J) Place of activity**	**Mean Difference (I-J)**	**Std. error**	**Sig.**
Elementary school	High school	-2.06250	1.94328	.873
	Elementary and high school	-6.44118*	2.07911	.007
High school	Elementary school	2.06250	1.94328	.873
	Elementary and high school	-4.37868*	1.78885	.048
Elementary and high school	Elementary school	6.44118*	2.07911	.007
	High school	4.37868*	1.78885	.048

The statistical analysis shows the following: the results show that there is a significant link between the two variables. The Bonferroni test indicates the following:

- M1-M2 = -2.062 **p**=0,873 >0,05 indicates that there is a significant difference between the teachers working only in elementary schools and those who work only in high schools regarding the importance given to the constructivist perspective;
- M1-M3 = -6.441 **p** = 0.007 <0.05 indicates that there is a significant difference between teachers working only in elementary schools and those who work in both elementary schools and high schools regarding the importance given to the constructivist perspective, the latter appreciating more the constructivist perspective;
- M2-M3 = -4.378 **p** = 0.048 <0.05 indicates that there is a significant difference between the teachers working only in high school and those who work in both elementary schools and high schools, the latter appreciating more the constructivist perspective;

The perception of the frequency of the traditionalist perspective and the place of activity

Average values

VI	**N**	**Mean**
Elementary school	26	37.6154
High school	48	39.1667
Elementary and high schools	34	39.5000
Total	108	38.8981

Differences between averages and the standard deviation

(I) Place of activity	**(J) Place of activity**	**Mean Difference (I-J)**	**Std. error**	**Sig.**
Elementary school	High school	-1.55128	1.08153	.463
	Elementary and high schools	-1.88462	1.15712	.319
High school	Elementary school	1.55128	1.08153	.463

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	Elementary and high schools	-.33333	.99558	1.000
Elementary and high school	Elementary school	1.88462	1.15712	.319
	High school	.33333	.99558	1.000

The results indicate that there is no significant link between the two variables.

The perception of the frequency of the constructivist perspective and the place of activity

Average values

VI	N	Mean
Elementary school	26	73.1154
High school	48	74.2083
Elementary and high schools	34	73.3529
Total	108	73.6759

Differences between the averages and the standard deviation

(I) Place of activity	(J) Place of activity	Mean Difference (I-J)	Std. error	Sig.
Elementary school	High school	-1.09295	1.85879	1.000
	Elementary and high schools	-.23756	1.98871	1.000
High school	Elementary school	1.09295	1.85879	1.000
	Elementary and high schools	.85539	1.71107	1.000
Elementary and high schools	Elementary school	.23756	1.98871	1.000
	High school	-.85539	1.71107	1.000

The results indicate that there is no significant link between the two variables.

Hypothesis 2 confirms that teachers who practice on both levels of education (elementary and high school) appreciate the constructivist perspective as more important than their colleagues who work only with a certain category of students (elementary or high school).

Results Analysis

The effect of the independent variable teaching certification level:

- teachers who have tenure in teaching, before completing the questionnaire, expressed their interest predominantly in traditionalist instructional design activities;
- teachers holding the first or second level certification consider instructional design activities according to the constructivist model much more relevant;

Place of work and role assumed in terms of how to carry out instructional design activities in a constructivist manner:

- those who work with students at both levels of education (high school and elementary) appreciate and use the constructivist model more frequently;
- those who only work with high school students use both models;
- those who work only with elementary students prefer the traditional model of instructional design activities.

Concluding, we can assume that *it is necessary to optimize teachers' skills* in order to use more often models alternative to the conventional ones.

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4. Conclusions and recommendations

The final product, based on the results of the study, is the design and development of a training program called *Didactic Strategies of Teaching-Learning-Evaluation*. This is addressed to teachers in the pre-university education, and among the relevant training modules we enumerate: *Instructional design of didactic activity*, *Methods and strategies of teaching-learning-evaluation*, *The Design of active / interactive learning activities*. It is aimed to teachers who show willingness to try to scale up their classroom performance, focusing on the student and his expectations.

Among the results of the program, quantifiable in the competences developed among the beneficiaries, we mention: identification of instructional events relevant for student learning; understanding the fact that developing the design of a teaching activity is added value to content; valorisation of the traditional teaching-learning methodology; the ability to identify an appropriate methodological design; the appropriate use of the interactive teaching-learning methodology; the constructive use of methods for assessing learning outcomes; knowing the beneficiary's learning needs; developing the skills to create a learning activity design that is stimulating for the beneficiary of the educational act; adequate use of motivational incentives.

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Conceptual synchronization: systemic paradigm models and praxiological processes

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Abstract

The work "Conceptual Synchronization: systemic paradigm models and praxiological processes" aims to establish the level of synchronization between the proposed teaching strategies based on ACISSI and PISC, with the teaching objectives presented by the European INATRA project. INATRA - is divided into three segments that correspond to the semantics of the following Italian words: IN- "Within" new formative contexts, A- "Towards" the direction of a synchronized learning strategy based on social requirements, TRA- "Through" learning strategies that can provide effective and qualitative education. Conceptual interference of these three approaches provides opportunities
ACISSI- is a didactic archetype that stands for: A - the algorithm (the strategy of performing both didactic and foreign language learning projects by the user , based on the constructivist paradigm model that is an algorithmic type) C - Configuration (the stage of the algorithm specific to the process of determining/outlining the mental representations derived from the previous study actions), I- Insert (the stage of the algorithm which includes the user's actions involvement for reconfiguration of the new mental representation of the activity response to external stimuli), S-Structures (the language system is more effective if the user exhibits metacognitive skills that allow him/her to understand the linguistic area as a system), S-Stratified (the linguistic system is divided into complementary/ supporting subsystems, whereas their study will be based on the principles of foreign language learning: from simple to complex learning), I-Integrator (revealing the complex connections between the language systems for the language and communication skills acquisition, thus making them more effective via the integrative principles of teaching paradigms).
Regarding the criteria for structuring the types of strategies applied within the teaching resources and offered to the users, we proposed the PISC model viz.: P- the Problem diagnosed as a result of assessment and/or self-assessment, formulation of the problem; I- Hypothesis: the statement of an assumed condition for solving a problem, S-Solution: the statement referring to the level of efficiency of the initial condition, C-Conclusion: the starting point for the conceptualization of the teaching resources and processes for achieving the study objectives.

Keywords: communicative competence, algorithm method, praxiological processes, conceptual algorithm, communication system, teaching translation.

1. From the ACISSI conceptual algorithm to the PISC pragmatic processes

We suggest an algorithm which has been previously named in our works as the PISC algorithm, which stands for **P-** the **problem** proposed to the user by the teaching staff or being formulated by the user himself/herself; the **hypothesis** which can solve effectively the researched issue; the **solution** which is identified by all members of the learning group; **conclusions** that would generate the action pathways for the developing effective learning strategies. It is important to identify the methods for monitoring the interrelation flow management at each stage level, in order to achieve the objectives of a personal or group project. Therefore, it is fundamentally important to receive the feed-back, as well as to elaborate the strategies for data reception. Feedback that is a component of the study strategy building process is expressed by the user's direct reflections on his/ her own activity, thus being a way of expressing the metacognitive skills in order to identify his/ her own learning actions.

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We have previously proposed in our researches to use metocognitive boxes attached to the tasks and used within a personal or group project which can reveal both an informative character (transmitting information regarding the users' reflections vs. task performance) and an interactive one, thus giving an opportunity for all the participants to interrelate in the process of learning.

The center for valorisation of teaching, intercultural and linguistic experiences have collected and selected the linguistic practices that can be presented according to a free presentation pattern or by answering to some specific questionnaires. Data are being stored on paper or CDs.

2. Management of multiple interrelations through translation teaching activities

For native professional environment, it is a real starting point for making connections between the translation teaching activity and the act of translating as an element of inserting the message into another socio-linguistic context like in: didactic translation, didactics and technologies of the translation: practice and perspectives of Yannick Hamon (Hamon, 2016, pp.118-136).

Didactic translation has been one of the most accepted methods included in the range of important activities within a school curriculum, which is now being less popular in behalf of a spontaneous communication in terms of oral communication.

From the beginning of the article, Hamon mentions the connection between the teaching translation activity and the activation of "existent mental representations" or what we call, the valorisation of learning patterns on which the user's previous linguistic experience is based.

The teaching translation activity will be performed upon the alternation vs. concordance of the pre-existing mental representations between the native and the target languages, as well as the elaboration of the strategies for the *configuration* of the new circumstances in order to accomplish the task of *transmitting* the message; the *insertion* of the learning experiences applied on the previous learning of the personal linguistic acquisition; the identification of the *structures* specific to the studied language compared to the native one or earlier studied languages; the stratification of the structures will mainly refer to the conceptualization of the discourse for the development of a learning pathway; whereas the integrating principle of "methodological or ideological archetypes" will serve as a binding element for the complexity of the whole process.

The ACISSI model is a complex one, but it plays a significant part in the process of studying a foreign language, as well as contributing to the completion of all the items from a personal/ collective research project (Martyniuk).

Hamon also mentions the ramifications of the types of specific activities: inter-linguistic and intercultural didactics and didactics of the translation process, or traductology.

The translated product is a result of linguistic, pragmatic and intercultural competences. In terms of the institutional project for the elaboration of the Romanian language curriculum for foreign students, we segmented the basic document into compartments, whereas the first step was the elaboration of the phono-didactics syllabus and the teaching resources with practicing elements of phonetic skills acquisition.

The method of teaching translation was based upon the following proposed activities in order to fulfil the phonetic files. Turkish-speaking students were proposed the following algorithm for making strategic interconnection between teaching translation and phonological skills acquisition:

- selecting the study text (the teacher’s suggestion is indispensable since he/ she will evaluate the text both from the perspective of the feasibility of the didactic translation and presence of relevant elements for the study of phonetics):
- segmentation of information,
- translation of small alignments,
- correlation of the alignment with the general text message,
- interpreting the images associated with the translated text.
- drafting the primary translation while paying attention to the phrasal expressions, phrasal verbs and their role,
- drafting the translated text with the application of the new information selected from dictionaries of synonyms, antonyms, neologisms and for specific purposes,
- translating the text from the native into the target language, studied by another user group,
- carrying out of a dual register for identifying similar and different elements,

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- commenting on fragments that have passed through differential translations L1-L2, L2- L2.
- converting the translation of the same text by different user groups,
- comparing and including of the results into the dual register with compartments of similarities and differences.

The paper cites Delisle, who distinguishes between the didactic and the professional translation: "*Traduction didactique: exercice de transfert interlinguistique pratiqué en didactique des langues et dont la finalité est l'acquisition d'une langue. Traduction professionnelle: exercice pratiqué dans les écoles, instituts ou programme de formation de traducteurs et conçu comme un acte de communication interlinguistiquefondé sur l'interprétation du sens de discours réels"* (Hamon, 2016, p.118).

Therefore, the purpose of teaching translation is the language skills acquisition, whereas the translation is a means of achieving this objective and a final goal that infers the realization of a learning strategy (Joița, 2007, p.7).

The proposed teaching translation- related activities for the development of phonological awareness are as following:

- carrying out the activity of grapheme-phoneme association,
- presenting the connection between the phoneme and the chromatic element which is perceived as a relevant one (for the vocal and consonant system),
- using the methods of presenting the forms of the phonetic system by means of gestures,
- selecting phonemes that are similar to those from the native language (or previously studied languages),
- carrying out the files with facilitating phonetic factors related to various topics,
- presentation of non-facilitating phonetic data files,
- identifying the pairs of graphemes/ phonemes that would be relevant for phonetic discrimination (i.e.b/ p; f/ v, etc ...),
- selecting the lexemes from the translated texts that will include the phonemes from the selected pairs and their presentation within separate files,
- Attaching of the sound dots in order to record the user pronunciation for each selected word,
- attaching the sound dots to the model lexemes,
- optional presentation of the lexeme-relevant image,
- selecting the groups of graphemes that show a greater level of difficulty in pronunciation (c, ci, ce, chi, che, g, gi, ge, ghi, ghe),
- passing through similar actional steps for the phonemes,
- elaboration of thematic dictionaries: nominal and verbal groups,
- attaching the transcription box for each lexeme, the sound dot with the phoneme and the lexeme pronunciation, as well as the images relevant to the meaning of the word.

3. Linguistic, metalinguistic and socio-cultural aspects of transfer

Referring to the definition of Delisle, we realize that teaching translation activities are enclosed into the interlingual transfer process, the purpose of which is the formation of practical skills. Oral communication represents the spontaneity and reaction time monitoring of the user on the received message, whereas the translation activity is aimed at carrying out tasks that precede the formation of fluent interrelation skills within the act of communication.

The goal of the translation skills acquisition is to outline and consolidate the various aspects of language and communication skills, as well as to ensure a higher level of psychological comfort generated by the user' s self-confidence as a result of passing through conscious learning stages.

The characteristics of a professional translation is the presence of the communication act and the proper interpretation of the discourse. Moreover, the elements of intercultural competence will also be applied to teaching translation. Thus, intercomprehension at the phonological level will be extended through mental representations at the lexeme level, by the statement-assertion and by the message. The transdisciplinary element starts from the activities of analysis to synthesis and in reversed ones from synthesis to analysis.

Yannick Hamon states the *reflexivity of the translation process*, the involvement of metalinguistic and metacognitive interpretation activities, especially if the user studies from the perspective of an autonomous learning approach,

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The time spent on checking the reception and transmission of the messages is higher than in the case of oral communication, as well as the level of reflexivity on possible errors. The errors are a mean of comparing the personal and the proposed model and, at the same time, an indication to the user of the degree of language and communication skills acquisition, as well as a way to measure the level of effectiveness of some or other applied methods and techniques in terms of the personal / collective project implementation strategy.

Subsequently, the study of the professional translation case with the application of ICT is presented. The objective of the present paper is to establish the connective elements between different conceptual views related to a foreign language learning with personal professional experience and the impact of the existing studies in the elaboration of the study strategies and their adaptation according to the users' customized circumstances within the classroom. Since Hamon explains the link between the professional translation and the video communication flow channel, then for the teaching translation, I have previously presented the elements of creating auditory teaching sources.

The proposed algorithm for developing video elements attached to the translated material from a predominantly teaching perspective is as following:

- the attachment of the boxes to the phonetic files that will include models of facilitating and non-facilitating factors to the lexemes with a higher difficulty in pronunciation,
- forming statements with selected lexemes,
- attaching of the movies, songs, news fragments containing the pronunciation of the lexeme or groups of words (in accordance with the legal provisions for the use of digital materials),
- carrying out your own teaching resources, according to the pronunciation patterns selected from the videos.

The objectives suggested by Hamon are consistent with multiple personal projects which involve teaching translation: *„Traduction vers la langue-culture maternelle (plutôt orientée sur la compréhension de la LE et le rendu en LM)/ Traduction vers la langue-culture étrangère (plutôt orientée sur la production, la formulation, le rendu en LE); traduction de textes/ traduction de segments; traduction littérale/ traduction interprétative; traductionécrite/ traduction orale; traduction comme fin et objectif d'une activité/ traduction comme moyen utilisé au sein d'un scénario pédagogique (conçu dès lors comme une sous-tâche facilitante)"(*Hamon,2016, pag128).

The interference of teaching translation and intercultural elements at the level of phonological skills, as revealed by ACISSI, can be noticed by exhibiting the intonational levels. The fragments included into the audio and video files can be modified according to various intonational patterns specific to the cultural behaviour of the student's native language and the studied one, the presentation of which can be carried out both separately and comparatively.

4. Perceiving the complexity of the communication system vs. teaching translation

One of the innovative idea-generating articles, with various connective aspects to our own professional experiences is presented by: "*La traduzione audiovisiva dei lungometraggi giapponesi come proposta didattica*" by Francesco Vitucci (Vitucci, 2016, p.136-152).

The final goal of the teaching resources, carried out from the perspective of the phonetic approach and ACISSI, is the realization and interpretation of a film based on the teaching translation.

The final goals of translation a feature film remain significant:

"Based on the so-called language definition, the teaching intervention has the following objectives for the proposed audio-visual translation:

1. stimulation of linguistic and extra-linguistic reconstruction of the material due to the contact with multimedia sound columns through listening / viewing activity, aimed at intra-linguistic subtitling; (Subtitles)

2. the development of a socio-pragmatic competence via the controlled following of the sound columns and the decoding of their linguistic and extra-linguistic content, in order to achieve both oral reproduction and interlingual translations (subtitles);

3. collaborative learning instead of a unilateral teaching approach and teacher- conducted learning;

4. *transmitting a theoretical and practical know-how techniques regarding subtitling that can be reused in future professional contexts"* (Vitucci, 2016, p.139).

Regarding the first goal of reconstructing the linguistic framework, we often suggest the algorithm of meaning recovery by means of language, communication and intercultural elements:

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- users are offered to watch a movie without sound,
- the semiotic clues of the film background and foreground are interpreted,
- watching the movie and assuming the possible text elements,
- the film is segmented and translated according to the teaching principle of informational transfer,
- movie subtitles are presented at a moment time x1,
- the attached text is edited by means of dictionaries of synonyms, antonyms, neologisms, phrases and phrasal verbs,
- the text will be edited according to the personal cultural perception and compared to the cultural model of the speakers of the target language,
- the integrating of all film segments that have been interpreted according to the same action steps,
- interpreting the text from the analytical point of view to the synthetic one and vice versa.

The ability to interpret a feature or documentary film, entertainment programs, popular scientific, as well as serials that include the use of specialized languages, will undoubtedly imply the formation of acquisition skills in order to achieve the sociopragmatic management skills within the user's various social environments.

The more complex tasks, which prove the autonomous learner's capacity by adjusting complex strategies based on the consecutive application of various techniques and methods for carrying out all the items, would ensure the realization of the final product. The plenary involvement of all the participants is required for the completion of such projects based upon personal and learning group involvement within a classroom or virtual community. The hybrid-formative context from the perspective of space is referred to the methodological structure of the face to face vs. blended-learner conceptual teaching strategy, as well as on the formative aspects of cognitive structures specific to the language that can create the impression of a learning experience both as a process and accumulation of linguistic, communication, sociopragmatic, metacognitive and ontological experience.

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Teacher training through the conversion of general human values into transferable competencies

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Abstract

In the first part of the study, in the context of educational sciences development process presentation, it is shown that, at a certain point, these sciences have the tendency to assume their philosophical and moral roots. In order for us to understand in-depth the teacher training process, it is necessary to analyse carefully the relationship between the teacher's competencies and their moral substrate. The proper acknowledgment of the teacher's competencies must begin with meticulously analysing the general human values and how they are structured in educational values.
In the second part of the study, didactic competencies related to the educational styles are analysed, regarding the transferable competencies associated with transdisciplinarity and transferability. The authors try to present and explain the general values into transferable competencies conversion mechanism, in order to balance the conceptual and epistemological substrate of the didactic competencies forming process.

Keywords: general human values; speific values; particular didactic competencies; transferable didactic competencies; values conversion into competencies; teacher training.

One of the most important particularity of the educational sciences evolution in past decades is the restructuration and brought at the concrete institutionalised teacher training process through pedagogical profiled departments. As I showed in the paper *"From Pedagogy to Education Sciences"* (EDP 2007), multiple educational sciences rise up from the old pedagogy, starting with the curriculum theory and methodology, structure theory and methodology, etc. This epistemological operation is not always correct, because the educational sciences fan can also be expanded, including more philosophical and cultural domains, relatively marginalised, such as axiology, ethics, or civilization fundaments. Teacher training optimization supposes numerous special relations between disciplines, concepts, social methodologies and educational sciences classical concepts. As we will show in the following, one of the main teacher training directions can be realised by converting the general human values into transferable competencies.

As it is known, the concept of value derives from the Latin *valere* = to wield power. In antiquity, value referred to physical strength, but in the modern society, value refers to knowledge and information. We will also tell the difference between individual values (The Greatest Happiness Principle – J. S. Mill) and social values, which are pointed by ethical values such as justice, responsibility, modesty, principledness, etc.

Educational values usually structure themselves by the social values, by truth and justice, well defined by the educational evaluation. The teacher training process has, at its foundation, of course, a well crystallised set of moral values, even if they are not always very well explicit. In the teacher training activity, on several occasions, specific values, usually associated with a certain specialization, obturate the axiological substance. In the specific literature, when it defines the concept of professor, including his professional training, a series of competencies derived from specific values, rather than social-human values, are brought in foreground.

Being a teacher in today's Europe represents one of the oldest, most beautiful and complex trades. Therefore, the didactic profession is intertwined with the history of humankind; from ancient times, there were people capable of teaching others, respectively the ones who had to learn from other people. A teacher's job/occupation is extremely beautiful because nothing in the world can be nobler than to share your knowledge with those in needs and help them grow and adapt as much as possible to the requirements of the physical and social environment in which they live.

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However, at the same time, the teacher's duty is exceedingly complex, because, in order to be a successful teacher, it is very important to be well prepared in your field of specialization and to know how to share your experiences. In addition, it is essential to be acquainted with the people around you, in order to empathize with them, to develop their passions, to understand them and help them solve the problems they face. In this context, to reach professional maturity, it is crucial for a teacher to have a range of specialized, methodological and psycho-pedagogical skills, and in pursuance of achieving career completion the teacher has to develop some transferable/transferable competencies that highlight his/her already existing qualities.

In common terms, the concept of "Teacher" is used at such a high frequency that few still question the significance of the term. We are accustomed to empirically associate the teacher with the person who teaches the pupils (of all ages) certain content, evaluates how they acquired it and - sometimes - involves them in some extracurricular activities. However, there are a number of authors who have tried to give an epistemological definition to the notion of "Teacher". Therefore, according to Al. Stănescu (2000: 211), the teacher is a person who, based on his/her own abilities and through appropriate professional training, becomes suited/capable and validated/confirmed to wield the didactic profession in institutions and organizations in the field of the instructive-educational process.

It is not our purpose, in this case, to expand on the subject related to the necessary pedagogical skills of an efficient teacher, the literature being abundant in this regard. We will focus more on the teacher's main teaching styles; a topic that can help us had better understand the assessment styles that a teacher can adopt.

According to the quoted author, didactic competence, teacher personality and didactic authority are inseparable and indispensable dimensions of an efficient teacher (Stănescu, 2000: 218). Thus, didactic competence can be defined as a unitary-systemic assembly of scientific, technical and moral capacities that can theoretically and practically ensure the complete and correct satisfaction of the didactic profession's requirements. This means that a teacher has to be appropriately prepared from the epistemological point of view (to possess reliable specialized knowledge, but also elements belonging to the general knowledge), from the technical point of view (to have the psycho-pedagogical and didactic methods to communicate the educational message to his/her pupils), respectively from the moral point of view (with an irreproachable conduct in this area).

From the perspective of the professional competencies in the field, we distinguish the following didactic styles (Stănescu, 2000: 215-216):

- *The correct and complete reproductive style* - satisfies the post requirements correctly and completely, but does not bring anything new;
- *The reproductive-deficient style (quantitative and qualitative)* - partially satisfies the requirements of the post with deficiencies, difficulties and frequent gaps;
- *The creative reproductive style* - fully and correctly satisfies the requirements of the post, sometimes exceeding them, enriching the functionality of the post by sporadic original contributions;
- *The predominantly creative style* - permanently and progressively exceeds the requirements of the post, enriching its specific activity and functional efficiency through quasi-continuous original creation.

Analysing these teaching styles, we note that they can be grouped into two broad categories. On one hand, there are the teachers who - at best - satisfy the tasks specified in the post description at a correct and complete level, persons about whom V. Marcu (2010: 18-19) states that they are at the level of didactic liability. Paradoxically, there are prerequisites for these teachers, who do not shine in teaching, to be extremely severe assessors, trying to mask their professional limits. On the other hand, there are creative teachers who are constantly or only sporadically willing to promote innovation in education and which, according to the same V. Marcu (2010:18-19) are at the level of didactic responsibility.

All these represent only a small part of the characteristics which make up the psychosocial profile of the didactic profession and which are the object of the didactic deontology study. Starting from these presumptions, numerous researchers have insisted on the issue of liability and responsibility in didactic activity, each trying to capture not only the differences between these two concepts, but also the way a person can access the status of an honoured teacher, from that of a common teacher. Therefore, from an own research published a few years ago (Blândul, 2007: 83), a series of exigencies arose, which assert the activity of the teacher and which must be found as fundamental characteristics in his/her personality:

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- Exposes his/her standards clearly and insists on them;
- Uses complementary evaluation strategies;
- Uses various teaching and assessment techniques;
- Is determined and consistent in the enforcement of decisions;
- Encourages self-evaluation / inter-assessment in pupils.

These are just some of the exigencies that are imposed on a successful teacher and which predominantly cover the attributes of the didactic sphere. However, in order to fully and correctly fulfil his/her responsibilities, it is essential for the teacher to know his own abilities and limits, to capitalize on the first and, as far as possible, to correct the others. He must communicate effectively and empathically with other educational performers, should cooperate with others for the benefit of their pupils, be creative in solving didactic tasks and lead a healthy life, because taking care of one's own person results in the ability to take care of others. All of the above are a way of how to effectively solve the problems they face, to make responsible decisions, to be interested in his/her personal and professional development, and so on. The specialty literature (Blândul, 2015:42) brings these together as transferable competencies, referring to those types of competencies that are transferable and which the individual can use, regardless of the field of activity.

If we closely analyse the relationship between the professional competencies, related to the didactic styles, and the transferable competencies, we notice that it reflects the relationship between the general human values and the specific values. In a somewhat paradox, the specific values correspond with the style related competencies, while transferable competencies are more associated with the general human values. Without going too far from how Florea Voiculescu defines the transferable competencies, we notice that they are conceived in a way that allows the person to adapt to the complexity and dynamics of the contemporary world, as well as to the diversity of contexts that they might face during their lifetime: curricular/extra-curricular, professional/extra-professional, formal/non-formal, local/general, familiar/unknown and so on. The designation “transferable competencies” has its origins in the fact that the aforementioned competencies transcend the other specific competencies, being present in each of them, but not being specific to any of them. In addition, according to the same author (2012: 68), the main features of transferable competencies are as follows:

a) *Transdisciplinarity* - transferable competencies are formed by all disciplines, they are interdependent and constitute a whole;
b) *Transferability* - transferable competencies are modelled and applied in different fields of activity;
c) *Extension* - a transferable competence covers a broad range of knowledge.

Hence, we find that the transferable competence covers a great variety of fields, distinguishing between well-trained successful people and unsuccessful people in a given field. Common sense and epistemological research have identified a number of factors that can make a difference: personal development, lifelong learning, autonomy and responsibility, critical thinking and reflective practice, emotional intelligence, social communication and interaction, active citizenship, etc. (Voiculescu, 2012: 67). Indeed, a well-trained person in his/her field of work, who has the willingness to take the initiative, to take responsibility, a person that has high self-esteem, the ability to produce valuable judgments, multiple and profound social contacts, etc., it is supposed to succeed in life and in the professional field, being more efficient than another person, equally well trained in his/her specialty, but with a lesser involvement in the life of the community. Often school, through formal education, neglects the formation of transferable competencies, considering either that it is not its duty to do so, or that the training of these competencies is sufficiently covered within the specialized subjects. As I have mentioned before, transferable competencies can develop within specialized subjects (for example, in “Romanian Language and Literature”, pupils may acquire the ability to communicate in current life situations), but we believe that these skills should benefit from a dedicated curriculum for their training, most likely ensured through non-formal education. Obviously, the two options complement each other and aim at the overall preparation of the person for a quality life (Hoskins et al., 2014: 445).

Quoting a study by the Superior Council of Education of the Quebec Government, F. Voiculescu (2012: 68) identifies 4 pillars on which the formation of transferable competencies is based:

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a) Capitalizing on high-level intellectual capabilities;
b) Reflection on the long-lasting competencies that the school creates with effects on the whole life;
c) Development of metacognitive abilities;
d) Capitalizing on the psychology of personal development.

From the analysis of the convergent action of the four aforementioned pillars, we can comprehend the transferable competencies' higher level of development. Thus, for the formation of such a competence, a series of metacognitive abilities is needed, built on the background of obeying the psycho-individual and pupil's age specificities. This is just one reason why, once formed, transferable competencies can make the difference and can become the "key to success" in a particular activity. It is equally true that these transferable competencies are not available to anyone, which is why we insist on the involvement of all educational agents in their formation and development (Blândul, 2015: 17-19).

The benefits of the transferable competencies are obvious, whether we talk about children or adults. In education, it is frequently spoken about the importance of pupils forming those skills, in order for them to be more effectively integrated into society. However, psycho-pedagogical literature does not expand on the subject of transferable competencies formation at teachers, minimizing the competencies' place and role in the structure of personality, and appreciating that they have already formed those abilities. As mentioned in the previous paragraphs, it is essential for a successful teacher to communicate efficiently with his pupils and with the other educational partners. It is also very important to have self-acknowledgement and to help their students achieve this self-acknowledgement, to be able to work in a team, to develop critical thinking, used to make informed decisions, to be creative and to find original and optimal solutions to the problems that he/she or his/her students encounter, etc. (Orțan, 2014: 290). In this way, a successful teacher will be able to move from liability to responsibility in didactic activity, i.e. from the correct and complete satisfaction of his responsibilities according to the job description, to the assumption of new, non-compulsory but vital school tasks for the quality training of his students. The process is complex and lasting, but the results are irreversible and extremely positive. In this context, V. Marcu (2010: 30-31) gives a series of advice to all teachers interested in appropriately using the acquired transferable competencies to make the shift from liability to responsibility in the didactic activity:

- To treat fairly and objectively all children, irrespective of their physical or psychical particularities, their religious, ethnic, racial affiliation, etc.;
- To acknowledge and recognize the differences that may exist between pupils and to constantly pursue the satisfaction of their individual needs;
- To find unique solutions to encourage students to set high goals that contribute to their intellectual, physical, creative and spiritual-moral development;
- To help students appreciate not only the possibilities and advantages of democracy, but also their duties towards it;
- To respect the right of every child to have confidential information in relation to his or her own, excepting the circumstances in which they are provided to specialized agencies or are required by law;
- To not accept any type of remuneration other than that legally provided for the quantity, quality and social importance of the work performed;
- To respect the child and to treat him as his/her equal.

If we stop upon the transferable competencies list proposed by V. Marcu, we will easily notice that the first derives from the value "justice", and the second one from the value "pupil respect" and so on. In the first teacher-training complex, an interesting conversion phenomenon, from general human values to transferable competencies, takes place, which requires some restructuring in the DPPD's curriculum, or at least in the educational sciences thematic content.

In conclusion, it can be appreciated that the process of passing from accountability to the didactic act is not spontaneous, but involves going through several stages of continuous training and development, mainly supported by strategies specific to the non-formal education. Unfortunately, many teachers place this process on a secondary level, after the initial and the continuous training, focusing more on specialist training and ignoring the benefits of

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their personal development. As followers of the principle that the teacher is first and foremost a human being, and only then a specialist, we insist on the importance of this type of career formation and development, being convinced that the effects will not only influence the present generations, but also the future ones.

In order to accomplish such a desiderate, it is imposed that educational science specialists to analyse with more attention the transferable competencies, their nature, with the functions they fulfil. As we showed in this study, there is an extremely sophisticated mechanism through which general human values convert into transferable competencies, and us, as educational science specialists, must not only be aware of this transformation, but also to follow it with the greatest responsibility, through scientific nature procedures.

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The Revised cyber bullying inventory (RCBI) for university students: validity for Romanian adolescent population

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Abstract

Cyber bullying is the new form of aggression in the digital area. Cyber bullying is defined as a type of bullying by using the internet and the smart phones. Even if, the puberty and the adolescence are the most prevalent ages for cyber bullying, it can be found also among young and adults. The aim of this study was to examine the psychometric properties of the Revised Cyber Bullying Inventory for students (RCBI) for Romanian teenagers using two independent samples. The first group of 221 adolescents (107 males, 114 females) aged 13-18 was used for Exploratory Factor Analysis (EFA). The second group of 274 adolescents (124 males, 150 females) aged 13-18 years old was used for confirmatory factor analyses and other validity tests. They completed the Revised Cyber Bullying Inventory for students (RCBI, Tanrikulu, 2015), Satisfaction with Life Scale (SWLS, Diener, Emmons, Laresen & Griffin, 1985) and Aggression-hostility scale (Zuckerman, Kuhlman, Joireman, Teta & Kraft, 1993) in 60 minutes in their classroom. RCBI for students university is a valid scale which can be used among Romanian teenagers to investigate the cyber bullying experience, as a victim or/and as an aggressor.

Keywords: cyber bully; cyber victim; teenagers; validity.

1. Introduction

The new technologies, especially the Internet, are more and more present in our life, bringing us many benefits. We can search, read and learn any information we want when we want. We can buy, visit, watch, play games or communicate with others at any time or place by going online. Despite all these benefits, the Internet use has also negative consequences. The aggressive behavior is the most common one in its different form: verbal, intimidation, violation of intimacy, etc. Thus, cyber bullying is a new form of aggression and is defined as "an aggressive act or behavior that is carried out using electronic means by a group or an individual repeatedly and over time against a victim who cannot easily defend himself/herself" (Smith et al., 2008). Some of the characteristics of traditional bullying are partial valid for cyber bullying, defined as a form of bullying, but the technical medium of cyber bullying will bring some specific elements. The common traits of bullying and cyber bullying are: aggressive behavior, repetition over time, performed by an individual or a group against an individual or a group, intention to do harm. Like we said above, the repetition in cyber bullying is not easy to be demonstrated. An act of cyber bullying may be easily out of control due to use of technology: a comment or a picture that is posted can be easily seen by a lot of people or/and can be distributed by others. The same way, the power imbalance, which is quite obvious in traditional bullying, seems to have no relevance in the electronic medium. The cyber aggressor needs to have better social and digital competences (Kernaghan & Elwood, 2013), but these abilities do not guarantee that you will not be a victim of cyber bullying. For some forms of cyber bullying (e.g. impersonating someone else on a website) you may need some more technological expertise, but for sending an aggressive email or SMS or take a picture of someone else in order to use it in an abusive manner, you do not need too much technical knowledge. On the other hand, while in

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traditional bullying the roles - aggressor, victim, witness - were stable due to imbalance of power, in cyber bullying the victims can become the perpetrator and vice versa (or double role). Also the bystanders, distributing the aggressive content in a social network, can, in turn, become aggressors (Kernaghan & Elwood, 2013).

Cyber bullying presents also some specific features, such as (Hinduja & Patchin, 2015): *anonymity* (although in many cases victims know who the author is, the ability to hide their identity makes some of them feel "freed" by the rules of behavior and the moral rules of society, thus becoming more willing to adopt behaviors which in a face-to-face interaction would be censured by the pressure of society); *disinhibition* (the lack of visual contact with the victim eliminates the possibility of perceiving the eventual suffering of the victim and thus empathizing with them and this inability to read the emotional reaction of the other extends from aggressors to victims who, in the absence of nonverbal clues, cannot predict the attacker's intent); *lack of supervision* (due to the overcoming of the physical space and the passage into the virtual one there is the question of who and how will punish such behavior and this has implications for a generalized state of insecurity for the victim, who can feel at risk at anytime and anywhere, including home, a traditional "safety" place); *viral spread* (an act of aggression publicly displayed on the internet may have an unlimited audience and even an unlimited duration that lasts as long as the material circulates on the network).

Cyber bullying has serious consequences (psychological and health problems) for individuals which can affect the well being of a child until adult age. Research suggests that those who were bullied in childhood or adolescence are at greater risk to be cyber bullied as a young student or an adult (Foody, Samara & Carlbring, 2015) and cyber bullies from high schools repeat this behaviour in university (Walker, Sockman & Koehn, 2011). Victims and perpetrators of cyber bullying feel angry, depression, anxiety (Hinduja & Patchin, 2007), have lower self-esteem (Kowalski, Limber, & Agatston, 2012; Patchin & Hinduja, 2010) and have a higher risk of school problems and other deviant behaviors (alcohol and substance use) (Cassidy, Faucher & Jackson, 2013; Hinduja & Patchin 2007). Cyber bullying has a psychological impact on young people and adults like depression (Feinstein, Bhatia & Davilla, 2014), lower self-esteem (Na et al., 2015, apud Foody et al, 2015) and feelings of anger and stress (Zalaquett & Chatters, 2014, apud Foody et al, 2015).

In order to protect the adolescents and adults from all the negative consequences of the internet use and to create more efficient prevention and intervention programs, researchers started to conduct more studies in this field. As Berne et al. (2012) said, in their systematic review of the current instruments for cyber bullying, different scales and questionnaires have been used by researchers in this field. Some of the studies use single item to test cyber bullying, whereas others use multiple items tools (from 3 items to 101 items, Berne et. al., 2012). Depending on the purpose of the study, the instruments determine the frequency of cyber bullying (Hinduja & Patchin, 2007), the type of cyber bullying (via email, mobile phone or chat rooms) or the status in cyber bullying (victim, aggressor, double role or bystanders). Among all the existing scales, the Revised Cyber Bullying Inventory is a complex scale which can provide information about the type of cyber bullying, the frequencies of the cyber bullying and the cyber bullying status (Topcu & Erdur-Baker, 2010). The RCBI was adapted for university students (18-28 years old) by Tanrikulu (2015). We have chosen to adapt the RCBI for university students (Tanrikulu, 2015) because it is the last adapted form of the instrument, it is a standardized instrument to measure cyber bullying and it was used in many different studies for children, for adolescents, for young people (Feinstein et al. 2014) and for adults (Brack & Caltabiano, 2014).

2. Method

2.1. Procedure and Participants

The instrument was first translated from English in Romanian by three independent translators. After they had established the right form of the Inventory, it was translated from Romanian into English by a different translator and a similar version was obtained. This was the version tested in this study.

The participants of the present study were high school and gymnasium adolescents (8th grade) randomly selected from Galați area (rural and urban schools). In each school, two classrooms were randomly selected for each age category. Written information about the study was given to each school principal. After obtaining permission and consent from the principals of the schools and from the adolescents' parents, schools psychologies gathered the data

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from the volunteer participants of those classrooms. Three self-report questionnaires were completed by each participant in the classroom during school hour.

The first sample consisted of 221 adolescents (107 males, 114 females) aged 13-18 (21,7 % were 13-14 years old, 40,7% were 15-16 years old, 37,6% were 17-18 years old) and the second group had 274 participants (150 females,124 males) whose ages ranged from 13 to 18 (28,8 % were 13-14 years old, 44,9% were 15-16 years old, 26,3% were 17-18 years old).

2.2. Instruments

The Revised Cyber Bullying Inventory for university students (RCBI) was adapted by Tanrikulu (2015) for the English version also. First, Cyber Bullying Scale was developed by Erdur-Baker and Kavşut (2007) to measure the nature and severity of cyber bullying experiences of Turkish adolescents (16 questions for cyber bully form and 18 questions for cyber victim form). The internal consistency coefficient was .92 for bullying and .80 for victimization forms. Topçu & Erdur-Baker (2010) later revised the scale by adding a few more items (26 items) and internal consistency coefficient was .82 for bullying and .75 for victimization forms. The problem of this scale was that the items contain specific words like Facebook, messenger or chat room. Because the technologies develop very fast, those words can be out of use and the instrument can became invalid. So, Topçu (2015, apud Tanrikulu, 2015) revised the inventory by eliminate the words that contain any allusion or name of the media communication or technology. This form was adapted for Turkish students by Tanrikulu (2015) and he made the english version also. This form of the inventory was translated for the romanian adolescents. The RCBI for university students have 24 items in two section („I did" for cyber bully and "It happened to me" for cyber victim). Sample items from the RCBI can be illustrated as "Spreading gossips and rumours online." or "Having someone watches a private video chat without informing the other person." Participants indicated the degree to which they agree with each item using a 4 point Likert type scale as follows: 1 = Never; 2 = Once; 3 = Two or three times; and 4 = More than three times. The lowest score can be 12 and the higher score can be 48. Higher scores indicate more implication as a cyber bully or/and a cyber victim. The scale can divide the adolescents in cyber aggressors, cyber victims, double role (victim and aggressor) and not involved (has no implication in this phenomenon)

Satisfaction with Life Scale (SWLS) was developed by Diener, Emmons, Laresen & Griffin (1985) to measure global cognitive judgments of one's life satisfaction and has 5 item. Participants indicate how much they agree or disagree with each of the 5 items using a 7-point scale that ranges from 7 - strongly agree to 1 - strongly disagree. Higher scores on SWLS indicate greater life satisfaction. The internal consistency coefficient was .81 in this study, very similar with others Romanian studies with used this scale (α=.82).

Aggression-hostility scale is a subscale of the Zuckerman-Kuhlman Personality Questionnaire (Zuckerman, Kuhlman, Joireman, Teta, & Kraft,1993). The items describe a readiness to express verbal aggression, rude, thoughtless, or antisocial behavior; vengefulness and spitefulness; having a quick temper, and impatience with others. The participants have to appreciate if the items describe their personality and mark the true or false response. The Alpha Cronbach in this study was .60. In the Romanian adaptation of ZKPQ the Alpha Cronbach was .71.

3. Results

3.1. Construct Validity

Utilizing the data from the first group, Exploratory Factor Analysis (EFA) with oblique rotation in SPSS 19 was made. Because the instrument has two parallel form with the same 12 items (cyber bully scale, cyber victim scale), EFA was conducted for each scale. Theoretically, one scale was aimed to have one factor (Topçu & Erdur-Baker, 2010) thus the analysis was made by forcing the factor number to one. The factor loadings of items varied from .29 to .67 for the Cyber Bullying Form and from .32 to .68 for the Cyber Victim Form (Table 1).

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Table 1.Results of exploratory factor analysis for Cyber bully Scale and Cyber victim Scale

Cyber bully items	Loadings	Cyber victim items	Loadings
a1	.531	v1	.536
a2	.292	v2	.404
a3	.475	v3	.413
a4	.531	v4	.619
a5	.637	v5	.687
a6	.570	v6	.324
a7	.444	v7	.334
a8	.548	v8	.595
a9	.556	v9	.469
a10	.439	v10	.602
a11	.677	v11	.650
a12	.428	v12	.570

Confirmatory Factor Analysis in AMOS was performed on the second group to test how well the one factor model fit the data. For the instruments with more than five items it is recommended to do item parceling while test CFA models (Tanrikulu,2015). Item parceling was performed by generating four parcels with three items each. For cyber victimization form (see Figure 1), the one factor structure was confirmed by CFA ($x^2 = 4.34$, $df = 2$, $p = .11$; TLI = .97, CFI = .99, NFI = .98, RMSEA = .06).

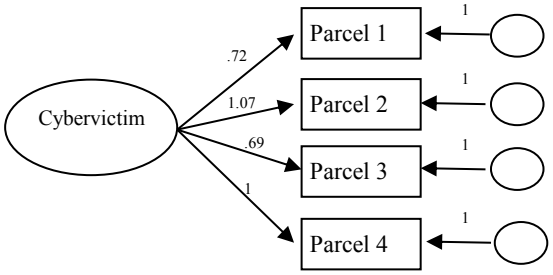


Fig.1. Tested model for cybervictimization scale, e=error

For cyber perpetration form, the results show an inadequate model fit for one factor model ($\chi^2 = 10.169$, df = 2, p =.006, TLI = .92, CFI = .97, NFI = .96, RMSEA = .12). The modification indexes analysis revealed that adding correlation between error terms of parcel 3and 4 would increase the model fit. These items are similar in content so these statistical findings are theoretical justified (see Figure 2).

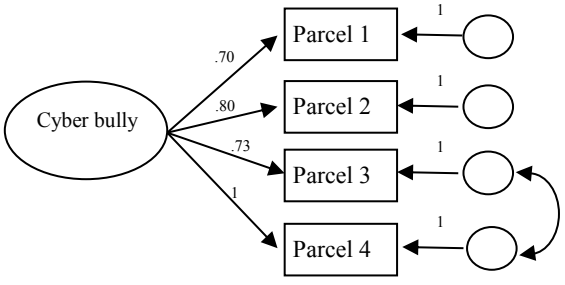


Fig.2. Tested model for cyber bullying scale, e = error

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After the modification, all the indicators show a good model fit (χ^2 = .609, df = 1, p =.435, TLI = 1.008, CFI = 1.000, NFI = .99, RMSEA = .00). These results are similar with the findings obtained by Topçu & Erdur-Baker (2010).

3.2. Convergent validity

Regarding the convergent validity of RCBI, we investigate the relationship with Aggression-hostility scale. We want to use a scale that is adapted and validated for Romanian population. We calculate the Pearson Correlation and we find a positive and significant relationship (r = .23, p<.001) between Cyber bullying Form and Aggression/ hostility Scale and no significant relationship (r = .04, p>.01) between Cyber victimization Form and Aggression/ hostility Scale. So, those who are cyber aggressor tend to have higher scores on aggression/ hostility and being a cyber victim have no relationship with being aggressive.

Cyber bullying and Cyber victimization form of RCBI positive correlated each other (r = .42, p<.001).

3.3. Discriminant validity

In order to test discriminant validity of RCBI, we explore the relationship with Satisfaction with Life Scale. The Pearson Correlation was calculated and any significant relationships was found between Cyber bullying form and SWLS (r = -.04, p>.01) but a negative and significant relationship (r = -.18, p<.01) was found between Cyber victimization form and SWLS. So, those who are cyber victims tend to be less satisfied with their life or adolescents with higher scores to satisfaction with their life have lower scores to Cyber victimization.

3.4. *Internal Reliabilities*

The internal consistency of RCBI was tested by Cronbach alpha coefficient and the results for each subscale were good and close to results from the others validation studies: for Cyber bullying form the Cronbach alpha coefficient was .78 and for the Cyber victimization form was .79. The total item correlations vary from .35 to .51 for Cyber bullying scale and from .32 to .57 for Cyber victimization scale. If any item is deleted for each of the subscale of RCBI, no improvement of the Cronbach alpha coefficient will be obtained.

4. Discussion

The new aggresion form, cyberbullying, is easily accessible to the adolescents, to the young people and adults because of the frequent use of the new communication technologies such as the internet, social media or other applications of the smartphones. According to EU Kids Online II project (Livingstone, Haddon, Görzig, &Ólafsson, 2011), aplied in 25 countries (among which Romania) to explore the way of using the internet by the youngsters, and also its risks and opportunities, Romania is one of the country with the higest harrasment incidence in Europe. The study showed that 41% of Romanian children interviewed declared that they were bullied in a way, online or in real world, and 13% of them said that they were cyberbullied. By being more aware of cyber bullying, teens and adults can begin to fight against it.

It is important to study cyberbullying because it was found that being involved in cyberbullying (as a victim or as a bully) can have an important impact on emotional and psychological function of the adolescents, youngsters and adults. For instance, many of the cybervictims are angry, sad and depressive or have a lower self esteem (Hinduja & Patchin, 2007; Patchin& Hinduja, 2010).

Most studies with adolescents distinguish from different cyber bullying status (cyber aggressor, cyber victim, double role and not involved) for a better understanding of the behavior. These cyber bullying status are used in adult research, too, (Brack & Caltabiano, 2014). Cyber victims have a higher risk of school problems (suspension, absenteeism, school aggression) and other deviant behaviors (alcohol abuse, substance abuse, running away from home) (Cassidy et al., 2013; Hinduja & Patchin 2007). Cyber bullies are involved in substance abuse and antisocial behavior (Ybarra & Mitchell, 2007).

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Some studies show that adolescents have more aggressive behavior in cyber space that in real life (Ybarra & Mitchell, 2007) and they want to revange in an anonymous environment (King, Walpoe & Lamon, 2007).

This study investigates the psychometric properties of Romanian adaptation of Revised Cyber Bullying Inventory for university students. The results are similar to the previous research on RCBI. The instrument has a good internal consistency. Confirmatory Factor Analysis shows a valid model for one factor of each subscale of RCBI. The majority of studies on cyber bullying were carried out among children and adolescents. Therefore, it has to extend the investigation on adult population and RCBI for university students can be an instrument to be used. The items are issued in such a way that has no age limit.

Although RCBI has good psychometric properties, it can be some limitations. One of these can be the topic of the instrument. Cyber bullying is renewing very fast with new applications. For example, „mirc" was a kind of chat room very popular 20 years ago to Romanian adolescents, but unknow for a 14 year old adolescent. So the participants may not know about an application which was popular a few years ago. Also, new forms of cyber bullying arise („catfishing", „trolling", „flaming" etc.) wich can have different consequences for peoples' (child, adolescent or adult) wellbeing. The instruments made to measure cyber bullying have to be updated with the evolutions in Internet use and applications.

The RCBI for university students is a viable instrument to explore cyber bullying experiences of adolescents, of young students and, why not, of adults.

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Interviewer's Perspective on Psychotherapeutic Aspects Specific to Interviews with Deported Persons

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Abstract

Deportations were one of the most traumatic episodes in the contemporary history of the Republic of Moldova. A unique feature of the deportations from Moldovan SSR was the impossibility for deported persons to verbalize the traumas caused by the deportations. Within the State Program "Recovery and Historical Valorization of the Memory of Victims of the Totalitarian-Communist Regime of the Moldovan SSR during 1940-1941, 1944-1953" 300 of interviews were conducted with persons deported during the Stalinist repressions. For some of the deportees, these interviews represented the first possibility to officially verbalize their stories. The following questions arise vis-à-vis the particularity of the interviewer-interviewed relationship: how did the researcher perceive the traumatic experiences reported during the interviews? What are the emotional experiences of interviewers? The article presents the results of a qualitative research that investigates the way the traumatic information is perceived in the interviews with deportees. The hypotheses of the study is that in the process of interviewing with the deported persons, elements specific to psychotherapeutic process will appear. The content analysis of the material reveals some similarities between the psychotherapeutic process and the interview: the actualization of traumatic material and intense emotional state of interviewed persons, the effort of interviewers to contain the emotional state of the deportees, the appearance of some emotional state of interviewer's associated in the psychoanalytic literature with counter-transference reactions: depression, anger, guilty, physical pain, insomnia.

Keywords: deportations, Stalinist repressions, trauma, social violence, mourning, transference, counter-transference, psychotherapeutic experience.

1. Introduction

The deportations from the Moldavian SSR in the period 1940-1941, 1944-1953 constituted one of the most traumatic episodes in the contemporary history of the Republic of Moldova. The Bessarabian historian Ludmila D. Cojocaru makes a summary of the traumatic dimension of the deportations based on the testimonies of the deportees in the work *Romanians in Gulag* (2014): "The memory of the Stalinist deportations reveals traumatic experiences: the nightmare of a journey to the end of the world, the fear of extermination ("they will make the soap from their bones", "they will be chased away in the Volga"), the frustration due to the inhuman conditions of transportation ("to the white bears"), the reluctance of the local people towards the deportees in the first months of the exile ("they told them that there come people who eat people", "they thought we were like monkeys"), the exhausting labor and chronic undernourishment ("everybody numbered how many potatoes are put in the pot"), the precariousness of sanitary means and resources (the barak, the bunks, bugs, lice), lack of water and cold ("the potato spud had to be placed under the pillow not to be frozen), continuous surveillance regime".

A specificity of the deportations from the Moldovan RSS was the impossibility of the deportees to verbalize the personal emotions of the traumatic experience. Y. Gampel (2003) argues that "horror produces silence" because

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silence is a natural consequence of social violence. Silence is consciously and unconsciously chosen as a survival strategy and conceals multiple meanings. In the case of deportations there was an official ban on talking about deportations, but the silence regarding the trauma was assumed by the deported population also from a protective perspective of their own destiny and the fate of their own offsprings. The testimonies of the deportees gathered in interviews within the State Program "Recovery and Historical Valorization of the Memory of Victims of the Totalitarian-Communist Regime of the Moldovan SSR during 1940-1941, 1944-1953" confirms this presumption.

Within the State Program, during 2015-2018, about 300 interviews with people deported during the Stalinist repressions were conducted. For some of the deportees these interviews have been the first official and, we suppose, implicitly psychotherapeutic talk. Even though the project did not have among the objectives the psychological elaboration of the traumatic material, the psychotherapeutic dimension of the research was present through certain characteristics of the research framework, such as the interviewer's willingness to listen and the invitation for discussion that came from the *Other* one who represents an institutional authority.

2. Social Trauma Concept and Mourning Problematics

In a wider psychological sense, *psychic trauma* is any existential episode that exceeds the mental resources to manage it. G. Fischer and P. Riedesser (1998/2001) define trauma as a "vital experience of a discrepancy between threatening situational factors and individual capabilities, which is accompanied by feelings of helplessness and abandonment, lack of defense and which leads to a lasting collapse of understanding of oneself and of the world". L.Crocq (2012/2014) defines psychic trauma as a "perturbation phenomenon that occurs within psychism as a result of external excitement excess in the case of a sudden, violent and aggressive event that goes through a breach of close beyond the defense mechanisms of this psychism".

Differentiating social trauma from natural or technical traumatisms is done through the presence of the *Other* one as a traumatic agent. C.F. Alford (2015) mentions that historical trauma affects a group of people at a specific time in history, is a massive trauma that destroys not only a large number of people, but also leaves survivors with an experience that is difficult to convey and mentalize. This inability to convey and mentalize experience is a tremendous difference between ordinary experience and traumatic one, as well as the inhumane nature of these experiences. Following the same attitude towards social trauma, S.Lebovici (1998/2006) does not approve the tendency to define them only by a nosological logo, given that social trauma exceeds the psychic resonance affiliated to everyday traumas (natural or technical ones).

Social trauma determines a specific procedure of mourning. S. Freud (1915/2000) defines the mourning as "the reaction to the loss of a loved one or an abstraction appeared in its place, such as motherland, freedom, an ideal." To experience the possibility of mourning after a loss or a traumatism is a fundamental condition for overcoming the trauma. The realities of social violence show that in their case mourning is often impossible. R. Kaës (1989) compares natural and technical catastrophes with the social ones. In the case of the former ones, mourning is possible - what happens can be represented and elaborated. In the case of social catastrophes, the travail of mourning is long-lasting, sometimes impossible - because terror and social violence involve emotional silence and affective freezing as forms of survival, blocking the formation of ties, thinking, identity, comes with extra suffering from the relational, by the *Other* one.

We consider that the deportations did not imply a plenary experience of mourning, because of certain characteristics of this traumatism. Firstly, the deportation supposed the annihilation of the deported person and of the past, the annihilation of the deported persons' experiences. In addition, the impossibility of verbalizing the emotional feelings about deportations, the impossibility to trace the missing close persons, the difficulty of acceding to the lost status - all these conditions impede the process of mourning, which could have ensured awareness and plenary pledging of the traumatism.

3. Oral History and Interview as Ways of Contacting Trauma

In the framework of oral history projects, the interview is a preferred method of working. The researcher has access to both factual history and the emotional burden afferent to the facts. How should the researcher relate to the affect he has experienced in the interviews? Is it part of the history? Which history? Is it a reality to consider or one

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outside of history? In the search of methodologies for retrospective trauma assessment, the psychoanalytic concepts of *transference, counter-transference, projective identification* can be clarifying.

The transference is a term announced by S. Freud in 1895 and designates a constitutive process of the psychoanalytic cure through which the unconscious wishes of the analysed with respect to various "objects" - people meaningful for the client - are repeated within the analytical relationship on the analyst's person. This is a repetition of certain infant prototypes, developed in the first childhood, experienced with a strong sense of actuality. Counter-transference refers to the psychotherapist-client relationship and represents the unconscious reaction of the psychotherapist to the transference of a patient. In the work *The Future Prospects of Psychoanalytic Therapy*, Freud (1910/2004) defines counter-transference as "the influence the patient exerts on the unconscious feelings of his analyst." The transference and the counter-transference are assisted by the projective identification mechanism, and the realities related to the analyst-analysed relationship represent an extremely important means for knowing the psychic realities. Projective identification is an unconscious process, through which aspects of one's own personality are not recognized and assigned to another person (Gabbard, 2005/2007). T. Ogden (1979, *apud* Gabbard, 2005/2007) describes these stages in the following way: the patient projects a representation of his/her Self or an object representation on the therapist, the therapist unconsciously identified himself/herself with what is being projected and begins to feel or behave like the representation of the Self or of the object designed in response to the patient's interpersonal pressure; the material being designed is "psychologically processed" and modified by the therapist, who returns it to the patient by reintroduction. The mechanism of projective identification is experienced with an increased intensity in severe pathological conditions and traumatisms.

At the same time, most authors, when defining the interview, emphasize the relational specificity of this research procedure. A. Blanchet and A. Gotman (1992/1998, *apud* Cojocaru, 2010) argue that "the specificity of the interview is to produce an *in situ* discourse; this particularity makes the interview to be defined as a social encounter and exchange situation, and not as a simple prevalence of information." M. Agabrian (2004, *apud* Cojocaru, 2010) presents the essential coordinates in qualitative interviewing, among which we find as a priority the aspect of the relationship: "1) encourages people to describe their world in their own words; 2) builds a relationship between the interviewer and the interviewee, which imposes obligations on both sides; 3) defines and provides standards for the evaluation of the quality of the research; 4) humanizes the relationship between interview partners to make the results accurate and credibility."

F. Nils and B. Rime (2003/2007, *apud* Moscovici & Buschini, 2003/2007) designates Sigmund Freud as one of the pioneers of interview. The method of free associations, conceptualized by him, provides for the invitation to the patient to express himself freely, the psychoanalyst intervening only to propose interpretations of discourse in a manifest and latent way. The interview is characterized by the fact that the researcher has a series of questions that serve him as a reference and which he does not put in a strict order, but according to the conversational flow and the reactions of his interlocutor, consider the authors quoted. At the same time, the interviewee is invited to express himself freely, in the terms he/she agrees and in the succession he/she wants.

Analysing the psychological realities specific to the interview and the analytical framework, having as reference the characteristics of the general attitude of the interviewer (Nils & Rime, 2003/2007, *apud* Moscovici & Buschini, 2003/2007) and the characteristics of the analyst's attitude described in the psychoanalytic literature, we can identify a series of similarities between these two research frameworks: a) neutrality, empathy or non-directivity are the terms that frequently appear in the methodological writings devoted to interview techniques/floating attention in psychoanalysis signifies the detachment of certain cognitive/attitudinal schemes, precondition and non-directivity, b) the benevolent attitude of the interviewer towards the interlocutor/benevolent neutrality in psychoanalysis, c) the invitation to the interviewee to express himself in the most profound way, giving access to his/her own frame of reference/free association in psychoanalysis, d) the tendency of the interviewer to distance himself/herself from his/her own frame of reference in order to approach the interlocutor's framework - "the interviewer becomes his/her mirror and thereby supports the elaboration of the interviewee's speech"/the psychoanalyst as a screen, on which the patient is projected, is one of the first psychoanalytic representations on the analyst's performance in the session.

As a result of the research undertaken within the State Program, the deportees were able to tell their traumatic history mostly associatively, the interviewer was consciously and unconsciously asked to manage the psychic states of the traumatic material. Thus, on the basis of this hypothesis, we assume that interview-specific research conditions, by updating the traumatic experiences of deportations, may cause emotional responses in both protagonists - the

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interviewee and the interviewer, especially in the case of traumatisms that have not benefited from verbalization and, implicitly, psychic elaboration.

Following the logic of the hypotheses outlined *above*, there appear the following questions referring to the specificity of the interviewer-interviewed relation: How did the researcher perceive the traumatic experiences updated during the interviews? What are the emotional experiences of interviewers? What are the psychotherapeutic resorts of the oral deportations history?

4. Methodological Landmarks

The hypothesis of the study is that in the process of interviewing with the deported persons, elements specific to psychotherapeutic process will appear. For this study twelve questionnaires were analysed with the researchers involved in the State Program "Recovery and Historical Valorization of the Memory of Victims of the Totalitarian-Communist Regime of the Moldovan SSR during 1940-1941, 1944-1953". The questionnaire consisted of 35 questions, out of which 12 closed questions - the answers were "yes/no", 23 open questions, where respondents were invited to describe their interview-connected experiences in free associative terms. The items of the questionnaire refer to the following dimensions-research objectives: the interviewer's experiences during the interview; the interviewer's experiences after the interview; the perception of the traumatic material by the interviewer; perception of the personality of deported person by the interviewer; overcoming difficult situations in the interview. For data processing, content theorization analysis was used. Content analysis included the following steps: floating reading of the entire corpus; selecting fragments relevant for analysis; encoding; categorization; elaboration of category schemes (Cojocaru, 2010).

5. Content Analysis of Material

5.1. Revelation of Traumatic Material in Interviews

The content analysis of the answers to the questionnaires allowed the differentiation of two types of speeches of the researchers: *the operational-formal discourse* and *the emotional discourse*. These types of discourse have been differentiated on the basis of the following two criteria: references to the presence of emotional experience in interviews and the intensity of emotional affairs in interviews.

The operational-formal discourse is characterized by a more factual description of the experience of the interviews, by a limited description of affective experiences, by brief answers to questions or by describing behaviours, actions, attitudes where the question referred to affective states of the interviewer. Emotional speech is characterized by a detailed description of experiences, more detailed answers to questions. The emotional experiences within and after the interview are described in details. In the discourse prevails the description of emotions, of the own states, the description of own reflections on the destiny of deportees, phantasms and representations related to the lives of deported persons.

Despite the differentiation of these two types of discourse, all researchers included in the research confirm the emotional impact of communication in the interview with deportees. In the group of researchers characterized by operational-formal discourse this emotional impact is not described in the subsequent narratives as concrete affective, but is laconically described by general expressions ("Interviews produce many emotions"/ "Communication with deportees requires much effort"). Researchers with emotional discourse have a more nuanced, reflexive, personal description of their experiences ("I felt pain because of the inability to accompany these people." There were images of the described stories in mind/ "They affected me emotionally the deportees started crying from the first moment when I told them I was interested in deportations."

The most frequent experiences invoked by researchers in the interview refer to the following psychic realities: sadness, compassion, mercy in relation to deported people and their destiny. At the same time, the personality of deported people is most often described as strong, optimistic (these qualifiers are selected from a list of features that have the following characteristics: depressive, optimistic, resentful, benevolent, weak, strong, others (specified). We believe that the attribution of resilient qualities to the deportees is based on certain real characteristics of the persons who have been deported. At the same time, the researcher's interpretation can also be a way of defending

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and forming part of the antidepressant defensive movements described by M. Klein - omnipotence, idealization, triumph, defence to which the individual appeals when faced with traumatic experiences or confessing traumatic situations that are difficult to contain from a psychological point of view.

The most intense subjects were those related to the death of close people, suffering of hunger, humiliating situations. Some extremely dramatic stories remain in the interviewer's mind long after the interview. Thus, researchers report in their accounts the stories that marked them through their tragedy (for ex., the history of "trees adorned with corpses (because of frost people who died in Siberia could not be buried and were hanged in trees until spring), the stories-cases to which he/she is attached and where he/she is involved after the completion of the field work - the purchase of medicines, the consultation of certain specialists in order to clarify the problems of the deported persons. In addition to the verbal traumatic material, the researcher is also in contact with the nonverbal manifestations of these experiences: tremble in the voice, tears in the eyes, change of mood, change of face complexion, sighs, etc.

The researchers' emotional reactions and the way they were shown during the interviews are described in phrases such as "Tears fell out of my eyes without control." or "Sometimes I also needed to drink a glass of water to calm myself." Researchers who present an emotional discourse mention the following emotional states after interviews: constant sadness, depression, overwhelming, physical pain, insomnia states. The ways in which they manage to overcome these situations include a series of gestures and attitudes: most often, thoughts about the importance of the project and the belief that their efforts will remain the testimonies of these people, the sense of responsibility for the memories entrusted to them. As a positive compensatory psychic reality, there is also the feeling of admiration for the deportees, communication with deportees provoking respect and pride - an impression related to their ability to survive and to maintain moral marks and dignity.

Melanie Klein's projective identification term allows clarification of the procedure of unconscious sharing traumatic experiences that cause emotional reactions to the interlocutor. The intense emotional reactions are largely determined by the fact that social violence and testimonies about the experience of social violence reach archaic realities in the others and update the inhumane in each person. In his work *The Uncanny*, S. Freud (1919/1999) refers to a sentiment of terrifying unrest, of horror associated especially with states of vagueness, of things and situations that cannot be represented and contained. Y. Gampel (2003) reuses this term and associates it with the memories of terror and horror provoked by extreme social violence, meaning something original (archaic), which has already been experienced in the history of our century, passed down from generation to generation. In light of these psychoanalytic hypotheses, social violence is a testimony to the failure of the mechanisms of evolution and humanization, and the finding and confrontation with this human possibility of dehumanization can be a traumatic moment for individuals, in our case for the researcher who gathers testimonies about deportations.

5.2. Psychotherapeutic Aspects in Interviews

The evocation of traumatic memories of deportations calls for an effort by the interviewer-researcher to manage the interview framework, own emotional states, and also interviewees' states. In the researchers' answers are found the impressions that through the interviews the old wounds are reopened, updating suffering. A frequent question asked by researchers is the one referred to the deportees' state as a result of the interviews. In post-interview communication some of the deportees claimed to feel freed/relieved for having told it; others - feel deeply troubled. Respectively, sometimes it includes the sense of guilt of the researcher who accompanied the interview: "The most difficult moments were the moments when deportees were overwhelmed by emotions. I felt somehow guilty of shaking their memories."

Researchers mention that they encountered very frequent in their interviews the situations when the interviewee was overwhelmed by emotions, began to cry and these were the most difficult moments in interviews - "I was emotionally affected by the fact that they were starting to cry when they said I am interested in deportations." The testimonies gathered in the State Program (Petrencu, Cojocaru & Pădureac, 2014, 2015; Cojocaru, 2016) reveal that the deportations' realities have had a major impact on narcissist integrity by bringing the deported to the state of total helplessness and humiliation. The analysis of the material obtained from the questioning of the researchers shows that one of the most difficult moments in the interviews was the revelation of human vulnerability by describing the experienced situations of humiliation: "It is very difficult when women cry, it's harder when men cry." Starting from

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these emotionally charged realities of the interview, the researchers report on the responsibility to perform a work that can manage their involvement in interviews: "The basis for such a subject cannot be done without empathy. Experience and professionalism are the benchmarks, the most hopeful partner and the guarantor that we hold in us during the interview are our two Selves - the man's and the researcher's". We find that in the case of interviews with deportees, as in psychoanalytic psychotherapy, the other has to make a functional splitting so as to retain both the observer/researcher position and the ability to empathize and identify up to the limit which will ensure the maintenance of this "functionally splitting integrity".

Interviewing work implicitly required the updating of a psychotherapeutic potential by the researcher, and a series of improvised techniques were applied to overcome these situations: focusing the discussion on another topic, invoking positive topics, offering a break, but also containing of pauses, the intervention by another question - "the technique of commenting on a photo" - are psychotherapeutic working methods that the researchers claim to have used in their work in the field.

At the same time, some researchers point out that difficult psychological states were followed by profound psychological elaborations in relation to certain realities of life. In the responses provided by the researchers we identify the evocation of attitudinal changes, behaviors that have a psychotherapeutic status for themselves and which arose as a result of communication in interviews with deportees: *change of attitude towards certain personal realities* "I was in a state of tranquility, of reconciliation even with some other things that sometimes stirred up my revolt"/ "I began to cherish some simple things "; *profound reflections as a result of empathy and identification with deportees*: "How could they survive?"/ "Could I have been through such experiences?"; *reassessing their own experiences*: "When I struggle with everyday life, or a more difficult situation - I remember what these people have been through".

It is important to note that all researchers declare themselves beneficiaries as a result of communication with deportees (this reality is a characteristic of the psychotherapeutic space - besides the traumatic material with which they must contact, the other/the psychotherapist is also the recipient of a communication with the richness of the human personality.) A number of answers from the questionnaires completed by researchers show that they are the direct beneficiaries of that part of the deportations experience through which the most valuable traits of the people have developed. Answers such as "We've known the best part of the nation," "I understood that man can keep his dignity even under inhumane conditions," "The daring man wins. Dignity and decency remain invaluable in all situations". "We have discovered extraordinary power in our people." All these opinions relate to psychological purchases imported as a result of working with deportees.

6. Final Considerations

The content analysis of the material obtained from the questionnaires filled in by the State Program researchers highlights their confrontation during the interview with a traumatic material, both verbal and nonverbal. The updating of the traumatic material in the discourse and the experiences of the deportees is accompanied by the emotional reactions of most of the researchers. Thus, one of the central responsibilities was to build and maintain a framework of interviewing in which empathy and scientific analysis can coalesce. At the level of experiences and feelings in relation to the testimonies of the deported persons, the most common were sadness, mercy, compassion, anger and desire to do something for these people, but also pride and respect.

Respecting a scientific ethics of the interview, but especially a deontological-human one, the researchers were required by their position to do psychotherapeutic work. The work palette, in this sense, includes ad hoc techniques, or taken from the psychotherapeutic dimension of everyday communication: giving pauses, containing silence, diverting to another subject, offering a glass of water, etc. The content analysis of the material presented in the questionnaire answers identifies some similarities between psychoanalytic psychotherapy and the process of conducting interviews with deportees: updating of traumatic material and intense affectional emotional reactions, asking the interviewer to contain the interviewed persons emotional states, the occurrence in the interview process and the work subsequently on the texts of emotional reactions associated in psychoanalytical studies with counter-transference reactions: depressive states, anger, physical pain, insomnia.

An important element that has been prefigured by the researchers' answers is the existence of mutual psychotherapeutic assistance in the context of interviews. Researchers surveyed mentioned their changes in attitudes

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and thoughts on the realities of life, the takeover of deported people as models of resilience and dignity, and the use of these acquisitions in different contexts of their own lives.

The people deported from the Moldovan SSR during the Stalinist repression did not have the possibility to verbalize and did not have access to a psychological space in which to develop their traumatic experiences. From this perspective, the interview conducted for research brings to the fore plane the traumatic dimensions and the related psychic states. The communication of traumatic material involves the evocation of existential episodes of massive affection, which calls for significant psychic resources from both protagonists of the relationship. Thus, the researcher is required to perform a certain psychological work such as containing the affections. For these reasons, the researcher's experiences during the interview may be an important material for understanding the trauma of deportations.

Contemporary considerations of trauma converge in the identification of a *princeps* condition of the trauma elaboration process, namely the verbalization of traumatic experiences. At the same time, verbalization conditions are of overwhelming importance in the development of social trauma. In this respect, the State Program "Recovery and Historical Valorification of the Memory of Victims of the Totalitarian-Communist Regime of the Moldovan SSR during 1940-1941, 1944-1953", covering the entire geographical area of the Republic of Moldova, symbolically represents an invitation from the Other, representing the State, the Law, the Community, to talk about the traumatism of the deportations in the totalitarian-communist regime. The community's access to the testimonies of persons deported during 1940-1941, 1944-1953 offers the possibility of plenary thinking on the history and on the role of unelaborated social traumas on the individual and collective destiny, thus contributing to the education of respect for the traumatic part of the history of the community and ensuring the necessary conditions for reconciliation.

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Sense of Relational Entitlement – Romanian version. Factor structure and associations with romantic attachment and dyadic satisfaction

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Abstract

The Sense of Relational Entitlement (SRE) Scale, assessing five dimensions of romantic relational entitlement, was originally designed in Israel. Different local researchers later used the scale in the original context of romantic relationship or adapted it for different purposes. In our study, we aimed at adapting the instrument for the Romanian context. We verified its factor structure, internal consistency and construct validity. The sample consisted of 202 heterosexual participants (146 females and 58 males). The results show a factor structure containing four dimensions (excessive entitlement, expectations, assertive entitlement and restricted entitlement) similar to the ones described in the literature. Also, we explored the associations between relational entitlement, romantic attachment and couple satisfaction. Our findings support the construct validity and are generally in line with those found in previous studies. Finally, we highlight the relevance of relational entitlement in regard to the couple or family life but also to the general values found in such relationships.

Keywords: sense of relational entitlement; couple psychology; couple values; relational satisfaction.

1. Introduction

Entitlement is crucial in every human relationship (Solomon & Leven, 1975). For a period of time, the sense of entitlement was regarded as a global concept and also as an important facet of narcissism (Campbell, Bonacci, Shelton, Exile and Bushman, 2004; Emmons, 1984). As such, authors made a connection between the level of entitlement one feels he/she deserves from a partner and a series of relational outcomes such as satisfaction, infidelity or intimate partner violence (Campbell et al., 2004; McNulty & Widman, 2014; Warrener, 2013). Another vision of entitlement presents it as a multidimensional concept, characterized by both a negative and a more adaptive side (Moses & Moses-Hrushovski, 1990). Also, some authors consider that people show different types of entitlement depending on the type of interactions they have. As such, they can develop a sense of romantic entitlement that is different from the entitlement one feels towards his/her workplace (Tolmacz & Mikulnicer, 2011).

Romantic relationships represent the ideal context where people expect to have their rights and needs fulfilled. Moreover, besides needs such as love, stability, and equity, people consider that they are entitled to a series of values when entering into a relationship. These values vary from benevolence and security to hedonism and stimulation (Gaunt, 2006). Thus, starting from the role romantic relationships play in everyone's lives, Tolmacz and Mikulnicer (2011) developed a model of relational entitlement that took into consideration the fact that entitlement can have both positive and negative consequences on the relationship.

1.1. Theoretical background of relational entitlement

The concept of entitlement found its first usage in the works of Sigmund Freud, who described his interactions with his patients. He observed that some of them considered that they deserve special attention and treatment from the

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psychologist because previously they had a harder life than the others (Freud, 1916, as cited in Bishop & Lane, 2002). Later, entitlement became the "rights which one feels justified in bestowing upon one's self" (Meyer, 1991, p. 223) and was conceptualized as having three dimensions. Levin (1970) described entitlement as taking different forms.

Firstly, there is the normal entitlement. Normally entitled individuals had a better relationship with their parents and learned that their needs were important. As such, at an adult age, they know how to negotiate their rights and how to demand what belongs to them. Secondly, when a child is deprived of attention, he/she can develop an excessive entitlement. These individuals are interested in fulfilling their needs at any cost. They are extremely demanding and can even manipulate people in their own interest. Finally, there is the restrictive entitlement. Individuals characterized by such entitlement are fearful to ask for their rights. Although their needs are at the same level as everyone else's, they become shameful for expecting such things.

While the first type of entitlement, the normal one, is adaptative and it points to a healthy individual, the other ones have more negative consequences. On the one hand, excessive entitlement is narcissistic and detrimental to one's social relationships (Moses & Moses-Hrushovski, 1990). On the other hand, restrictive entitlement does not have such a strong impact on a social level, but greatly affects the psychological health, being related to depression and masochistic behavior (Meyer, 1991).

1.2. Measurement of entitlement and the Sense of Relational Entitlement scale (Tolmacz & Mikulnicer, 2011)

The first widely used tool for assessing entitlement was the Narcissistic Personality Inventory (Emmons, 1984), a 40 items scale containing six items dedicated to entitlement. Still, this instrument was criticised for its reduced number of items and its problematic facet validity (Campbell et al., 2004). As a result, Campbell et al. (2004) developed a new instrument dedicated exclusively to the assessment of entitlement. Psychological Entitlement Scale correlates negatively with agreeableness and emotional stability. Also, more entitled individuals seem to have lower attachment and empathy scores (Campbell et al., 2004). Trying to verify which scale is more suitable to measure the trait, Ackerman and Donnellan (2013) compared the NPI's entitlement factor and the PES. Their results suggest that PES can measure both normal and exaggerated traits, while the NPI factor better describes true narcissistic personalities.

It is important to note that the PES is based on the idea that entitlement is a global factor, stable in every domain of human life. On the contrary, we have presented how other authors believe that people are differently entitled in various contexts. The Sense of Relational Entitlement Scale (Tolmacz & Mikulnicer, 2011) was developed to provide information about the way people are entitled to their romantic needs.

The authors used the conceptual basis proposed by Moses and Moses-Hrushovski (1990) and expanded it to better suit the context of romantic relationships. Mikulincer and Shaver (2007) discuss how the bond between the parent and the child is replaced during adulthood with the bond between partners. This means that the romantic relationship became the one that offers safety, security, and recognition to the individual. Just like general entitlement, relational entitlement can be "good" or "bad", depending on the forms it takes. Some people know how to demand need fulfillment from their partners while others cannot do this. As such, the scale consists in five dimensions that can group into the original three dimensions of entitlement (normal, excessive and restrictive).

The first dimensions better describe those individuals who concentrate only on the negative aspects of the relationship and of the partner. The second dimension addresses those who respond in an exaggerated manner and are very sensitive to every transgression from the part of the partner. The next dimension assesses the excessive expectation of good behavior and emotional support from the partner. These first three factors ware later grouped in a second-order factor labeled excessive or inflated entitlement. The fourth factor, named assertive entitlement measures personal confidence in a relationship and the wish not to neglect one's own needs. Finally, the last factor, restrictive entitlement, describes the individuals that are reluctant to express their needs and consider they deserve very little from their relationship.

The SRE scale was used in several studies mostly centered on romantic relationships, but which also took into consideration other types of relationships. In regard to couple relationships, the scientists were concerned with the connection between entitlement and partner responsiveness (Bar-Kalifa, Bar-Kalifa, Rafaeli, George-Levi & Vilchinsky, 2016) or early recollections of parental care and romantic attachment (Shadach, Rappaport, Dollberg, Tolmacz & Levy, 2017). Individuals that have a more excessive form of entitlement can perceive their partner as being obligated to offer them the satisfaction of need fulfillment. On the other side of the spectrum, those who are

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restricted in their need would not know how to express them. Both categories are unable to negotiate the things they expect from their partners, a thing that assertive entitled individuals are better suited for (George-Levi, Vilchinsky, Tolmacz, & Liberman, 2014). Outside the field of couple psychology, the scale was adapted for the measurement of entitlement in the relationships between patient and caregiver (George-Levi, Vilchinsky, Tolmacz, Khaskiaa, Mosseri & Hod, 2017) or adolescent and parent (Tolmacz, Efrati & Ben-David, 2016). Although these studies show the importance of the SRE scale, we consider that it is crucial to assess its proprieties in other countries and cultures.

1.3. The current study

The main objective of this study was to develop a valid Romanian version of the SRE scale. To do so, we constructed a Romanian version of the scale and examined its factor structure, reliability and construct validity. We also verified the associations between the sense of relational entitlement and variables like romantic attachment and couple satisfaction, both of which were previously investigated in relation with SRE (Tolmacz & Mikulincer, 2011; George-Levi et al., 2014). To our knowledge, this is the first attempt to adapt and validate the SRE scale outside of Israel.

2. Method

Sample and population. We investigated a convenience sample consisting of 202 heterosexual participants (146 females and 58 males). All the participants were involved in a romantic relationship with a duration longer than six months. They were recruited by the researcher from two faculties (Psychology and Physical Education) of a Romanian University. All the participants completed their questionnaires at the University and received bonus points for their participation. All the questionnaires were completed in pencil and paper form and were accompanied by an informed consent. Completion lasted between 25 and 35 minutes. The mean age for the females was 22.78 years (SD = 6.22), their mean relationship length was 49.7 months (SD = 57, 98). From this sub-sample, 19 participants were married and 127 were not married. For the male participants, the mean age was 23.27 years (SD = 5.44), mean relationship duration was 29.96 months (SD = 25.62). Four participants were married at moment of the research and 54 were not married. For both genders, the age of the participants varied from 18 to 48 years old. In regard to the education, 43 men graduated from high school and 15 graduated from university. In the female sample, 100 participants finished high school, 42 finished university and 4 had post-university studies.

Measures. Participants completed the demographic information (gender, age, marital status, relationship length, and educational level). This research was part of a larger investigation in which we tried to validate a number of different instruments on a Romanian sample. For this research paper, we will present only the instruments that are of interest.

Sense of Relational Entitlement Scale (Tolmacz & Mikulincer, 2011). The scale measures the sense of relational entitlement by using 33 items grouped into five dimensions: Vigilance on negative aspects of partner and relationship (10 items - Cronbach's Alpha = 0,883); Sensitivity to relational transgressions and frustrations (9 items - Cronbach's Alpha = 0,817); Assertive entitlement (6 items - Cronbach's Alpha = 0,608), Expectations for partner (4 items - Cronbach's Alpha = 0,722), Restricted Entitlement (4 items - Cronbach's Alpha = 0,691). Each item is rated on a Likert scale ranging from 1 (not at all) to 7 (very much). The authors created the scale based on their own conceptual definition of the „sense of relational entitlement". After a second order exploratory factor analysis, the authors grouped the factors „sensitivity", „expectations" and „vigilance" into a broader factor accounting for the excessive entitlement.

Experiences in Close Relationships-Revised (ECR-R, Fraley, Waller, & Brennan, 2000) is a self-report questionnaire designed to assess the attachment style of each individual. It is composed of 36 questions and it has two factors, Anxiety and Avoidance. Each factor has a total of 18 items (some of them are reversed). The combined score of the two factors can also be used to assess a secure style of attachment. Such individuals have low scores on both anxiety and avoidance dimensions. The instrument can be used with a single factor or with two factors. As it is pointed in the literature (Fairchild & Finney, 2006), the two factors solution presents a better model fit for the data and for such reason we used this structure. Both subscales proved to have a very good internal consistency coefficient (Cronbach's Alpha = 0,886 for Anxiety and Cronbach's Alpha = 0,886 for Avoidance).

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Couple Satisfaction Index 16 (Funk & Rogge, 2007) is a scale that measures how respondents feel within their couple relationship. Each item is rated on a Likert scale with answers varying from one to six (or seven for the first item). Given the fact that the questionnaire was composed by combining items from other instruments, the type of scale varies from item to item. However, each item varies from negative to positive, so a higher score across the items demonstrates a higher level of satisfaction. Researchers currently used three versions of this scale. For the diagnosis of a couple level of satisfaction, the authors recommend the 32 items version. When the scale is used along with a larger number of other instruments, the community prefers the 4 items version (Funk & Rogge, 2007). Finally, we decided to use the 16 items version because the scale was used along with a limited number of instruments. We evaluated the internal consistency by assessing the Alpha Cronbach indicator. The scale demonstrates a very good internal consistency, with an index of 0.961.

Results. We conducted a Confirmatory Factor Analysis in order to assess the scale's factor structure. We verified the construct validity by computing Pearson Product Correlations between the SRE scale and the ECR-R and CSI 16 scales.

The first model we tested was inspired by the structure described by Tolmacz and Mikulincer (2011). In that study, the authors have used only an Exploratory Factor Analysis resulting the aforementioned factor solution. Our Confirmatory Factor Analysis demonstrated a rather weak model fit: $\chi 2$ (464) = 1158,079 (464), $p<0.01$, GFI = 0,733, AGFI = 0,696, TLI = 0,69, RMSEA = 0,086. The results were similar to those reported by George-Levi et al., (2014). The authors, who have also used a CFA analysis, considered that the results were unsatisfactory. Subsequently, since the „sensitivity" sub-scale was highly related to all the other sub-scales, they have eliminated the nine items accounting for the factor. Also, they eliminated another five items (14. 15, 19, 22, 15) that were either ambiguous or had high loading on more than one factors and renamed the „vigilance" factor as „expectations". Their final version had 19 items grouped into four dimensions and the results shown a more fitting factor solution.

We have also tested this model and found that one item from the Assertive dimension („I deserve a partner who is very sensitive") loaded poorly in the respective factor. After eliminating it, the fit indices shown an important improvement: $\chi 2$ (126) = 208, 730, $p < 0.01$, GFI = 0.901, AGFI = 0,865, TLI = 0,915, RMSEA = 0,057. The four factors solution we have found was similar or better than the one from George-Levi et al. (2014). A direct comparison between the fit indices of the two tested models can be found in Table 1.

Table 1. Fit indices for the two models.

	χ^2	df	GFI	AGFI	TLI	RMSEA
First model (33 items)	1158, 079	464	0,733	0,696	0,690	0,086
Second model (18 items)	208, 730	126	0,901	0,866	0,915	0,057

We have used the 18 items scale to verify the construct validity of the scale. Table 2 presents the correlations between all the study's variables. As it can be seen, excessive entitlement is related to both restrictive and assertive dimensions, to the total SRE score but also the attachment anxiety and avoidance. The restrictive factor correlates with the total score and with the two dimensions of attachment. Expectations are positively related to the assertive entitlement (meaning that people with higher expectations in their relationship usually tend to be more assertive with their partner regarding their needs). Also, individuals with higher expectation are less avoidant. Finally, assertive entitlement correlates only with other dimensions of entitlement, but not with the attachment scores. When considering the satisfaction scores, the maladaptive types of entitlement (excessive and restrictive) have negative associations with satisfaction, while the relationships between satisfaction, expectations, and respectively assertive entitlement are not significant.

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Table2. Correlation indices between the study's variables.

	1	2	3	4	5	6	7	8
1. Excessive	1	,388**	,003	,313**	,866**	,594**	,566**	-,635**
2. Restrictive	,388**	1	-,034	-,041	,531**	,355**	,251**	-,187**
3. Expectations	,003	-,034	1	,333**	,381**	,063	-,241**	,111
4. Assertive	,313**	-,041	,333**	1	,566**	,080	,022	-,093
5. SRE	,866**	,531**	,381**	,566**	1	,541**	,385**	-,470**
6.ECR-R anxiety	,594**	,355**	,063	,080	,541**	1	,551**	-,492**
7.ECR-R avoidance	,566**	,251**	-,241**	,022	,385**	,551**	1	-,498**
8. CSI 16	-,635**	-,187**	,111	-,093	-,470**	-,492**	-,498**	1

**. Correlation is significant at the 0.01 level (2-tailed).

3. Discussion

In our paper, we assessed the factor structure and concept validity of the SRE scale. We found that a structure similar to the one discussed by George-Levi et al. (2014) was the most suited for our Romanian sample. In regard to the construct validity, the correlations between the SRE factors, attachment, and relational satisfaction were mostly similar to those described by the literature (Tolmacz & Mikulincer, 2011; George-Levi et al., 2014). We found that an avoidant type of attachment is related to the excessive and restrictive type of entitlement. These correlations were also found by Tolmacz and Mikulincer (2011). The findings suggest that individuals who have very high demands from their partners or/and do not know how to presents these demands also tend to avoid any romantic involvement and usually do not know how to respond to any romantic interest. Also, consistent with the literature, the same dimensions of romantic entitlement are positively related with attachment anxiety (Tolmacz & Mikulincer, 2011). The results point to the fact that negative attachment and negative entitlement share a common developmental process that leads to a maladaptive view of the relationship and to negative behaviors towards one's partner. Finally, we found that assertive entitlement is related to neither attachment factor and that expectations are negatively related to avoidance. This suggests that a person with higher expectations from the partner tend to be more interested in him/her and have less fear of a close relationship.

The negative correlations between satisfaction and the conflicted form of entitlement were also similar to the ones found in the Israeli samples (George-Levi et al., 2014). Either an excessive or a restrictive sense of relational entitlement can be detrimental to one's satisfaction. When people have high demands from their partner or are ambivalent towards said partner, their satisfaction is more limited. An explanation for this relationship could be the fact that unreasonable expectation could not be met by the partner and thus one feels that the partner is not good enough for him/her. Also, when an individual cannot express his/her needs, the partner does not know how to respond to them and this process also leads to less satisfaction.

Table 3. Standardized Regression Weights

SRE items	Estimates
1. Excessive entitlement	
I'm often preoccupied with the question of whether my partner is good enough for me	0.804
Sometimes I feel my partner is not good enough for me	0.815
I am obsessed with my partner's faults	0.666
When my partner frustrates me, I contemplate ending the relationship	0.721
When my partner frustrates me, I start thinking about new relationships	0.623
When my partner hurts me, I'm immediately filled with a sense of distrust	0.433

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I often feel I deserve to get more than I do in my relationship	0.682
In my relationship, I'm sometimes filled with a kind of rage that I hardly ever experience in daily life	0.620
2. Expectations for partner's attention and understanding	
I have high expectations of my partner	0.796
I expect my partner to understand me without my having to explain myself	0.560
I can't give up my expectations of my partner in a relationship	0.611
I expect my partner to be very attentive to me	0.570
3. Restricted entitlement	
Sometimes I feel I am not good enough for my partner	0.795
I'm often preoccupied with the question of whether I deserve my partner	0.588
I feel my partner deserves to get more than he or she does in our relationship	0.634
4. Assertive entitlement	
I insist on getting what I deserve out of my relationship	0.664
I think my partner is lucky to be with me	0.514
I won't make do with less than what I deserve in my relationship	0.528

4. Conclusion

The present work represents the first attempt to verify the factor structure of the Sense of Relational Entitlement Questionnaire on a population outside of Israel. Our results support the factor structure found by George-Levi et al. (2014). Also, the correlation patterns were similar with those presented by both Tolmacz and Mikulincer (2011) and George-Levi et al. (2014), thus suggesting a good construct validity. A few limitations must be noted. Firstly, our sample was a convenience one and it was composed mostly of young individuals. A more representative sample could lead to a more complex and complete investigation of the instrument. Secondly, none of the analysis performed in this paper was original, all of them being inspired by previous papers. Future studies can explore the relationship between relational entitlement and other couple related concepts.

Complementary to its psychometric aim, our study is important because it shows that unreasonable or conflicting expectations from the romantic partner are related to a decrease in satisfaction. People tend to consider that values towards money, work and family are important to their satisfaction (Clarkberg, Stolzenberg, and Waite, 1995), but when one partner believe that he/she is more entitled to such values, the satisfaction tends to decrease (Joiner, 2009). It is important to be aware of such expectations. By taking care of each other's needs, the members of the couples or of the family can create an environment that values individual expression, one that works problems through (even when the problems are caused by an excessive entitlement) and does not exclude them. We consider that an instrument that correctly assesses the relational entitlement in a romantic couple can be essential for the investigations and intervention in such cases and to the development of shared values such as trust, justice, and equity.

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Grounding Education on Ethical Values: A Caring-Kindness Centered Approach

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Abstract

The need for an ethical learning represents a justified direction in rethinking about the current education especially in the nowadays context we are moving from crisis to crisis. It seems that the human relationships and, no less, those between humans and nature are emptied out of a basic moral and aesthetic sense, leading to a kind of meaningless vision upon life. We easy observe that a serious moral crisis affected a healthy and longtime safe style of living, because the disregard or even the reversal of fundamental spiritual values and principles, such as: trust, respect, care, empathy, kindness, responsibility, prudence, wisdom, etc. Somehow, in the context of the robotizing humanity process, we must deal with the risk of following an inhuman or posthuman pathway. To not losing the peculiar *humane* value and not going too far away from which does make the good and the beauty of human beingness, respectively the authentic creative potential of human condition, it is necessary to restore some moral axiological and normative articulations, and to disclose them as landmarks of education. Learning from the Ancients' wisdom, we can give ourselves a chance to building and maintaining a good life, one of equilibrium, measure and harmony with all-there-is-alive. Some of the ethical values of living such as *care* and *kindness* come herein into play. They cover a full and dynamic understanding of a certain form of *love*: the *ethical love*; respectively, the nucleus of *philía* under the *kalokagathía* ideal the Greeks have so much appraised. In this paper we try to unfold an education approach centered on *care* and *kindness*, and to explain why we plead for them as basis of education, and, why not, as *Golden Rule* for the *adult education*, building human wellbeing, and eventually sustaining the experience of a life worth to be lived.

Keywords: ethical values; education; care/caring; kindness; ethical love; virtue; wellbeing.

1. Opening

Finding ourselves in an age of obvious decline of the morality that disadvantageously touches the human condition in the endeavour to accomplish its very own potential, the need of reconsider education on ethical basis comes to the fore.

It is the bitter reality for the last decades we move from crisis to crisis – from personal to the social and environmental level -, so we acutely become aware of the call for moral direction, which is firstly claimed and, at the same time, it is possible thanks to a robust education in general. Indeed, the state of our civilization prompts us to search after morals; it requires moral philosophy "to free us from our impasse and to lead on", by regaining the potential of the ethical values in "our maneuvering upon the chaotic flux of life" (Tymieniecka, 2009, p.xxv) and eventually to catch and reveal the meaning of life.

To reach such a goal in a world of disarray, the interest goes to education in the first place. Beyond its various types, education gets a great responsible role to achieving the fullness of the *humanitas*, which subsumes values like goodness, trust, rightness, integrity, altruism, sympathy, care, generosity, kindness, dignity, etc., promoting a lifestyle of health and sustainability and supporting the human wellbeing finally.

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The reference to the Roman *humanitas* engages a culture of virtue – in all its forms and to its complete extent - that is "nothing other than [nature] fully developed and taken all the way to its highest point" (Cicero, 2014, 1. 25). Winning *humanitas* can be profitably evolved in terms of a 'holistic' and 'collaborative' learning, in the attempt to "become part of a 'community of lifelong learners'" (McCullough, Jr., 2014, p.xx).

2. Mapping ethics onto education

A creative *paideia* unfolded not merely by the professionals in the field of education but also by each of us – heeding the lifelong education opportunities and requirements – is to be the effective proper way for the human fulfilment in connection with a caring-kindness centred thinking, knowledge and practice alike.

The process in its entirety becomes possible in a broader approach of some core ethical values and principles offering us guidelines towards a minimum wisdom in life to build an adequate frame for both individual and community wellbeing enhancement.

Assuming an approach of conciliating – and not at all one of separating and even opposing – various moral theories such as virtue ethics, consequentialism and deontology in a multiple ethical and educational paradigm to be differentially applied in context(s), at the same time stressing the primacy of the character importance in the effort to work for the human excellence by internalizing a "regulative ideal" (Oakley & Cocking, 2001), we may explore and capitalize on the knowledge and experience for a more efficient long-term personal and social development. Actually we just follow an old wise teaching, which rightly lasts, about the value of complementarities to be successfully implemented in education based on the Aristotelian vision about medianity, putting in act 'virtue as a mean (a median) between two extremes (vices)'. From antiquity to the present day, we learn about the nucleus ethical value – the *virtue* – as "the midst way between excess and deficiency" (Aristotle, 1988, 1107a 5-7), "the equilibrium of potentialization and actualization energy in *T-state*" (Lupasco, 1986) or "the narrow climax between two opposite abysses" (Comte-Sponville, 1995).

The interest goes to virtue in this comprehension, seeing that we consider it to be one of the most profitable ideas operating in the educational territory. So, we account some forms of the ethical virtue we try to feature their significance for the *humane*'s cultivation and refinement in nowadays. At stake are *care* and *kindness*, leading to *love*; more precisely, the *ethical love*. The concept of *ethical love* is deemed to be closely related to the Greek notions of *storgē* (the love of parents and children, which usually works as the natural empathy) and *philía* (the friendship, covering loyalty, devotion, and a sort of enjoyment generated by an admirable togetherness in sharing a common education activity).

Although *care* is usually a concept attached to medicine and, by extension, to bioethics, we get it in the ethical relevance for education together with the *humanitas* ideal so much needed in these times. Care and caring represent facets of virtue a wo/man of character is able to acquire and manifest in real life situations. Because its functionality to hold networks of relationships – in the mutual play of care-givers and care-receivers - within the social moral action, *care* is a virtue that contributes to an ethical environment built, shared and maintained by the participants in it.

Without entering the domain of gender studies, we tackle care/caring as a major value of the relational ethics intimately connected with education, stressing the importance of human interdependence(s) and assessing the particularities of the context / the educational situation. Thus, apart from a 'feminine' view, we get *care/caring* as a "fundamental relation in which we are each defined" as "completed in the other" (Noddings, 1984, p.6) as a vital value for the paideutic culture. It is "rooted in receptivity, relatedness, and responsiveness" and it implies a greater attention into appropriate understanding of the other's needs and interests within the dialectics of the "one-caring" and the "cared-for" (Ibid., pp.4, 2), which herein refers to the educator and educatee relationship with "the genuine form of reciprocity that is essential to the relation" (Noddings, 1992) of both the carer and the cared-for, as practical dialogue.

Much more attentiveness, responsiveness and responsibility but also empathy correlated to – and not at all separated by – duty, truthfulness, respect, justice, and autonomy (Slote, 2007) allow us to deal with new challenges, to face inevitable everyday moral dilemmas and to find opportunities for developing an education that might solve many problems meeting the demands for human wellbeing interwoven with the wellness of everything-there-is-alive.In its turn, by mixing moral emotions and practical reason, showing care and respect for life itself, the virtue of *kindness* or *benevolence* is another pivotal value claimed by the 'ethical encounter' defining education.

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Based on an intense experience in this regard, we allow asserting that the lack of kindness leads for sure to the failure of any educational attempt. We refer to a peculiar realm of generating and increasing the authentic lived human relationship/dialogue, which doesn't happen without a pedagogical vocation from the one recognizing her/himself as the main responsible agent in this encounter with others - humans and nonhumans, also including the own self as (an)other -, having to wisely care for the wellbeing of all them 'others': "being kind not only means being kind to others, but also means being kind to oneself first, which constitutes the foundation of being kind to others" (Kuangfei Xie, 2015, p.190). The concept of *kindness* covers not only the moral obligations, but also "the moral feelings and the emotional motivations of virtues" (Ibid.).

Actually there is not education – however it would be named so – something deprived of kindness or benevolence. This value really nourishes the pedagogical encounter, which is an ethical one, deeply rooted in the moral sense. Properly a back-and-forth relation of reviving and nurturing is established between the benevolent sentiment and attitude on the one hand, and the moral sense on the other hand. What does really matter here is this kind of "synergy that allows the human being to become 'human', that is, to share and unfold transactions with others", motivating the action "for the common good of life, solidarity and responsibility" (Tymieniecka, 1995, p.49).

Tackling the substance of ethics – as a theoretical and practical whole that operates in the dialectic unity of its axiological and normative dimensions – in shaping educational process and issues, the emphasis of *care* and *kindness* means, after all, the awareness of education encompasses: a lived dialogue meant to build the key aspects of *humanitas*; relying – much more than any other field - on 'doing one's duty' according to the Kantian categorical imperative in its humanity formula: "Act in such a way that you treat humanity, whether in your own person or in the person of any other, never merely as a means to an end, but always at the same time as an end" (Kant, 1993, p.36).

Certainly duty, rightness, decency, promise-keeping, discipline, respect and self-respect, a great responsibility toward ourselves and others make an important part of the education content. But they can't become real strengths and assure the true power of education without dedication, cooperation and sharing, awe and reverence, loyalty, mutual trust, generosity, care, benevolence, etc.; briefly, without those values incorporating the 'spiritual capital' centered on human creativity and moral behavior in individuals and communities, in society at large, and which would essentially contribute to overcoming the serious problems of our "disheartening time" when "lying, cheating, and other forms of deception are common places" in the so-called "new ethical landscape" we are (Allen, 2004). Above all, it is worth to recognize 'loving-kindness and caring' as a direction and a tool for obtaining the most favourable outcomes of education.

We reach the *ethical love* that involves getting on well with someone and arising the opportunity of mutual well-doing. It is a term somehow close to the Greek *philía*: "for the character of the person in the intermediate state is just what we mean in speaking of a decent friend" (Aristotle, 1988, 1126 b20).

Circumscribing both caring and kindness values – we insist on the urgency to them -, *love* represents a *master virtue*, moral and social alike, which encourages us to apply the 'Golden Rule' in an ethics of reciprocity: 'to treat others as one would wish to be treated' (!) It supposes peculiar sensitivity and reason to succeed in the paideutic experience, looking for adequate means to complement it in accordance with the characteristics of our evolution.

Activating such a virtue, we become much more comprehensive facing the present hardships, dilemmas and challenges. We may find new perspectives for a practice of healthy and happy life of individuals, groups and society; and thus we don't risk losing the moral and aesthetic senses defining our *humanitas*. No less, we can appreciate the spirit of the utilitarian ethics, for example, exercising altruism, honesty, trust, care, empathy and benevolence, respecting rights, rules or virtues that serve the *common good*, in a moral climate of cultural and social relationships, of cohesion and commitment; working together for the equilibrium between differentiation and integration, developing a planetary consciousness with an open responsibility of human being towards everything-there-is-alive in a more and more interconnected world; finally, acting for a good and beautiful life that reminds of the classical *kalokagathia* ideal of measure and harmony, of optimal and in-depth balance of the movement from the existence antagonism-at-surface to the multi/universal order of beingness-in-becoming.

A mighty ethical learning focused not on too stern virtues but on those used to be named 'soft', such as the mentioned above, is undoubtedly necessary to be integrated and enhanced by the adult education. Mainly by deeming the present "world at risk" with the features of "a global community of threats" - the environmental crises, economic and financial risks, and terrorist threats -, interrelated to "biographical risks closely connected with the dynamics of individualization" (Beck, 2009, pp.13, 20); and by consequence seeking a pathway of managing them.

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3. Closing Remarks

Surged as potential to be activated by the creative moral human condition, the *caring-kindness* and above all the *ethical love* are virtues that make, keep alive and improve the educator-educatee encounter.

To anyone who has already experienced them, it's beyond dispute that they continuously imbue the paideutic work with the necessary commitment to search for, to better and apply the most appropriate expertise for the affirmation of the *humane* value in this world.

They are soft values at first glance. But being well known and deeply understood in their completeness and functionality, *care*, *kindness* and *love* are actually hard values of humanity. Transcending insensitivity, selfishness, uncertainty, indifference, untrustworthiness, loneliness, etc., they stand for grounding education as regards the *humane dignity and dialogue*, the personal and social progress, in order of cultivating a sort of educator-educatee alliance. They convey the spark of moral awareness to influence our education into the best, to avoid mediocrity, to make the most ethical encounter or fellowship, and to inspire in learning for the greater human fulfillment.

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Body, Gender and Sexual Identities in Contemporary Protestant America

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Abstract

The new wave of American Evangelical writers questions their faith and verbalizes issues that are somehow taboo or insufficiently spoken about in the traditional church: body, gender identity, feminism, relationships with the marginalized, the voiceless and the unseen people in the church.

This paper will analyse the discourse of three contemporary American Evangelical writers (Bromleigh McCleneghan-reverend, Rachel Held Evans– journalist, and Sarah Bessey–writer/preacher) in different oral communicational contexts (TV or radio interviews, conferences, you tube book presentations, and sermons) with a special emphasis on the language used to express new ideas about the newly assumed Evangelical identity.

In this paper I will focus on analysing the vocabulary used to express the need of change (e.g. struggle, voice, to/not/ fit, change, identity, equality, spiritual journey, evolving faith, to move forward, to let go of, to grow) along with the linguistic expressions affirming new stands on controversial gender identities and 'dysfunctional' relationships (e.g. allies, the nicest group, brothers and sisters, friends, with reference to American Christian gay people, feminists with regard to new perspectives on biblical womanhood), and a new look on the physical body as part of one's identity (e.g. legacy of shame and guilt, disdained, denied, to love, to cherish, to listen to – our bodies).

Alongside the verbal productions, I will also bring to attention the nonverbal segments of communication (voice, gestures) and the extra linguistic contexts that create the premises of the innovative, progressive discourses and allow the restoration of demonized gender identities.

Keywords: body, gender, sexuality, Protestant, American.

1. Introduction

The new wave of American Protestant writers and bloggers question many of the religious and social practices that shaped the mind-set and the lifestyle of the previous generations. The discourse on issues related to body, women, gender relations or sexual identity changed radically the last decade. The new young American writers dare to ask the questions that their generation struggle with, bring in the doubts, yet, without promoting relativism or the dissolution of moral values. They understand that the change is healthy and vital, while the separation from the traditional thinking patterns of the religious culture they were brought up with is necessary for every person's spiritual formation, and for the personal development of each individual raised and educated in church.

Consequently, the body is no longer demonized, as the source of fear, shame or anxiety (especially in its sexual dimension), the woman is no longer regarded as a temptress or as the extension of the man, while gender relations together with the sexual identities are revisited. The core question is to which extent the culture of an era can change church ethics and practice and implicitly its (official or popular) discourse.

There are plenty of examples proving that on issues like sexuality, women, gender relations and identities, the Protestant religious discourse suffered major changes and the impact of various factors in its evolution. This can be explained, on the one hand, by a more accurate interpretation of Scripture, that is by a proper hermeneutics engaged by scholars and Bible specialists, and, on the other hand, by a serious intergenerational gap. Better and wider access to education together with the diminishing influence of the mentalities and practices that govern(ed) patriarchal societies led to the evacuation of the symbols considered less important (women's head covering, for

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example), and the integration of other issues, significantly more topical nowadays (contraceptives, the emancipation of the relationships between men and women, homosexuality or Islam – still causing homophobia and intolerance in many religious circles).

In her 2012 book, Les religions, le sèxe et nous, Aurelie Godefroy analyses the evolution of the history of the women's head covering, starting with the rabbinic texts, continuing with the recommendations of Paul the Apostle and the rules imposed by the clerics throughout church history to conclude that nowadays the (Christian) woman no longer has the obligation to cover her head inside or outside the church.

This conclusion is only partially accepted in Christian communities. There still are some radical Christian communities (the Anabaptists and the Mennonites in the USA, the Pentecostals and some Baptist communities in Romania, where women cover their head in a distinctive way).

On trouve également dans la Bible, plus précisément dans le récit de la Genèse et le Cantique des Cantiques, des passages faisant mention du voile des femmes. «Que tues belle, ma compagne! Que tu es belle! Tes yeux sont des colombes à travers ton voile.» (Ct, IV,1)Et si à l'époque de Jésus en Palestine les femmes mariées portaient déjà le voile, le très chrétien saint Paul n'hésite pas à enjoindre les femmes de se couvrir la tête, faisant du christianisme la première des trois religions monothéistes à recommander le voile aux femmes, donnant ainsi à cette coutume païenne et citadine un statut culturel et religieux: «Si la femme ne porte pas de voile, qu'elle se fasse tondre! Mais si c'est une honte pour une femme d'être tondue ou rasée, qu'elle porte un voile! L'homme, lui, ne doit pas se voiler la tête: il est l'image et la gloire de Dieu, mais la femme est la gloire de l'homme». (I Cor.XI, 6-7) Il se trouve que saint Paul n'a pas eu le dernier mot, et que l'histoire en a décidé autrement: aujourd'hui, les seules femmes chrétiennes qui prennent le voile sont celles qui ont voué leur vie au Christ. Quant aux laïques, si jusque dans les années 1950, il leur était fortement recommande d'arborer un chapeau ou un fichu à la messe, elles n'y sont plus tenues. (Godefroy, 2012)

Human sexuality is the realm that engendered the most prolific field of religious aberrations in the history of the religious cultures and was subject to many changes as regards the practices and the norms dogmatically imposed and modified by important cultural or social events or simply by new philosophical or theological perceptions.

For instance, the HIV epidemic forced the Catholic Church to reconsider its norms concerning the use of contraceptives, banned for undermining the, supposedly, main purpose of the conjugal union – procreation.

Dans les années 1980, alors que l'épidémie de sida fait des ravages, l'Eglise continue de se montrer intransigeante sur la question du préservatif. Le plus étonnant est que cette position du préservatif a d'abord concerné les couples mariés bien avant l'existence du sida. Mgr Bouvier adresse une question au Vatican à son propos en …1853 : que faire, que dire si l'homme veut utiliser le condom pour éviter les grossesses intempestives ? demande-t-il. Réponse du Saint-Office: la femme doit refuser, voire résister à son mari. »…Et il faut attendre encore un siècle et demi, et la sortie de Lumière du monde, un livre d'entretien avec Benoit XVI, pour qu'une première brèche dans la doctrine soit pratiquée: l'utilisation d'un préservatif peut cependant constituer un premier pas sur le chemin d'une sexualité vécue autrement, une sexualité plus humaine. (Godefroy, 2012)

Radical Protestant communities share the same mistrust when it comes to contraception and the big number of infants born to a family was until recently the proof of the parents' holiness and the indicator of a pious attitude of those who refused to control the birth of their children through methods considered unorthodox, or contrary to God's will. Today, families with many children are more an indicator of the parents' low level of education than an image of their worthiness.

The sexual intercourse is not just procreative; it also provides a space for pleasure and jouissance. The sexual prohibitions list that is manifest in the catholic practice is absent in the protestant one, mainly because of Luther's and Calvin's different positions. The two Protestant Reformers approved of the sexual pleasure within the marriage bond. The pleasure is allowed as long as it does not hijack the main purpose of the sexual intercourse and as long as the passion does not blind the lovers.

Christianity's early texts cultivate certain ambivalence toward physicality. For Paul the Apostle, flesh is opposed to the spirit: flesh (sarx) means body and soul in a fallen state (the human's fallible nature) while the body (soma) is "the temple of the Holy Spirit" (1 Cor.6:19). For Origen of Alexandria (200), the divine took on human flesh, therefore Christians should not despise their bodies. At the same time, he is anxious about the realities of sin. Fornication is not just a property of the outside world; it is a problem for the Christian community. "If someone is in fornication, they are not just in the flesh, but something worse … they are in the mud. Sin corrupts the temple of God." (qtd. in Harper, 2013) This is the most subtle and decisive shift between Clement and Origen. Total sexual renunciation steadily came

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to occupy a larger place in the moral imagination of Christian theologians. ”Origen was the prophet of a type of cosmic spiritual warfare that would captivate the next generation of Christians and lead directly to the desert.” (Harper, 2013) Tertullian considers that “the flesh is the pivot of salvation because it links the soul to God.” For Augustine “the body is the spouse of the soul…Christians should be taught to love their bodies that they may take care of them reasonably and wisely”, but he also urged Christians to rise above their carnal urges.

Physicality remains an instrument for attaining spiritual purity. In Origen’s words, “When the body is punished, the soul is purified”. For Jerome, the flesh is a burden the soul must bear, while for Basil of Ancyra, the flesh weighs down “the wings of the soul”. Whether the body was a ‘temple’ or a ‘tomb’ depended on one’s ability to master its cravings.

Throughout Christian history, a doctrinal affirmation of the intrinsic goodness of human physicality coexisted with repeated warnings about the liabilities of the flesh: its unpredictability and susceptibility to sin, decay, and death. Though early Christian theologians rejected the Platonic view of the body as a ‘prison’, they nevertheless saw the body as a potential impediment on the path of spiritual progress. (Lelwica, 2017)

2. The Modern Evangelical American Authors

2.1 Embracing the Body

2.1.1 Bromleigh McCleneghan

Bromleigh McCleneghan, author of Good Christian Sex (Why Chastity Isn’t the Only Option – And Other Things the Bible Says about Sex) and reverend at Union Church of Hinsdale, U.C.C, launches a virulent critique against the traditional stands that associate the body uniquely with shame, sin and death. In a sermon delivered in February 2016 in front of the congregation she ministers , McCleneghan makes daring statements: “...but this sense that our bodies are things that we have to take control of, that we need to be put in a proper place, that we need to ignore or quiet down is not Christian.”

Her speech aims to warn against wrong ideas about the body. She brings forth interesting information from an article on the internet, the confession of a five-year-old boy’s mother, the words of a paediatrician, the story of Adam and Eve in Genesis, the standpoint on the body of the Early Christians, a form of Gnosticism that McCleneghan calls heresy, only to restore the body with other biblical references and data (‘Song of Songs’, Jesus’ mysterious incarnation etc.).

The linguistic occurrences of the body subscribe three major semantic areas: Bodily parts and physical processes, Innocent /Fallen / Restored Body and Heresy/Correction of the Heresy.

The bodily parts and the physical processes are made evident in linguistic expressions and lexemes such as: appearance, weight, hands, private parts, pelvic area, child birth, to birth (babies), pain relief, the physical parts of life, mortal bodies.

A large category of words differentiate between the Innocent Body - the body before the fall (first humans: naked, unashamed, innocence), the Fallen Body (body - burden, mortal body, bodily consequences of sin, earthly pleasures – understood as inferior to the spiritual ones, body shame, guilt) and the Restored Body, usually depicted through images and metaphors rooted in the Biblical language (bodies - resting places for the Holy Spirit, gifts from God, parts of ‘the mysterious image of God’, the vessels with which we move through the world, places in which the Holy Spirit dwells, God given forms.)

In this sermon, Bromleigh McCleneghan makes an inventory of supposedly heretical and erroneous viewpoints on body and humanness which she tries to correct in an attempt to re-establish the truth (hidden in every heresy, because ultimately all heresy is a deformed truth).

The list of the negative connotations associated with the human body includes verbs (to deny, to disdain, to shed, to control, to tame), adjectives (corruptible, less valuable, changing, mortal, wrong, sinful, imperfect, imperishable, easily broken) and nouns (burden, temptation, shame, pain, sin, death, commodity, violence, abuse) while the list of the positive connotations includes, of course, the counterparts: verbs (to love, to cherish, to listen), nouns (resting places, gifts, image of God, vessels, temples), adjectives (right, holy) and pronouns (our, us) that permit a shift in

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defining one's identity from a strictly spiritualized point of view to a more integrative one ("because our bodies are not separate from us, are they? Our bodies are our, us").

Both lists circumscribe different ways of regarding or treating the body. On the one hand, there is the heritage of the shameful, corrupt body theories and of the harsh body discipline and control (of the desire) advocated by the Fathers of the Church and the neo-Platonic philosophy, and, on the other hand, there is this new American Protestant theory of the body that needs to be loved, cherished, and listened to.

The traditionally religious body is shameful, corrupt, impure, while the restored body is dignified (God's image) and worthy to be loved. The view of the body in Early Christianity, Greek Philosophy, Catholic norms, and the restrictions in radical Protestantism make room to a different discourse, centred not on the separation between body and spirit, but on their complementarity.

Treat your body well! Be good to your body! Listen to it and love it! Be in the right relationship with it! This is the essence of Bromleigh McCleneghan's message and it is also obvious when analysing the frequency of the lexical items the author uses. "It is evident that the recurring lexical items tell us something about the topic of the article. This can be easily demonstrated with the help of a word list which ranks the tokens of the text in a frequency hierarchy." (Esser, 2009) The first most frequently used words are: bodies/body (35+9 occurrences), God (16 occurrences), church (7 occurrences), listen (7 occurrences), people, life, love (6 occurrences), pain (5 occurrences), sin, Christian, Christ, relationship, appearance, spirit, sin (4 occurrences), thought, things, shame, naked, desire (3 occurrences).

The person deixis used by the reverend Bromleigh in her sermon deserves a special attention because it co-references with the topics to which we were introduced. While usually sermons favour the I-You interplay, in this sermon the binomial is rather I-We, where we seem to encapsulate the values of social deixis (Cruse, 2000), with strong rhetorical functions: we conveys a rather inclusive, assertive, non-aggressive attitude (at least less aggressive than 'you') because it also includes the speaker.

You establishes a generic reference (when used to reference the group of parents raising teenagers), indicates an absent addressee (as a rhetorical means of producing the irony) and is only two times related to the present audience – at the beginning and at the end of the sermon ('Will you pray with me?' 'Did you love the kids' little song?')

The most frequent elements of person deixis are we /our/us and the pair we/I ("They are not metaphors that we necessarily understand, I have not been described I think ever as …") where the demonstrative pronouns become a "signal of subjectivity, in correlation with the same deictic centre". (Fludernik, 1993)

This lexical statistics proves that for some American Protestants the body is a valuable asset, which needs to be listened to and loved. The new American Protestant discourse seems to be God centred, people oriented, life and body loving.

Nevertheless, things are not always easy to handle or digest when it comes to the Protestant corporeality in its sexual dimension. Sexual identities and gender relationships remain defined by the patriarchal mind frame that infuse the Old and the New Testament and therefore, Protestant beliefs on the body in its sexual, physical or spiritual dimension.

2.2. Integrative/vs./Discriminating Policies

2.2.1. Rachel Held Evans

Generally speaking, sexuality in its copulative expression can only be expressed within the marriage frame (between a man and a woman, not otherwise), the woman should have a submissive and modest spirit, should be a good mother and a good wife, while all kinds of sexual expressions or variations (such as homosexuality) should be exposed and banned as contrary to God's will.

Consequently, when journalist and blogger Rachel Held Evans calls homosexuals "brothers and sisters", this may come as a shock, because homosexuality has always been seen by the Protestant communities as a mortal sin, and the homosexual people seen as sinners unworthy of God's grace and thus unworthy of being welcomed in the church. The only nuance is that in some religious communities, people are told to distinguish between sin and the sinner, to condemn sin, but to accept and love the sinner, which may warm up a little bit the relationships and ease the tensions, though it sounds rather idealistic, if not totally unrealistic.

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Homosexuality and the marriages between same-sex people legalised in some American States have brought forth a great number of debates, statements (Nashville Statement), and polemics within the church and outside the church walls, between those who oppose vehemently same sex marriages and those who have nothing against them or who simply choose to be tolerant.

As a key speaker at a GCN conference (2014), Rachel Held Evans delivered a speech that emphasized on the one hand the fact that the Church needed to correct its discriminating policies and, on the other hand, that gay Christian people needed to forgive and extend grace upon those who do not necessarily deserve it.

Rachel Held Evans's speech clearly favours the legitimacy of the minor sexual groups within the church. Her benevolent and supportive attitude is expressed linguistically and non-linguistically through words, gestures, voice, rhetorical artifices such as person deixis or functional styles.

In fact, her discourse, delivered to a gay audience, has three main points: Rachel Held Evans's pro LGBTQ+ supportive attitude, the church discriminatory attitude and the speaker's response to the tensions felt in one camp or another (the church vs. the marginalized groups).

The author's inclusive attitude is made obvious by the superlative structures ("I am so proud (of Justin)", "I feel very proud" (for the communities you found), "I get a bit jealous (like a sister)", "I feel like I'm in church", "I'm grateful to you all"), informal verb phrases expressing the support ("I have your back 100%","I'm with you", "I'm speaking to you as an ally", "My heart aches", "I really like to get some elders and kick their butt", "It is an absolute honour for me to be your sister") and nouns defining a type of relationship (ally, friends, co-workers, brothers and sisters – with a preference for the latest, because, in the author's words, brothers and sisters expresses a "shared identity, a shared adoption", while allies expresses "a shared enemy").

Rachel Held Evans's positive attitude towards homosexuality is made evident by the style(s) on the formality scale she resorts to. The most frequently quoted (qtd. in Albu, 2005) is Joos's division of the 'formality scale' into five styles: frozen, formal, consultative, casual, and intimate. Following Joos, Gleason (qtd. in Albu, 2005) speaks of five keys, separated into two groups: literary keys (formal, semiformal, informal) and spoken keys (deliberative, consultative, and casual). Based upon Joos's scale, Evans's spoken style fluctuates between casual and intimate ("I am a straight Christian", "being gay", "My heart aches", "I have a bunch of brothers and sisters", "You're like coming up to me" vs. "I'm really like 'Get some elders and kick their butt'", ' I didn't completely blow it", "Not the kind of guy you wanna bump into in Chicago")while according to Gleason's scale, her speech is mainly casual, since there is not another informal spoken key below.

The pragmatic approach allows the analysis of the echoic utterances (irony) used by the speaker to echo an opinion while dissociating herself from it. Since irony "depends upon the ironist's ability to see something from two conflicting perspectives" (Black, 2006),ironic utterances like "I don't want to extend grace to Mark Driscoll" or "The bad news or maybe the most offensive news is that grace is also enough for Mark Driscoll" denounce, on the one hand, the discriminatory policies of the American evangelical pastor, and, on the other hand, advocates for forgiveness and the evacuation of all resentment and hard feelings from the part of the LGBTQ+ Christians viewed by Melissa Wilcox, sociologist of religion, as " contributing to a holistic sense of self that includes their sexual desires and identities". (qtd. in Burke, 2016)American society is accommodating of religions close to Protestant Christianity because Protestantism remains a regulating force in "secular" America. The Protestant beliefs about sex are the "good old American values". Bernadette Barton (qtd. in Burke, 2016) writes about the "Bible Belt Christianity", defined by explicit references to one's Christian identity such as cross rings, fish key chains, Christian T-shirts, bumper stickers, tote bags. Normalizing this version of Christianity is normalizing heterosexuality and normative gender identities. "This is because, as Judith Butler observes, 'gay is to straight not as copy is to original, but, rather, as copy is to copy'. Although Protestant ideals of heterosexuality appear to be the "original," or the grounds on which all other sexual identities are situated, they are in fact social constructions—a copy for which there is no original." (Burke, 2016)

A recent report (October 2017) launched by ChurchClarity.org, "an organization that reports churches' LGBTQ+ policies and rates congregations based on their level of clarity" (Jonathan Merritt in RNS, 2017) angered Christians on both sides of the issue. Some conservatives attacked the CC's liberal leadership, while some progressives claimed that labelling churches undermined progress.

Church Clarity has released new data, which scores the 100 largest churches in America in 2017 as featured in the Christian publication, Outreach Magazine. "While many churches say, 'all are welcome' or 'come as you are', many, in fact, enforce policies that restrict LGBTQ+ people from meaningfully engaging in their communities. Some

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churches take the stance that being ambiguous or 'having no policy' is the most loving thing to do, when in fact it often causes more harm than good."

Evans summarizes this data through the lenses of her own experience: "I am a straight Christian that grew up believing that people chose to be gay and that being gay is a sin. I've changed my mind about that." When talking about the church's LGBTQ policies, the author uses strong words: ostracize, hurt, marginalize and when she cites a biblical verse ("Consider it pure joy when you encounter various trials"), the word trial refers to the discomfort and the uneasiness gay people may feel within the conservative religious communities.

As for the solution that could smooth the path of the relationships between the two sides and facilitate the communication between the church and the sexually marginalized people, Rachel Evans says it in one word: GRACE. It is in fact, the most frequently word used by Evans in her speech (34 occurrences) along with people (25 occurrences), God (25 occurrences), communion (11), sister/s (15 occurrences), brothers (10 occurrences), ally/allies (10 occurrences).

Grace is hard, messy, uncomfortable, annoying, not my default setting, not something that comes naturally to me, not about us, but about God (whose grace is perfect in our weakness, sufficient, enough), out of hand, unconditional love.

Rachel Evans cultivates the linguistic paradox. The antinomies she frequently creates suggest the paradoxical character of the Christian faith and the paradoxical thinking as source of a more complex understanding of ourselves and of the world we live in.

I know that God's grace is made perfect in our weakness. That's the good news. The bad news is or maybe the most offensive news is that grace is also enough for Marc Driscoll. It's also enough for Phill Robertson, it's also enough for uber conservative people.

What's so amazing and so annoying about grace is that is lavished generously on people who don't deserve it and that includes you and me. §§

In the communion story she tells, grace embraces equally those who "deserve" it and those who "don't deserve it", people who are considered or consider themselves good, holy, deserving, worthy, up to the task and those who feel discouraged, out of place, over their heads because grace is "lavished generously" by a "generous" God.

The baptism story (with reference to John the Baptist) is built on the same antithetical pattern of things we do well and things we do wrong with an emphasis on the fear that prevents the change.

But we're not very good at getting out of the way, are we? We're much better at building walls, we're better at making mountains out of our ideologies and rules and our screwed up notions of who's in and who's out. We're good at building impediments. We make Christianity about theology, about politics, about cultural wars, about image or about numbers or about being right. And we end up getting in our own way by

creating these impediments. If you have enough faith you can move mountains because most of the time these are the mountains of our making, the ones that we put in the path of God.***

"I think we can change the world" concludes Rachel Evans in her speech delivered to the GCN audience in 2014 and this is also her message when it comes to another 'marginalized' group in the American Protestant culture: women. In an interview published on YouTube in 2014, Evans talks about how blogging gave her a voice, which was not the case in the church where she grew up.

What I love about the Internet, what I love about blogging is that is gives platforms to people who otherwise wouldn't have them, particularly in the Christian culture. So, I mean at the church I was raised in I couldn't even pass the offering plate much less teach a Sunday School class or speak in front of the congregation and yet that's kind of where I'm gifted in a lot of ways and so blogging gave me a voice in the evangelicalism that I would never have had because I'm a woman so I'm eternally grateful for that and it's giving voice to a lot of other groups of people who may be marginalized in church.

The first four most frequent occurrences in Rachel Evan's interview are: women (9), people (6), church (5), questions (4) and they all point to the need of redefining the woman's role in the Protestant culture. Her 2012 book One Year of Biblical Womanhood (which will be the object of a future text analysis) deals with this in a disturbing way. Blending laugh-out-loud moments with serious cultural critique, Evans discovers that living the actual teachings of the Bible means surrendering idealized role-playing in favour of becoming an eshet chayil – a woman of strength and wisdom.

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2.2.2. Sarah Bessey

Feminism is also an important preoccupation for another blogger and writer, Sarah Bessey, author of Jesus Feminist and Out of Sorts: Making Peace with an Evolving Faith. In her words,

I write about the intersections of a spirit-filled life: about following Jesus, about my own faith and spirituality, about women's issues around the world and right in the local church, about marriage. And then the sacredness of an ordinary life after an exhausting evangelical hero complex, my experiences as a mother, the ways I've fallen back in love with the Church while still wrestling with what that means and how to live it out, theology, social justice, my own discipleship journey, politics, and, well, pretty much everything else that you are not supposed to discuss in polite company. I call this alchemy "narrative theology" because I'm usually just wanting to write what I think and experience about God and the best way I know how to do that is through story-telling. §§§

In an interview for Premier Christian Radio, published on 8 January 2016 , Sarah Bessey defines feminism as equality.

I think that sometimes people are a little bit confused perhaps about you know what feminist is and what feminism means. It really is equality. You know, it's not to be equated, with, you know, matriarchy or, you know, whatever else, so I mean really at the core it simply means you believe women are people too. And to me that is, you know, one of the things that really set Jesus apart in his dealings with women.

The terms she uses to explain the feminist option (which will be developed in her book, Jesus Feminist, and will serve as a pretext for a far more complex linguistic and cultural analysis) fall in two categories: the good and the bad feminism, each of these with its own lexical labels: matriarchy, no positive connotations, angry waving placard person vs. friendly, different ways, truth, core, heart, Jesus feminism, and equality.

Women (26 occurrences) and Jesus (18 occurrences) are the most frequent words used by Sarah Bessey to explain her feminist views in an interview with Melinda Estabrooks, published the 17th of April 2017 by the digital Christian media network 'Faith Strong Today' Being a feminist is for this blogger and writer an act of faith, a duty and an obligation to defend women's rights like Jesus did, the natural result of 'loving and following Jesus'.

There is a certain preoccupation in Sarah Bessey's speech to differentiate between the traditional understanding of feminism as militant, offensive, aggressive and 'Jesus feminism', defined not as a struggle for domination or power positions, but as equality, partnership, team work, discipleship.

Although Sarah Bessey distances herself from the stereotypes of her own culture that assigns women specific roles (the modern culture and the Evangelical culture built on patriarchic patterns) her stand is not necessarily disruptive, but reconciliatory. 'What it counts for me is not to win that immediate battle, but to see hearts and minds transformed, to be more like the church that Jesus Christ envisioned. See us working together, moving together, in terms of the global story of women that need to flourish in the body of Christ.'

Irrespective of the 'softness' of Sarah Bessey's feminist attitude, her boldness to say the F word (as she facetiously calls it) in a man's world is to be noted.

3. Conclusions

In conclusion, the new American Protestant discourse on issues related to body, sexuality or women announces a big shift – from the traditional views (still strongly held in many religious communities) to the progressive views of the new wave of authors and bloggers who asserted new roles and functions to human corporeality, sexual minorities or women.

Through the means of the 'narrative theology' (be it confession, essay, fictional or non-fictional stories) they make use of in their books, blog posts, sermons or conferences speeches, the young American protestant writers introduce us to what traditionalists consider to be 'shocking heresies': the body is to be loved, sexuality is to be embraced, and the women's voice is to be heard.

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Education for family and training for intergenerational relations culture in the context of postmodern pedagogy

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Abstract

The article is a synthesis study of the authors' long-standing research, which elucidates the experimental model, the strategies and principles of family education, and the culture of intergenerational relationships in the context of postmodern pedagogy. The study offers the opportunity to familiarize us with the specifics of family education and, namely, with the aspect of training a culture of intergenerational relationships through an *Advisory Program Based on Family Education* devoted to the announced problem. The researchers outline the essence of the scientific substantiation of the principles of training intergenerational relations culture, explain their functioning in correlation with the specification of the decisive factors, and the conditions of valorisation of the proposed model. In conclusion, a number of perspectives and concrete orientations are made for the efficiency of family education and the training of a culture of intergenerational relations.

Keywords: culture of intergenerational relations, postmodern pedagogy, lifelong learning, pedagogical axioms, pedagogical laws, educational principles, non-formal activities.

In postmodern pedagogy, from the perspective of the 21st century, lifelong learning, i.e. learning during the whole life, has become a concept that is both fundamental, and operational and relevant at level of policies and educational practices. The concept also acts as an integrator, incorporating numerous resources and types of learning and training, including education and counseling of family/childen and adults, conducted within educational institutions from various perspectives and in various ways. The 11-years long-lasting activities with their pupils and parents within a *Advisory Program Based on Family Education* dedicated to the training of intergenerational relationships culture have demonstrated the possibilities of the perspective and the modality under question, including the need to apply certain strategies, forms, methods, interaction processes, but also a set of principles that would guide and regulate the process. They formed the basis of the valorisation of the process initiated in several educational institutions in the republic. The previous investigations and program piloting (Cararaş, 2017; Cuznetov, 2008) ensured the development and qualitative exploration of this very important aspect, which we consider decisive for the optimal socio-cultural insertion of the person.

Next, we propose a synthesis study that will elucidate the theoretical foundation and will outline the application of the elaborated instruments, the principles of training intergenerational relations culture, their content, the general characteristics of family education, the prospects and the desired goals. As a pedagogical foundation, from which we started our research, we took the following: the paradigm of postmodern education, centered on humanism, cognitive-constructivist principles, focusing on the learner, developing the conscious role of the person (Lebrun, 2001); curricular design action (Cristea, 2003); the co-ordinates and the specifics of permanent education (Dave, 1991); the theory, methodology and system of family education; principles of practical family philosophy (Cuznetov, 2008, 2013), including the basic theses and practical principles of the chronoformation (Cucos, 2002). Of course, the

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principles we propose contain elements common to the set of principles of family education (Cuznetov, 2008), as it addresses one aspect of the same educational process. The relationship between the principles and the educational actions they prescribe can be approached and exploited from various perspectives: subordination, coordination, correlation, merging and complementation and/or cause-effect. It all depends on the purpose, objectives and, of course, the age of the subjects involved in the educational and counseling activities.

The principles of forming the culture of intergenerational relations represent a set of general norms/theses, the observance of which contributes to ensuring the orientation and functioning of the initiated process. In this context, ***the principles of family education*** (the individual, humanistic and rational approach of the family, the realization of family education through the paralleling educational influences from the family, school, community, the philosophical approach of family education etc.) blends organically with ***the principles of training a culture of intergenerational relationships***, interact and complement one another. Obviously, the moment displayed depends on the competence and skill of the specialists involved in the implementation of our program, which has increased the effectiveness of action-oriented education and training of intergenerational relations culture (ETIRC), both in working with pupils of various ages and in work with adults. In our view, the principles not only elucidate the essence of the normative nature of the educational actions that can be taken, but also suggest the praxiological strategies to achieve the projected goals. In this regard, we note that only the rigorous and systematic exploration of each principle and of the principles as a whole within family education ensures the functionality of the self-training process and denotes their origin, which, of course, derives from pedagogical, general and specific axioms, laws and laws (Cristea, 2003). Relieving the outlined, we briefly note their importance. As follows, *general pedagogical law* requires the optimization of the relationship between the functions and the finality of the education, the objectives - the contents - the methodology - the evaluation of the educational activity. *The sociological law of education* provides for the efficiency of relations between the actors of education; *the psychological law* of education suggests optimizing the relationships between conditions and extrinsic and intrinsic factors. Let us emphasize that the observance of *the gnoseologic law* of family education will contribute to the efficiency of the relations between the volume of knowledge accumulated at the cultural level and the capacity to receive-internalize and validate the information obtained by the subject within the program, but the observance of *organizational law of education* implies the optimization of the relations between the pedagogical resources, the socio-cultural ones, the finalities of the education and the results obtained by the person (Calaras, 2017, Cristea, 2003, Cuznetov, 2008, 2013).

As we can see, the proposed *principles* have a special reference sphere, but also provide the guiding of the educational action in forming the general culture of the individual as a personality, a citizen, as a social being that constantly interacts on the basis of his existence with persons of the three human generations, gradually crossing every stage of his life.

1. ***The principle of training a culture of intergenerational relations in a systemic and systematic manner in the context of family education*** highlights the need to engage in family education, effective exploration of the opportunities of educational partnerships, formal learning content (pre-school, primary school, secondary school, high school, university) as well as the content of non-formal and informal education; combining and optimal correlation of all paths, forms, means of family, socio-cultural mediation, the emphasis being on systematic and systematic integration of educational actions.
2. ***The principle of humanistic and prospective approach to family education in and through the development of the culture of intergenerational relations*** aims at the valorisation of the humanistic paradigm, the cognitive-constructive strategies in order to form an efficient family, to prepare the representatives of the three generations (children, teenagers, adults, and the elderly) to predict, anticipate certain situations, make decisions, harmonize, resolve in a human way the existential difficulties that may arise in the process.
3. ***The principle of developing the culture of intergenerational relations based on the formation of the unity between the consciousness and the moral conduct of the person*** indicates the necessity of the interiorization, the optimal exploration of the authentic human values and the orientation of the educational actions towards the consolidation of the actions and the moral behavior.
4. ***The principle of focusing education on the family on the training of intergenerational relations culture, on valorizing the family histories that are worthy of success and on positive models of life,*** aims to orientate the educational process towards adequate socio-historical and cultural alterity, which can serve as a reason and opportunity to re-consider the behavior models and *the successful self-construction of the personal temporality* (awareness of the aging process of the person, optimal acceptance and valorisation of the social roles and the possibilities of each age).

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5. ***The principle of centering family education and the training of a culture of intergenerational relations based on the exploitation of responsibility, complementarity and reciprocity in the valorisation of human interactions*** will ensure the awareness of the importance and concrete socio-cultural contribution of the three generations and, respectively, of human culture (postfigurative, cofigurative and prefigurative), what will contribute essentially to the understanding and consolidation of the triple perception and valorisation of time in the past, present and future.

In order to guide practitioners who want to initiate family counseling and education programs and the training of a culture of intergenerational relations in the given context, we will propose some guidelines and strategies for their elaboration.

Therefore, starting from the basic assumptions of permanent education, the general characteristics of the functional-structural education and at the contextual level (Cristea, 2003), including the experience gained in the respective activity, we specify the following general characteristics of education which we have valorised in family education and the training of culture of intergenerational relations, serving us as a conceptual framework:

a) at the functional-structural level of ETIRC are relevant:

- teleological character (finalities: goals and objectives);
- axiological character (values, virtues);
- prospective character (orientation towards the future);
- dialectic character (development process).

As we can see, these are the internal characteristics that reflect the profound dimension and the definitive aspects of stable definition inherent in any pedagogical activity, which can be achieved at the system and process level.

b) at the contextual level of ETIRC, the following features are relevant:

- systemic character;
- historical character;
- universal character;
- cultural / national character;
- decisive character in the development of human personality (every person interrelates with the representatives of all generations).

We continue to reveal the essence of the general characteristics of family education and the training of intergenerational relationships culture. The teleological character of ETIRC requires the clarification of the finalities, i.e. the aims, general and specific objectives. These have the meaning of indicative landmarks, which determine the entry and exit of the expected educational and counseling framework and guide the activity of training - personality development in the targeted direction. The following theoretical model illustrates an ETIRC design and realization sequence.

Purpose: to strengthen and restore the intergenerational socio-cultural balance (by counseling and educating children, young people, adults).

General Objectives:

- training - development of the unity between consciousness and moral conviction on the self / direction of intra- and intergenerational interactions;
- training - development of competencies for optimal exploration of the values of intergenerational culture (post-figurative, cofigurative and prefigurative).

Specific Objectives:

a) at the theoretical level

- development of cognitive capacities regarding the intergenerational culture (perceptions, representations, notions, judgments, moral reasoning);

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- development of attitudinal-emotional-motivative-volitional-moral capacities (feelings, interests, aspirations, volitional and moral features);
- training - the development of beliefs and competences of interiorization and valorisation of moral norms regarding self-management of conduct and intra- and intergenerational relations.

b) at the practical level

- training - development of moral skills regarding the approach and construction of intra- and inter-non-relationship relations;
- training - development of moral habits for manifesting the culture of intergenerational relations;
- training - strengthening moral attitudes and behaviors to promote values and culture of inter-ethnic relations.

The axiological character of family education and the training of intergenerational relationships culture highlight the fundamental resources needed for the given process. Axiological resources focus on the set of *general human values* (Good, Truth, Beauty, Sacred, Health, Family, etc.) and *national values* (traditions, customs, etc.). At the same time, values in the process of concrete activities are structured according to their cultural essence, being grouped into ethical, spiritual, religious, family, aesthetic, economic, technological, political, sports, medical ones, etc. In this respect, the values are objectively reflected in the educational contents, made in accordance with the age peculiarities and the level/ level of education. ETIRC's axiological character reflects the stable relationship between the values and general contents of education (Calaras, 2017), but in the context we try to outline a range of values specific to the postfigurative, the cofigurative and the prefigurative culture; harmonious human relationships; thinking and positive behaviors, life expectancy; self-updating; the self-sufficiency of the person; age identities; generational identity, etc. In the context of the above mentioned, we should mention that the focus on the *ETIRC's prospective nature* of the project was aimed at identifying and counteracting the medium and long-term trends of its evolution, including identifying the transformations that are to be prioritized in the future. The prospective character guides the correlation between the teleological and the axiological dimensions, ensuring the overcoming of problematic present situations, but also anticipating the occurrence of problematic situations in the future.

The dialectic nature of ETIRC demonstrates the complexity and functionality of the personality training and development activity in the given direction. The dialectic character of education ensures the analysis of its structure and the quality of its functioning and allows the gradual transformation of the object of education into the subject, the actor of its own training and development.

If we adapt ETIRC to the contextual level of education, then we will highlight the context and concrete situation in which actions and formative influences are achieved. Both actions and influences can come from several educators (family, school, reference group, media, etc.). In this sense, organized educational actions can be identified at a macro-structural level - they will take the form of state policies and practices and will come from the relevant social institutions (ministries, the education system, the public health system, etc.) microstructural, school-based, non-governmental associations, family counseling centers, etc. In postmodernity we see the amplification of various initiatives and strategies (which are not always up-to-date and promoted from top to bottom), educational projects coming from various social microstructures. Here we find an implication of the factors:

a) *institutional on a global social scale*: society, education system, school curricula, official pedagogical methodology, general school architecture rules, initial and continuing education system for educators, family counseling system, etc.
b) *institutional and non-institutional, on tertiary and local scale*: family, educational institutions, local pedagogical community/ street, neighborhood, locality; the micromedium of the school institution, the team of educational agents, the family counseling centers, etc.
c) *institutional and non-institutional, involved in the concrete educational scale*: pupils class, educator, groups, microgroups, schools and lectures for parents, pedagogical relations, collaboration and school-family-community partnership.

The positioning and realization of ETIRC by valorisation of the contextual aspect is quite clear to the level of influences that come from all the institutional and non-institutional factors previously nominated. Of course, the problem is manifested and approached accidentally, often in the study of some subjects, especially within the socio-

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humanistic disciplines; in models/ examples of behavior, communication and interrelation of representatives of the three generations. Let us not forget that influences can also have a negative, sometimes disruptive character, because they depend on the culture of each person and the human community. Thus, in society, in various contexts and conditions, we can hear preconceived views of the type: *young people today are too aligned and/ or despondent, not ashamed; the elders are rigid, conservative and/ or malicious; adults/ parents always push us, ask too much from their children, etc.* At the same time, we also encounter destructive conflict situations, such as: parents/ adults are arguing with their older parents and do not communicate with them, forbidding their children, that is, their grandchildren, to communicate and relate. Sometimes there are misunderstandings and quarrels about making decisions about young people entering a study, a job, etc.; scorn and rivalry between parents on the part of their spouse or husband; unhealthy competition in mother-to-child dialects - daughter, father-son, etc. Unfortunately, we can continue the list of negative examples and their influence is at the expense of everyone, especially of growing generations, of children who imitate and internalize not only positive but also negative models.

This is the reason why the postmodern pedagogy advocates the enhancement of the culture of society through the insistent valorisation of education for all and of lifelong education in order to build *an educational fortress* (Cristea, 2003). In this respect, we consider the media's influence on the population of all ages very important.

Synthesizing, we conclude by specifying ETIRC's pedagogical context, the importance of the psychosocial field influences that come from all the socio-cultural factors and media, which will gradually change with the increase of their culture (to which the education system contributed and not only). In this respect, the educational system stakes to create special favorable conditions, as follows:

- launching and promoting the idea, the educational doctrine, the project to make family education more effective and to form the culture of intergenerational relations in the long run;
- pedagogical accountability of educational establishments and of all social organizations on the systematic and systemic, coherent deployment of ETIRC;
- conduct of ETIRC actions and activities at formal, non-formal and informal level through the involvement of people from the three generations;
- promotion of the activities carried out and their support through the foundation of radio and TV broadcasts, which would objectively and accessibly elucidate aspects of elderly advancement, starting with early childhood and ending with the end of human existence (the stage which must also be worthy), exploring interesting and appropriately the possibilities and the specifics, the essence and the charm of each human life, etc.
- creating and ensuring the functioning of a network of counseling and placement centers for people of all ages who are crossing a difficult stage in their lives;
- elaboration of the methodology of family education and training of intergenerational relations culture at all types of educational institutions (kindergarten, primary school, secondary school, high school, university);
- integration of ETIRC into the school and university curricula based on the use of the drafting of the contents of the training type: *infusional* (addressing the issues involved in the study of biology, history, language and literature, etc.); *modular* (approaching some aspects structured on specific themes/ modules at the various disciplines); *disciplinary* (studying distinct optional school disciplines, either at the discretion of the school or at the decision of parents, pupils) and *transdisciplinary* (ETIRC's approach at the level of valorising the scientific syntheses, proposed trimestrally, semesterly, and/ or annually by teams of professors from a broad perspective: biology, medicine, psychology, pedagogy, economy, etc.);
- unification of the efforts made by teachers in ETIRC by diversifying the content of formal, non-formal and informal education, including correlating and streamlining the possibilities of social school-family-community partnerships.

At the end of this study, **we propose some guidelines for ETIRC:**

- ***orientation based on the time factor***, which will be a long, medium and short duration, in which a set of actions/ activities will be planned and realized, such as the optimal combination of prompt actions focused on immediate solution problems with actions that will run for 2-3-6 months and actions that will take place for years. The key here is that they complement organic and strengthen the process of intergenerational relationships culture;
- ***orientation based on the spatial factor***, which will include local, regional educational projects on the whole territory of the country (we believe that such actions should also be carried out globally);

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- ***orientation based on the axiological factor/values***, which will be the one that will be concerned with the identification and promotion of the values of all generations, i.e. of the three cultures: postfigurative, cofigurative and prefigurative.

Based on the analysis and synthesis we can conclude that family education and the training of intergenerational relationships culture represent an eternal problem. All members of society (children, teenagers, adults and the elderly) will benefit from its continuous and qualitative valorisation.

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Value Orientations as Educational Issue of Teacher's Vocational and Pedagogical Culture

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Abstract

The purpose of the article is to approach an actual problem - transformations of professional and value orientations of a teacher. Professional value orientations are regarded as important socio-pedagogical problem, the solution of which impacts the level of modern specialists' professional self-realization in practical activity. The value orientations of teachers refer to evaluation of relationship on cognitive, emotional and behavioral levels which belong to a mix of material and spiritual benefits that determine the level of life requests, degree of social autonomy, peculiarities of professional identity, envisioning educational activities, the adoption of positive social and professional innovations. The system of value orientations has a multilevel structure: value, relevance, purpose, principles, rules, ideal, evaluation, product/result. Teacher value orientations are formed and transformed under the influence of several factors of socio-professional nature such as: "social order", addressed to educational system; the processes of modernization of education; the organizational culture; mandatory continuing vocational and teaching training; professional career; personal career prospects, etc. Within the framework of teacher-training classes were organized trainings aimed to correct vocational value orientations of teachers in educational activities on the basis of interconnected structural components: psycho-pedagogical, axiological, socio-historical, methodological, substantive components. In the process of classes implementation the following set of measures was applied to harmonize the system of value orientations of teachers: identification and matching of individuals, public and state needs in general education; development of teacher value orientations of innovation type; enhance teacher professional capacity and meet the needs of the modern stage of education development; learning skills in a competitive environment, mastering new pedagogic and information technology.

Keywords: professional and pedagogical culture, value orientations, values of inclusive education, inclusive culture of the teacher.

1. Introduction

Changes taking place in the social, economic and spiritual spheres of modern society have a significant impact on the development of education. The last decade in the history of education in the Republic of Moldova has been marked by a pronounced advancement of inclusive education.

In order to implement the Program for the Development of Inclusive Education in the Republic of Moldova within the framework of the Education Strategy-2020, an Action Plan was developed that envisages the implementation of a number of tasks, including the following: setting inclusiveness values at the center of the educational process of institutional development; the orientation of the professional-pedagogical culture of didactic staff to the recognition and acceptance of inclusive values of education (Government Decision No.523 of 11.07.2011 on the approval of the Program for the Development of Inclusive Education in the Republic of Moldova for the years 2011-2020 In: Monitorul Oficial of the Republic of Moldova no.114-116/589 of 15.07.2011).

The analysis of the changed requirements imposed on the professional-pedagogical culture in general, and the inclusive culture of the modern teacher, in particular, made it possible to identify a number of existing contradictions

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at the socio-pedagogical level: between the social order for the introduction and implementation of inclusive education in domestic pedagogical practice and the lack of qualified pedagogical personnel ready for quality implementation of inclusion; between professional-pedagogical values and the personal orientation of teachers for inclusion.

A significant part of the pedagogical staff is able, under certain conditions and resources, to adjust and/or transform the professional consciousness of the pedagogical community and its own value system towards inclusion, in accordance with modern requirements for education. At the same time, changes in the system of professional values of teachers may not coincide with those that occurred in the values of education and society as a whole.

The urgency of the problem under investigation is caused by a change in the perception and integration of educational values by teachers in the conditions of a transforming society and new challenges to the development of education.

2. Theoretical Aspects and Key Concepts

Professional-pedagogical culture of the teacher includes: an axiological component - a set of pedagogical values; technological component - moral ways and methods of activity aimed at its effectiveness, as well as the competencies and skills of professional interaction and communication; the creative component is realized in the creation and realization of professional values and is characterized by independence, flexibility and variability of thinking and actions, the ability to predict the consequences of social-pedagogical influences, readiness for creative activity; personal component - reveals the manifestation of professional culture as a specific way of realizing the essential forces of the teacher, namely, the needs, abilities, interests, the pedagogical experience of the individual, the measure of social activity of the person.

In this context, we define the professional-pedagogical culture of the teacher as a system of values that determine the attitude of the teacher towards his activities, towards its goals and means, towards the qualities of the teacher's personality necessary in professional work, towards himself/herself as a professional, towards that system of knowledge, ideas, norms, traditions, which lie in the basis of pedagogical activity.

Inclusive culture is a subsystem of the teacher's professional-pedagogical culture and performs a number of functions characteristic of the social setting: appraisal-adaptive, gnostic, integrative, prognostic, value-orientative, determined by the direction and content of professional-pedagogical activity in conditions of inclusive education.

As the initial "units" of an inclusive culture we distinguish values, value orientations as conscious semantic entities.

Under the teacher's value orientations we mean the estimated relations on the cognitive, emotional and behavioral levels to the aggregate of material and spiritual goods that determine the level of life requests, the degree of social independence, the features of professional self-identification, the goals of pedagogical activity, and the adoption of positive social and professional innovations.

Let us briefly consider the pedagogical values that dominate the system of professional-moral values: "values-goals" that can be divided into socially and personally significant ones: socially significant - including the creative nature of pedagogical work, prestige, its social significance, the possibility of self-affirmation and self-realization of oneself in the work; and personally significant - love and affection for children, as well as such values as guaranteed work and wages, confidence in the future and the safety of the family, relatives and friends; "values-means", which are divided into "values-relations", "values-qualities", "values-knowledge", etc.

In the hierarchy of pedagogical values the ethically meaningful "values-qualities" have the highest rank, since it is in them that the essential personal-professional characteristics of the teacher are manifested.

Among these qualities we can distinguish: sociability, kindness, tact, tolerance, justice, empathy, curiosity, desire for self-improvement in personal and professional plans, self-confidence, one’s knowledge and actions, goals and principles of activity, integrity, determination, sense of proportion, creative activity.

In psychological science it is customary to distinguish conditional-reflectory, concrete-emotional, concrete-personal and self-spiritual levels of development of the person's value attitude. At the same time, the structure of the value attitude is represented by three main components: cognitive, affective and operational-activational.

3. Empirical Study of Value Orientations System of Didactic Staff

As part of the teacher training courses, we conducted an experimental research work. The study covered 80

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respondents - teachers engaged in professional activity in a number of gymnasiums and lyceums of the Republic of Moldova, in different conditions, at different stages of mastering the skills and realizing a professional career: 65 experienced (more than 5 years of experience) and 15 beginning teachers.

With the purpose of studying the system of professional-value orientations of teachers the following methods were used: the questionnaire of M. Rokich "Value Orientations" aimed at studying the system of value orientations of the individual; a questionnaire for determining the professional-value qualities of the teacher; the questionnaire "I Am in Inclusive Education"; a technique for diagnosing professional pedagogical tolerance through 87 questions (author Y.A. Makarov).

The results of diagnostics using the method of M. Rokich "Value Orientations" made it possible to establish that for the teachers-respondents are characteristic common value orientations, both in terms of the choice of life goals and the means to achieve them.

At the same time, the respondents did not include in the category of dominant values those that are directly relevant for further realization in the profession, in particular, active life, self-awareness, self-confidence, creativity.

As significant means of achieving the goal, some respondents also do not consider the possibility of using self-control and perseverance in achieving the goal.

Thus, it can be concluded that the indicators of the formation of the affective component of the value attitude to professional activity among teachers are expressed at the average statistical level and need to be developed.

In order to determine the value qualities of teacher's personality in conditions of joint training of healthy children with children with limited abilities, we developed a questionnaire consisting of 30 questions.

As a result of the ranking of teachers' answers to the question: "What qualities of a teacher do you consider to be in demand in the context of co-education of healthy children with children with limited abilities in development?", the following data were received: according to teachers, the most important qualities of the teacher in conditions of inclusive education are as follows: compassion (1), pedagogical tact (2), empathy (3), tolerance (4), pedagogical competencies (5), and at that, with a breakaway of three people, in the first place was put forward such quality as compassion, which is based on the feeling of pity.

This fact contradicts the basic idea of inclusive education, implying not compassionate and condescending attitude towards persons with limited abilities in development and with special education needs (SEN), but their acceptance as they are, with recognition of children's right to have any particularities and needs.

Nevertheless, as a positive point, it should be noted that in teachers' responses there is such an important quality for teachers working in conditions of inclusive education as tolerance.

When determining the psychological readiness, i.e. motivational-value orientation of teachers, expressed in the nature of their attitude to the idea of inclusive education, it turned out that 40 people treat it positively, 24 - "tolerantly"; 10 - "negatively"; 6 teachers found it difficult to express their attitude.

When answering the question: "How ready are you to work in the context of inclusive education?" - 11 teachers answered that "they are ready completely", 33 people - "ready, but they need additional education", 18 - "ready, but need psychological support", 12 - "ready, but not with all categories of children with limited abilities "; 3 - "not ready" and 3 people found it difficult to answer.

Thus, we see that some of the teachers who took part in the questionnaire were not able to give a positive assessment of their knowledge, competencies and skills, what indicates that they have some doubts about the feasibility of inclusive education or the lack of understanding their place in it.

We consider it important to note that among the respondents is singled out a certain part of professionally conscious and optimistic teachers, assessing themselves as fully ready or partially ready, i.e. who need additional education and psychological support.

When answering the question: "How would you perceive, if a child with limited abilities in mental development was brought to your class", only 30 teachers demonstrated professional awareness and readiness to accept this child, clearly defining the level of their own professional knowledge and skills; professional competencies; professional perspectives and possible achievements; successes and possible failures in professional activity.

This fact, in our opinion, indicates that most teachers have a considerable fear of the unknown and uncertainty about their own competence and psychological stability.

To determine the professional readiness of teachers, i.e. the availability of certain didactic knowledge and methodological competencies, we prepared questions, the main ones of which were: "What is inclusive education?";

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"What normative-legal documents regulate inclusive education?"; "What organizational difficulties can arise in the organization of the educational process?"; "What methodological difficulties are possible when teaching SEN students in conditions of inclusive education?", etc.

The answers received from the survey indicate that the majority of teachers do not have a full idea of what an inclusive education is, they also demonstrated insufficient knowledge of the normative-legal foundations of inclusive education.

As possible organizational and methodological difficulties the teachers noted, first of all, the following issues: the presence of certain behavioral difficulties in SEN children (68 people); the need to pay more attention to SEN students (64 people); lack of methodological support for inclusive education (56 teachers); development of a modified or adapted curriculum (28 respondents); insufficiency of material and technical equipment (26 teachers); preparations for taking the final graduation exam (20 teachers); problems with differentiation of study assignments (15 teachers); problems with the evaluation of educational achievements (12 people), etc.

The received data testify that teachers for their most part do not perceive SEN students as full-fledged subjects of the teaching and educational process, because not only SEN students, but each student individually requires special attention, the achievement of which is possible only if the teacher has the competency to use the methods of individualization and differentiation in education and upbringing.

Thus, the analysis of the state of teachers' readiness to work in conditions of inclusive education testifies about the existence on the one hand of a positive attitude towards work in the context of inclusive education and the lack of necessary theoretical knowledge and practical skills on the other hand, and also about a certain fear of teachers towards the lack of competence in this field.

The professional readiness of modern teachers is mainly at an adaptive level, that is they do not possess the knowledge of inclusive education basics, are not informed about the normative-legal foundations of inclusive education, have no idea about the requirements for physical access to students with limited development abilities (LDA), they do not have the skills to adapt the curriculum and build a lesson in an inclusive education environment.

The professional activity of the teacher in inclusive education is based on the principles, the most important of which is the recognition of the learner's personality value, regardless of his disorder's gravity. An indispensable condition for the realization of this principle is the formation of tolerance as a basic quality of the personality, as a professional value and principle of teachers' activity, which consists in respecting the differences between people, recognizing the right of another person to otherness, and refusing to change him/her according to themselves.

When defining diagnostic tools, tolerance was viewed as a system of personal and group values, which forms socio-psychological resistance (resistance to the diversity of the world, social, cultural and worldview differences expressed through a system of social attitudes and value orientations). The supposed distribution of teachers in terms of levels of the expressing tolerant aims characterizes namely the professional pedagogical environment.

Diagnostics of practising teachers' tolerance to SEN children included a set of standardized diagnostic techniques (three blocks) and an assessment of the identified features' formation, what allowed obtaining reliable results and eliminating the subjective factor.

As a result of the diagnostic activities unertaken, 78% of the didactic staff showed an acceptable level of tolerance formation, what testifies that all indicators of tolerance for children with special educational needs are generally manifested in the actions and deeds of teachers, but are not fully able to ensure that they perform the professional tasks.

The optimal level of tolerance formation was noted in 12% of respondents, is characterized by the persistence and stability of indicators' manifestation, regardless of the complexity and difficulties of the professional tasks.

We believe that by the organization of purposeful joint work of psychologists and teachers in the form of trainings, events for the discussion of inclusive education issues and round tables, their attitude to inclusive education can change for the better.

4. "Psychological and Pedagogical Support of Teachers in Conditions of Inclusive Education" Program

Within the framework of the teacher training courses, the thematic seminars and trainings stimulating teachers' activity on self-assessment and transformation of value orientations were included in the program of Psychological and Pedagogical Support. They allow to diagnosticate the state of professional orientations and adapt teachers to the

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main directions of general education modernization in conditions of inclusive education.

In the process of implementing this program, the following set of measures was applied: to harmonize individual, public and state values in general education; to change the perception of the educational values by modern teachers in the conditions of a transforming society and new development challenges; to actualize the understanding by the teachers of the essence of inclusive education, its target and value orientations; to eliminate/ reduce prejudices towards inclusive education or social inclusion of children with limited abilities; to harmonize personal-pedagogical and inclusive values of teachers; to develop teachers' ability to empathy, to correct and adequate perception of SEN children; to develop abilities for reflection and self-improvement; to expand the professional capacity and meet the needs of the current stage of education development.

This approach has a complex nature, the main conditions for the implementation of which are the following: creative direction; a system of theoretical and practical assignments and tasks; integration of cognitive, practical and independent activity of listeners on the basis of appropriate integration of psychological-pedagogical and special knowledge.

The goal setting of the trainings is focused on understanding the value system of inclusive education; changing existing stereotypes, mastering a new, personally-significant value system, etc.

The practical part is focused on a specific, productive, targeted result, namely the productivity of intellectual activity, the production of own thoughts and actions; the practical application of new knowledge in group discussions, in the analysis of specific situations, the technology of focus-group work, viewing and analysis of video materials, the development of didactic projects, etc.

Reflection in the framework of our research allowed analyzing the result and process of studying the contents of the module, recording these results, and also realizing the value significance of their professional work in the field of inclusive education. This was done using the following forms of work: frontal, group, pair and individual ones. Various methodical techniques were used: a set of reflexive questions, essays, keeping a reflexive diary, interviewing, returning to clusters, free writing, etc.

Approbation of the program was organized in the process of professional retraining of teachers and through prolonged and continuous training of a group of teachers.

As a diagnostic tool for evaluating the effectiveness of the program, were used the methods aimed at assessing the transformation of individual components of the vocational and value guidance system of teachers practicing in inclusive education. At the control stage of the research were applied the same research methods for studying the teachers' readiness, as at the establishing one.

5. Analysis of Results

The repeated questioning of the respondents made it possible to identify the following trends: all respondents were familiar with the principles and objectives of inclusive education (100%); the values of inclusion are understood by all subjects (100%); all teachers are interested in solving the problems of inclusive education (100%); the value attitude to SEN children and, in general, to inclusive education is demonstrated by all participants in the study (100%); not all teachers demonstrate the willingness to organize joint education of children with normal and disrupted development (88%), nevertheless these data are bigger than at the establishing stage of the study.

Let us illustrate the revealed trends with examples. Thus, when answering the question "How do you understand inclusive education?", the respondents recorded not only the definition fixed by legislation, but also supplemented with information received in the trainings, and namely: described the principles and objectives of inclusion, characterized the main trends in the development of joint education for children with normal and disrupted development abroad and in domestic practice.

Answering the question "What do you think is the purpose of inclusive education?", the teachers also noted not only a humane orientation, but also viewed inclusion as an evolutionary process connected with social, economic and other movements in the world.

The question related to the attitude of the respondents to children with LDA also caused positive answers.

The presented answers prove the involvement of teachers in the process of organizing inclusive education of SEN children, the formation of their pedagogical values concerning inclusion in general and to persons with SEN in particular.

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The answers to the question "Why did you turn to the problems of organizing inclusive education?" became more interesting. If at the establishing stage of the study we met feedback related to the need to organize the education of children with SEN, the orders of the administration, then at the control stage the teachers' responses changed, and the changes were connected with the professional value transformations of teachers.

Answering the question about the willingness to work with children with disabilities in physical and/or mental development, not all responses were positive. In comparison with the data at the establishing stage of the study, 88% of educators were ready to work in conditions of inclusion.

Let's compare the quantitative and qualitative indices at the establishing and control stages *by the first method*. The positive dynamics can be attributed to an increase in the number of teachers motivated to implement the ideas and objectives of inclusive education from 34% to 63%. There is also a growth in the bigger part of respondents understanding the value of inclusion and inclusion of children with SEN.

Positive changes are similarly noted in the second method. The object of the study in this case was the attitude of teachers towards children with SEN and the process of introducing inclusion into education. As a result, it is noted that the low level was not detected in contrast to the establishing stage. The average level of admission of children with SEN is fixed in 66% of cases, which is 20% less than at the establishing stage. This category of teachers still has difficulties in providing personalized support. Positive dynamics in this method was noted in 34% of cases; people showed a high level of acceptance of all children.

In the third method (the study of professional pedagogical tolerance, the author Y.A. Makarov) were recorded the following changes. A low level was not identified, a medium level of pedagogical tolerance was found in 57% of teachers; a high level was found in 43% of teachers, at a establishing stage the high level was in 23% of cases.

When comparing the formation of the motivation-value criterion of readiness in the establishing and control stages of the study, the following quantitative indicators were revealed at the control stage of the study: low-level indicators were not revealed; the medium level ones (52%) decreased by 29%. This naturally led to a 37% increase in the high level (48%).

6. Conclusions

1. The content of the thematic trainings on the “Concept of Inclusive Education: Theoretical and Practical Approaches” contributed to an increase in the number of teachers who know and understand the essence of inclusive education, its basic principles and tasks, and who can reveal value attitude and personal interest in children with limited health abilities.
2. The motivation of teachers for active action in the organization of joint education of children with normal and disrupted development was promoted by the use of humanitarian technologies, such as focus group learning technology, contextual learning technology, etc.
3. A large emotional and psychological impact on teachers and their value orientations was provided by the participation in the theater forum based on learning through the experience gained in communities of various types, in which, for example, there are cases of discrimination of children with limited abilities or any other situations in which people follow stereotypes and prejudices, in which intolerance and pity are feelings that provoke sufferings, as well as by viewing and analyzing video materials, social videos, documentary and educational films, etc.
4. We assign special importance to the formation of the motivation and value component to professional tasks, the clear structure of which contributed to the definition of the field of personal knowledge and ignorance, the identification of a problem issue, the algorithmization of actions to solve the problem, and the receipt of a specific product for its solution.

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The strengths of values as potentiators for improving research competence and self-achievement

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Abstract

Through all the times human civilization changed itself due to three big powers: religion, philosophy and science. Nowadays we do not live in a society of knowledge, as it is commonly accepted, but rather in a technocratic one, because other forms of interpretation of the world, as well as spiritual aspects human being have been impaired. Authentic human reasoning is superior to cybernetic data. Furthermore, it brings discernment between critical and creative thinking, it offers fulfillment, grace to contemplative reflection, it obligates to some consistency of persuasion. Through this understanding, we interpret human competence as transferable packet of knowledge, abilities and attitudes. Competitive discoveries in sciences increased comfort in materialistic life. Anyway, there is a lack of the same rate of complementary development of conscious life, for the well-being, because we forgot to explore the higher values of hmankind. These are represented by fair scientific inference between the potency of affective rationalization above the intelligible logic. The disruption of linking the revealing by intuition with its relevance by conceptualization, gives rise to gaps in economic, ecological, educational progress. Here's why the policy makers should pay attention to the primary investment in various forms of education, as this is the foundation for every beneficial challenge. In this study we intend to elucidate the nature of interaction between academic performance, owned values, and competences. We consider these variables could serve as indicators of theoretical and methodological reference for self directed education and achievement. Our purpose was justified by the necessity of developing the framework for the research competence, in order to have a better functioning of the educational environment, of the labor market, for individual and social welfare. The methodology included: a)theoretical findings, which offered us some observations of possible dissonances between educational projected inputs and outputs, b)non-experimental, transversal study between the data obtained from the applied questionaries, c) statistical-mathematical analysis of results, based on correlations between 3 variables: the aquired/ transferred competences, stated by teachers, the values and the performances estimated by students as they are facing teaching-learning-evaluating process. The conclusions of the research highlight the importance of synergistic student-teacher's communication as communion, with knowledge exchange, transfer of valuable feelings, correction of failures, appreciation of succeses and awared commitment. We recognize usually academic performance in a mathematical way by comparisation, but reality is digital on specific ways, where in complexity, as human reasoning, it is analogous. The findings suggest that qualitative connotation of value, beside quantitative descriptors, is also a key for more fruitful discoveries of surrounding manifestations under different aspects. We conclude that in a physical world of aproximative probabilities, in a quantum universe of uncertainties, in a vigilant consciousness of own existence and an abundant information society, we have to develop strategies to perceive new nature's disclosures due to transcendence of value's consensus. Or, the prospective for emancipation of personality, since, "to grow yourself, you must know yourself", implicates the values- the valences of what is worth like good common sense, because "A human being is the measure of all things" (Protagoras).

Keywords: value, valorisation, new essentialism, referential cognition, axiological commitment, teleological reasonableness.

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1. Introduction

Our success for a prospective humanized culture depends on accurate valorisation of educational process. Interstate runaway inflation, the global degradation of nature, the regression of good common sense are threatening crises of humanity, because every act of serious corruption begins with subtle vandalism of true values. *Education* acts as a field force and *succeds as guiding vector by adequate attribution of value for meaning*. So, a good functioning of every evolutional process is assured by hierarchical organization of its components in correspondence. Otherwise, there will appear errors of interpreting the true facts, committing overestimations or omissions. Consequently, the system will collapse sooner or later. Integral growth and development of the educable is based on three directives: a) awareness for knowledge identification, b) formation of valuable ability, c) betterment of attitudes through responsibility and self-control. By analogy, the education acts as a lever up for new resistant challenges, where the support point is maintained by core internal values. The last ones reside in the nature of every human being, but their strengths become useful with the pivotal role of instructional process, which serve as activating energy. Or, even here intervene the unknown scientific nature of internal dynamics between nature and nurture. Hence, we have to study the causative factors (Beebee, 2009) of ,,open mindness" (Baehr, 2015) toward observation and experience, using the Kant's argument ,,Notion without intuition is empty, intuition without notion is blind" (Gomes, 2017). The concept obtains relevant confirmation due to the premise of human sensibility to reveal hidden models through human talent for creativity and discovery. Performance for *investigational competence* is amplified by *triggers* like: *curiosity* for sustainable focus, *contemplation* for durable perseverance, *communion* for integrable persistence.

The education aims to nurture the nature of educable, by means like: the development of intellect, the cultivation of personality potentials, the continuous perfectioning of cognitive, affective, desiderative traits for a good common sense. These indicators are usually quantified by assessing student outcomes, relying upon quantity of common knowledge, but less considerng quality of appropriate understandings, consequently the academic evaluation becomes less efficient during educational interventions. The judgement goes beyond objectivism, relativism or incommensurability (Bernstein, 2011). The efficiency of magistrocentrism, psychocentrism or sociocentrism paradigms, for teaching-learning, in separate ways are not the solution for achieving performance. That's due to expanding contemporary technocratic information transfer based on ,,cognitively informed systems" (Alkhalifa, 2006). There's rather a need of transitional reverberation throughout them during scaffolding of competencies. The transitional threshold depends on the degree of preparedness to take over the presented information. This transcendence to functional knowledge is done by ,,catching'' the patterns of significance on human perception and behavior, from the more qualified persons. Getting the models from mentoring improve orientations for a lifelong decision-making. The standardization of performance can be reached by external criteria of change. Howsoever, the value of transformational progress has to be conceptualized in components and qualifying descriptors, in order to elucidate the comprehensional underlyings for solving inquiries (Baehr, 2011).

The research questions were kept in focus regarding next expectations:

1) To identify the *value-added in education*, by evaluating own acquirings, regarding personality as harmonizing being (Steiner, 2002), in order to find out instructional coordonative needs. Our supposition is that: ,,*The learning starts with the enthusiastic, innate curiosity"*. So, we plan to clarify the questions about the factors of interest in relation with striving for studying with regard to epistemic achievement (Fairweather, 2017).
2) To conceptualize the determinants of synergistic research by reaching a consensus of values, due to character virtues (Alfano, 2015) and reflective knowledge (Bastian, 2006), by next three perspectives:
   a. analyzing the content of curriculum as input, by issuing ,,what" proper interdisciplinary knowledge is actually needed, based on the essentialism methodology, as only 20% of input influence 80% of output (McKeown , 2014), using the method of ,,triangulation" and ,,research data compilation" (Phillips, 2014);
   b. elucidating the essential *potentiators* for perception-reception feedback, accordint to relevance theory (Bardzokas, 2012), applying the *strategy of transdisciplinarity (*Nicolescu, 1996) on ,,how things work" by necessity and in universality. Our assumption was: ,, *A conscious commitment to common sense of values is a prerequisite for improving research competence*";
   c. synthetizing the suitable solutions as outputs, by guidance through translative techniques, by essentialization of disciplinary specificity, for ,,why" design of theories on epistemological base (Sankey, 2002).
3) To explore what prevails as background for theoretical impregnation of inquisitiveness, as science and innateness

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(Carruthers, 2002). We presumed that epistemology implies the emitting conscientiousness, through valuable entrusting, the immanent consciousness, through the intuition of intercommunion, imminent conscious by subject-object recognition, in order to reach the common-sense functionalism (Braddon-Mitchell, 2007). Therefore, we verified if *the outcome of pedagogical desirability can interpenetrate and resonate with the values and performances already owned by students*.

2. Research methods

The first method of research was conceptual and historical research of terms: values (Steiner, 2004), the new essentialism (Ellis, 2001), next standards in education (National Research Council, 2015), transdisciplinarity (Nicolescu, 2014), methamorphosis (Boboc, 2016), curriculum theories (Ellis, 2014), competence and evaluation.

The second method was researching the factors for developing investigative competence for students, by measuring the components of their academic attitude toward evaluation standards. These are used to demonstrate the crucial determinants for deliberate motivations that enhance student learning (Bybee, 2002), as predispositions for future individual vocation and for changeable global niche. This visionary context justifies the benefits of appreciative consideration for education throughout congruence of values and commitments between the educational actors. It fosters the learning as generative activity (Fiorella, 2015). The other method was synthetic description of a possible, procedural route for gradual self guidance, considering the expectations listed above and configuring some perspectives.

The last applied method consisted in experimental and statistical validation of non-experimental data, with respect to bilateral valuing of academic results regarding optimization of evaluative feedback. We used correlational analysis, using ANOVA instrument from SPSS, between the vision of the status of competence, evaluated by educators (Ausubel, 2012), by adapted questionnaire based on Chuska scale- rating for the retention of knowledge (Colceag, 2007), and the degree of genuine values and personal performance quotation of educable to himself (Axiometrics International, 2002-2018). The conlusions of ergonomic cooperation between student and professor confirmed the need to implement the education through next three aspects (Table 1): a) valuing of the intellect by practical interdisciplinary essentialism, b) valorising of personality by transdisciplinary approach, c) valorification of performance, by essentializaton of concise, clear terminology of a specific discipline.

Table 1. Model of curriculum planning

Approach	Methodology Essentialism as reference emerging need	Strategy Essence of transcendentalism ontological-gnoseological	Techniques Essentialization of context individually utilitarian
Content	Practical Techno-ecological applications	Univesal-transversal Potentiation-substantiation ideas	Theoretical Explorative translative theories
Argument	*80% of output is determined by 20% of input*	*Inference between intuition and conceptualization*	*Investigation of hybrid domains*
Determi-nant factors	Time economy Applicability in life Humanized interest	Disclosure of patterns Awareness of beliefs Healthy convictions	Multidisciplinary links Innovative exploration Self-forming capacity
Multiple benefits	Ergonomics by interdisciplinarity Interpersonal	Synergy by transdisciplinarity Global	Efficacy by specific disciplinarity Intrapersonal

3. Analysis of theoretical framework

The product, the process, the continuity of education through the entire life regard respectively: authenticity of logic concepts, valorisation of intuitive meanings, determination to self accomplishment. Here we observe the transgression between the objective scientific cognizance underlying still much underneath the undiscovered science of teleological activators of functional competence and a priori justification (Casullo, 2003).

Knowing the essential of interdisciplinary content and transferring this principle to transdisciplinary essentials, facilitates the integration of information through continuity of reasoning and reference to more informed authority. William C. Bagley (1911) is the one who introduced the term essentialism in education. The supporters of this educational philosophy are convinced that the impairment of educational standards is due to the fact that the subject

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matter and the instructor are no longer in the focus of the curriculum. The target of education on essentialism is not only based on traditional subjects, developing mostly the intelligence, but also on holistic education. This educational philosophy emphasize values, morals, discipline, that can be learned through humanized interactions in an undecidable world (Chaitin, 2011), and in spite of that, still apt of making optimal decisions (Barrett Values C.).

Taking into account that personality goes through a positive disintegration (Dabrowski, 1966) along with an accurate education along the life, the educator should develop: a) firstly the zeal for predilection to desirable intellectual awareness and social prerequisite accomplishment, b) secondly those values for liability on himself to assimilate understandings (Drake, 2007). c) thirdly, those strengths of entrainment to investigational competence integrable into a future, ecological engeneering prospective.

The problem of global cultural crisis is getting worse due to extreme repudiation of spirituality in favor of science. We don't have the audacity to link the apophatic approach into transdisciplinarity, demonstrating the interrelations of levels of reality. Jean Boboc (2016) in his book "La grande metamorphose" shows apophatic character of human subtleties, substanciating the permanent presence of the Hidden Third, which establishes the relationship between reason and mystery. The author offers the paradigm of onto-theo-anthropological human metamorphosis, based on the sacred meaning of life, which arise from the core of theological belief. The greatest scientist and philosophers, come to the conclusion that present reliability of scientific knowledge can not affirm what something represent as reference for truth. They rather involve the method of describing something by stating which are not the characteristics of those observables (Осипов, 1997), as are mentions of modern geniuses: R. Feynman, R. Oppenheimer, A. Einstein, W. Heisenberg, K. Gödel.

As the logic the included hidden middle (Nicolescu, 1998) intervenes between physical reality and quantum realities, this could be considered as a point of transcendence between a priori and a posteriori knowledge, between experience, intuition, intent and insight in problem-solving (Dorfman, 1996). According to these problems, there is a need for an academic strategy, where the teaching-learning process is based on self-propulsion, for facilitating inter-transdisciplinary translating essentials to specific discipline understandings, this way aquiring technical skills which are appropriate to the specialty in close accordance with personal aspirations, individual beliefs and social needs (Table 2). This way the educator turns to the roles of: a) mobilizing leading coach, b) vocational pedagogical mentor, c) master in his speciality, while the student goes through roles: a) studing the hypothesis as a disciple, b) discovering as researcher, c) reengeneering as investigative designer, as approach to multidisciplinary research (De Silva, 2014).

Table 2. Proposed example for gradual development of the comprehension-awareness-acquisition potentials

Orienting senses	Generating Ideas	Formulating concepts
Explanation of real findings-association	Exploration of fundamental principles-appropriation	Exploitation of specific laws-annotation
Induction (discrimination)	*Intuition (discernment)*	*Intelligibility (disclosure)*
Suggestion	Fluidity	Expressiveness
Objective congruence	Hierarchical Singularity	Reasonable collinearity
Brevity	Coherence	Clarity
Comprehensive knowledge	*Creative ability*	*Consensus attitude*
Interdisciplinary summary of current essentials with contemporary synchronicity	Transdisciplinary reference to reveal the transcendence of the essence into universals	Highlighting disciplinary specific theories with facile coding into new domains of science
Synchronous resonance	Communication as communion	Relevant findings
Significant valences- as immediate interests	Transcendent values, which are transitioning thoroughly by analogues	Variable reasoning- through the virtue fact of awared desideratum
Imminent conscious	*Immanent conscience*	*Emitting conscientiousness*

The justification of strategy relies on: 1) the formulation of essential applications of objectives in an interdisciplinary approach, 2) establishing the methodology of new findings disclosure by revealing relevant hidden similar patterns of the replicative, transcendental values, by highlighting them transdisciplinarily, 3) the essentialization of specific new conceptions of disciplines.

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4. Research design and findings

Memory provides the instrument for thinking, which decides and directs the actions. Therefore, this shapes the directives of personality education through its two basic characteristics:

- remembrance, how close to consciousness the information is flowing, if it shows interest and truthfulness
- stability: the depth of information anchorage, if it presents a fundamental emotional bond.

Learning material is first of all a meaningful potential for anchoring, then it becomes a new concept. The types of reception of meaning are: 1) the representation, 2) the concept, 3) the proposition. The problems of contemporary teaching (Ausubel, 2012) are: a)the premature use of purely verbal techniques with cognitively immature pupils at a receptive level, b)the arbitrary presentation of the facts, unrelated to perceptual excaplicative and organizational principles, c) failure to integrate new learning tasks with the presented materials, d)the use of assessment procedures that barely measure the student's ability to recognize the difference between facts and to reproduce ideas in the same words or in other contexts, e)the use of tools to identify appropriate valorisation gaps of information.

The determinants of the cognitive constructor are: a) the availability of the relevant ancorative ideas, b) the validity of the content of the learning, c) the fidelity and clarity of the anchored ideas. The justification of the methodology for implementing a multilateral correlational evaluation of the educable is reflected by the proposed synthesis of interactivity between concepts (Table 3). This model would contribute for incorporating new technologies and adding value to „multimethod and mixed methods research inquiry" (Hesse-Biber, 2015).

Table 3. Multilateral evaluation of educational interactive performance

Educable's attribute:	Affect	Desideratum	Intellect
Effect	Moderator	Modulator	Model
Primary operator	Affective reception by anchoring understandings	Intuitive perception for transcendence of patterns	Coherent integration of new theories
Results	Self-management	Self-awareness	Self- assesment
Manifest Assesment	*Interactive Valorification* *Direction of interests*	*Quality Valorisation* *Sense of value*	*Quantity Evaluation* *Measure of cognition*

Regarding this study, the effect of this determinants on cognitive structure in relation with the processes of retention, acquisition and transferability of knowledge in the teaching-learning process was measured by the Chuska scale. This measures retention/ acquisition rate of taught content and skills. The study was based on the appreciation of the interdependence between these three correlative variables offered by 2 teachers and 46 pupils, from professional schools and gymnasiums. The retention rate is the assessment of obtaining a wider understanding, involving concepts, generalizations, laws and principles.The first questionnaire include the competence for speed of information accumulation, understanding and demonstration of skills, mastery of new knowledge and specific language. The next two questionnaires testify the students' values and performances. These have been built by the Axiometrics International organization, which uses practical work applications of Dr. Robert S. Hartman, Nobel Prize laureate, the discoverer of a new mathematical science called Axiology. Axiology measures the ability to value, through which man organizes his thoughts and affectivity to make. The talent of valorisation allows: a) to see and to filter what is happening within one's self and around him, b) to build concepts, ideas by focusing attention on what seems important to the person, c)to translate one's ideas and expectations into decisions. The student's value profile describes the patterns that belongs to him (Colceag, 2007), captures the structure of the way of thinking and the way of change as the student grows up and develops. The axiometric analysis of their own performance in disciplining learning efforts indicates the degree of awareness of the student's involvement in achieving personal performance for the benefit of his/her own personality. The multilateral development of personality capacities can be accelerated by identifying the value of pupils' position in the planning of objectives and learning outcomes. The identification of their own values by the student shows us the gaps of "educational scaffolding" in planning-implementation-monitoring-evaluation of the curriculum. This allows the intelligibility of the feedback between inputs and outputs, starting from "nature" to „nurture" . After this research, the data shown in the tables below were recorded, following the correlation analysis applied in SPSS.

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Table 4. Significant correlations between analyzing personal values with retention and acquisition rates

Values		High retent.	Low retent.	High aquisit.	Low aquisit.
Good common sense I have the ability to see and understand what is happening	Pearson C.	.273	.475**	.479**	.400**
	Sig. (2-tailed)	.066	.001	.001	.006
Correct execution I can insist that things be executed in a fair way	Pearson C.	.376**	-.189	.213	-.144
	Sig. (2-tailed)	.010	.210	.155	.340
Short-term planning I have the ability to set tactical goals and plans designed to handle the concrete and immediate goals	Pearson C.	.249	.297*	.284	.322*
	Sig. (2-tailed)	.095	.045	.056	.029
Long-term planning I have the ability to plan strategies for achieving goals	Pearson C.	.198	.358*	-.187	.214
	Sig. (2-tailed)	.187	.015	.212	.154
Concrete organization I can identify the immediate, concrete needs of a situation, I can set up an action plan to solve them	Pearson C.	.299*	-.114	.217	-.133
	Sig. (2-tailed)	.043	.452	.147	.378
Conceptual organization I can predict long-term needs and the implications of a situation to build an action plan	Pearson C.	.183	.313*	.237	.331*
	Sig. (2-tailed)	.222	.034	.113	.025
Persistence I have the ability to keep the direction in spite of the obstacles and to stay on the proposed target, regardless of the circumstances	Pearson C.	-.197	.425**	.326*	.346*
	Sig. (2-tailed)	.188	.003	.027	.018
	N	46	46	46	46

Table 5. Significant correlations between assessing personal performance with retention and acquisition rates

Performance		High retention	Low retention	High aquisition	Low aquisit.
Focus: Attention to what is happening I have the ability to draw attention to the results and decide to what extent they push me to action	Pearson C.	.419**	.392**	.134	.299*
	Sig. (2-tailed)	.004	.007	.375	.044
Endeavor and endurance: Ability to act, consistency I can maintain a sense of constancy and continuity in action	Pearson Correlation	.335*	.371*	.171	.235
	Sig. (2-tailed)	.023	.011	.255	.116
Beliefs: Trust in the future I have the ability to keep my direction in spite of the obstacles	Pearson C.	.193	-.284	.271	-.208
	Sig. (2-tailed)	.200	.056	.069	.165
Attitude towards evaluation: Courage to achieve goals despite the sensitivity to criticism I realize the proposed goals even if they can have less realistic effects or do not meet the highest expectations	Pearson C.	.296*	.309*	.178	-.177
	Sig. (2-tailed)	.046	.037	.237	.240
	N	46	46	46	46

** Correlation is significant at the 0.01 level (2-tailed), * Correlation is significant at the 0.05 level (2-tailed).

The conclusions reflect the need for the applicability of education through humanized essentialism in the prospect of a future technocratic society and confirmed our expectations listed above. Here we observe some functional components and descriptors of values, as: good common sense, correct execution, short/ long term planning, concrete and conceptual organisation, persistence. These have a positive correlation with outcomes of learning and the

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favorable predisposition for gradual development of investigative competence. Therefore the educators must review the content of curricula to be exposed in a more concise and comprehensive way throughout disciplines. Furthermore, the benevolent commitment toward performance achievement is potentiated by teacher-student communication as communion. That's due to the fact that we are used to persuade the confident authority, grace to more clarity and beauty of the style of knowledge presentation and motivational transfer of information in a personalized way. Thereby, other sources of knowledge as books and electronic devices are secondary, when guided, cooperative teaching-learning should prime due to the undeniable benefits of specific higher values of human factor for developing good common sense as anthropological reasonableness above the algorithmic logic.

5. Contributions

The finality of a bilateral assessment of academic results would contribute to the consistent valorisation, coherent rationalization and persevering execution of choices, being based on essential internalised truths. The last ones become deeply rooted in our human being and reflect our stregths, expressed through value discernment. It is imperative to emphasize that these underlie the attitudes for improvement. The true added-value in education can amplify the level of knowing different manifestations of our existence, by possible perspectives for: a) the new essentialism - referential cognition, b) the axiological commitment, because the comprehension seems to become sharper with more chastity of character, c) by teleological reasonableness for innovations. This way, the nature of knowledge and understandings can be: 1) valorificated as "rational externalized acquisitions", 2) valorized as "holistic integral assimilations" for other creative abilities. These conditions could contribute to the scientific methodology, by enriching the framework for research competence.

The prioritizing of values, as underlying basis for beginning adult education, strengthens the core of personality, because these serve as coherent binders and potentiators for cognitive, affective, desiderative human development.

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Good at what? Good for what? Higher education values in an age of discontinuity

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Abstract

The early 21st century is a time of great discontinuity, perhaps a tipping point in the evolving history of capitalism as neoliberalism comes under increasing criticism for its failure to manage a complex set of interlocking social, economic and environmental problems that are amplified by globalism. Higher education (HE) is more a reflection than a shaper of society. Continuing massification and the worldwide explosion of institutional and student numbers push universities into becoming enterprises. HE systems and HE Institutions (HEIs) are transforming. Are the values underpinning culture and society itself a defining characteristic of universities as ideal-seeking systems? Or do values give way entirely to business enterprise, and the triumph of neo-liberalism and market forces over public good? Are universities good for educating, informing and leading societies out of a dangerous morass? Or are they just good at being businesses trading in a free-market world? This paper takes examples of discontinuity in asking whether dichotomous tensions pulling universities in different directions can be managed; and what 21st century mission universities might usefully and successfully enact.

Keywords: Globalism; discontinuity; crisis; mission; HE systems and HEIs; university engagement; ideology; identity; context; values; leadership.

1. Seeing the wood for the trees

Today's higher education (HE) landscape is in discontinuous confusion. Locally the eye may see only part. Where is HE going in this in flow and counter-flow – and in resolving multiple global crises?

Circling a national airport to gain height I noticed that the receding landscape seemed familiar – each time round. Our captain and leader told us nothing, as leaders often do. Maybe no-one else was initially aware. Fourth time round he said that we were about to land back where we had started. The mood transformed. There are familiar echoes here of public life, civic awareness, policy-making and management.

This paper offers a wide view of a higher education landscape which is experienced mostly locally, albeit in an inescapable global setting. Can we tease out the topography of HE itself from a fast-changing context: demographically with falling birth rates, enhanced ageing and migration, but also politically, ideologically, socio-economically, ecologically and culturally?

2. What crisis, what challenges?

My first encounter with a live sociology professor was at the University of Leeds in the north of England in the sixties. Fifty years later I remember Professor Grebenik for one reason: his insistence that sociologists must behave as if studying ants in an anthill, with no greater personal or moral involvement. Such detached study he said was the academic task and profession, and the role of the university.

At that time meanwhile extramural adult education colleagues in my own Leeds Department agonised over community development. We were told that we could study the phenomenon and teach about it. We could even run how-to-do-it training courses. But on no account should we get involved in actually doing it. This is what academic freedom was about - or should I say freedom in an ivory tower?

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The angst over protecting academic freedom with clean hands even while working for a better world contrasted brutally with student uprisings in Paris, Berkeley, and even the UK at that time. These made campuses sites of political action in conflict with institutional power. Since then of course many campuses in many countries have become far more dangerous sites of conflict: institutions are closed, staff suspended or fired, students and faculty subject to imprisonment and even death. The origins of this narrative are in a safe, benign and relatively stable time and place in a wealthy OECD country where democracy was generally valued, respected and after a style worked quite well. Today it is another world.

What are the challenges? They were and still often are dialectical and dichotomous. That is, (a) they are about the life, culture, character and management of the university itself – the internal agenda; and (b) they are about the ills and woes of the wider world – the external agenda. In both the exercise of power is seen as misguided or corrupt, abused in the interest of strong and wealthy individuals, institutions, corporations and nation states. Issues of protest may start internally but quickly move onto the national stage. The more numerous and diverse that students are in the society, the greater the chance that this will occur; and that the government may become interested, involved and intrusive. Conflicts are then not just with rectors and security staff but also with government and the police. On-campus self-serving local interests may morph into major policy issues: out on the streets and into the market-place of real life. The ivory walls crumble and academic freedom is put at risk.

The same principles and moral issues confronted by the higher education institution (HEI) in its community life as confront the conduct of the nation state. They might be about student fees or participation in institutional governance, which expand into matters also public and political. Global and local become the same battles over inequality and discrimination in gender, ethnic or sexual orientation terms, and power relations generally. When I was a junior academic the Vietnam War and Apartheid were main campus and global issues; but women's rights, environmental degradation, animal rights, racism and other individual rights were also matters of live passion in countries like Australia and the UK.

Today the social media amplify issues, making their transmission wide and immediate. The Internet also strengthens the evidentiary base for global warming and rising inequalities in and between nations, abuses of power as well as multiplying 'fake facts'.

As these two levels connect the global is experienced locally. The negative consequences of remotely exercised wealth and power reinforce a belief in active citizenship and may strengthen civil society. The means for its expression and assertion in places of power is likely to be on the streets rather than in committee and board rooms. Here a crisis of politics spills over, as from Arab Spring to Middle East refugee winter. Alienation from the political process leads to fightback as first the young seek empowerment, and then perhaps more broadly 'ordinary people'. Disruptive trends are defined and described positively by their advocates; and disdainfully or with anger by those offended or threatened by the prospect of change.

3. The case of demography: migration and ageing

Among the many interwoven strands in a perfect storm of global crisis (climate change with spreading deserts and rising seas-levels, wars in the Middle East, Africa and elsewhere, large-scale population displacement, changing global power balance, incapable leaderships, mass extinction of species, soaring economic inequalities to name a few) let us take for a moment less sudden and less dramatic changes in demography which represent both threats and opportunities for HE. These loom ever larger for policy-makers in many countries.

Immigration excites the old North politically, despite the much larger refugee numbers in much poorer countries. Having enjoyed long periods of colonial conquest and wealth extraction the US and UK in particular now incline towards keeping foreigners out, most obviously where populism damages the capacity for long vision, judgement and understanding, and fear of foreigners can be fostered.

These wealthy countries feel the impact of ageing on their social policies; the impact is more obvious and better recognised in policy thinking in East Asia, with some other countries now following suit. For HEIs migration matters a lot when governments intervene in the lucrative free market in international students and threaten overseas student supply chains; ageing also influences intake and core business, with smaller cohorts of traditional teenage clienteles

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from school, but the growing potential clientele of large numbers of older adults. A good entrepreneur finds an opportunity in every crisis.

We can take these two strands of critical change to examine several things: (a) the capacity of universities opportunistically to identify and adapt to new markets and protect their business bottom line; (b) the sense of values and the evolving mission within HEIs not just to do well but also to do good; and (c) the capacity of universities as powerhouses for learning to promote and practise good governance at all levels, serving as public intellectuals, creators and stores of knowledge and wisdom to be used in making and implementing policy. Success can be measured by policy behaviour that addresses the causes rather than just the symptoms of crisis.

4. Other problems and challenges

In the 'real world' outside HE, migration and ageing are two among many entangled problems. An overriding or meta-problem is a now global dominant paradigm and discourse that is essentially economic and competitive-entrepreneurial. There are huge issues of eco-sustainability (global warming, climate change, with a multitude of implications for global and individual health, welfare and survival); and comparably serious social disjunctions and manifestations of societies in disarray.

The tasks these generate fall within the remits of different Departments of State, with missions for health, welfare, justice, security, law and order, economics and finance, agriculture, employment, to child welfare and poverty. Each has its own competing priorities, targets and output measures, many unattainable within current ways of working. They compete for State resources and get little credit for collaborating. New Departments of State and other arrangements are made for new 'problem areas': the immediate consequences of climate change; under-investment in particular infrastructure; in the UK for a referendum vote to withdraw from the European Union.

Rising levels of inequality within and between individuals, local communities and nations are well documented, demonstrated in daily events, and dissected in the different media. This crisis-complex leads easily into calls for more assertive national identity, and maybe to scapegoating immigrants, the poor, the elderly, and others. Less common is any strategy to 'kill two birds with one stone' by combining efforts between departments linked by related urgencies. Critics examining and discussing root causes and solutions, may recognise the blight of departmentalism that also hampers cross-disciplinary problem-solving (Hamilton and Dennis 2006, Dennis 2017, also Gibbons et al 1994, Gibbons 2001, OECD 2007, Barnett 2009, UNESCO Chair in CBRSR).

Complex globalised societies share a common governance tradition; and a particular threat to western democracies in economically advanced OECD nations, the European Union (EU), and parts of the British Commonwealth. Governance is relatively transparent and unpopular choices are difficult to make. Party politics and the next election may displace policy wisdom, and weaken the capacity to exercise wide vision, long-term planning and investment. In the United States and the UK gestures and slogans displace intelligent leadership. Universities trapped inside the problem find it difficult to help find solutions.

Where does higher education locate itself? Is it an incubator of public intellectuals or only of new business enterprises? Many universities claim to speak truth to power, but is this exercised? I write from the comfortable position of western democracies. There are irritations here: petty harassment, financial threats, politically intrusive ideology and incompetent bureaucratic administration, tighter accountability enabled by 'big data'. But loss of life, liberty and even employment remain uncommon, and in some countries almost unheard of.

Compare the circumstances of HEIs in these traditional democracies with those in other parts of the world: in struggling self-renewing democracies like Hungary and Poland along a spectrum including Turkey, Egypt and the Arab world and across to East Asia where breath-taking innovation includes HEIs, to closed and heavily defended systems such as the extreme case of North Korea. Around the world there are countries where academic freedom, combined with a little wise caution and self-restraint, is untrammelled, through to others with all kinds of political intrusion and control. The West needs to understand this diversity of context and constraint, not export libertarian philosophies and preferences without thinking.

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5. Is there a problem behind these problems?

The situation of a country where refugees outnumber residents is far apart from one where a Channel or wall helps control the inflow of a few chosen immigrants; or where overcrowded or barren islands become the terminus for boat people from North Africa or South-East Asia. Some individual HEIs make magnificent efforts to reach out to, welcome in and assist. Ingenious course and curriculum arrangements and partnerships deserve credit. Yet numbers are tiny compared with the need. There is a big gap between individual HEI behaviours and the success of the HE system in changing culture, public opinion. Government behaviour frequently lags further behind. Not only that: institutional behaviour modelled by Rectors and Councils may fall short of what disempowered individuals staff and students prefer.

Ageing is a growing peril to the neo-economically minded. East Asian societies with firm or authoritarian leadership may take a longer view on ageing then those in the gentler West, and act accordingly. Holistic thinking and planning about roles, identities, civil participation, social health and purposeful inclusion is needed across the full age spectrum. So are HEI leaders unafraid of change. In benign gently suffocating systems in the British tradition more claim to take the road less trod than do so. 'The way we do things here' can smother.

Looking beyond the economy of the mature nation state, the greater threat to humankind and its eco-environment is not population decline but its continuing growth. We may be near to solving this biggest ecological problem yet fail to recognise the benefit. Short of all-destroying nuclear war we cannot become fewer without getting older. We must learn to understand and expect differently of older generations now 'retired', in systems where retirement occurs. Many still have an active future lifespan resembling total life expectancy a few generations ago. We need to change attitudes and expectations of this, as also to big population movements which have occurred throughout human history.

The 'problem behind the problems' has to do with not seeing further back and understanding more better. We must neither fear nor be bound by history or other peoples' experience, but use these to make wise judgements for a healthier, happier and sustainable future. We must learn from past errors, not forget or repress our own and others' history and wisdom. New knowledge and skills are better; but not all innovation is good, any more than it is all bad.

In societies where extermination failed, the most despised and marginalised people after new migrants are usually the indigenous. Can universities this century, with their mission and reputations as guardians and makers of knowledge, help us and teach us to think and see differently, so as to comprehend, value and use all kinds and sources of old and new knowledge to enhance our practical wisdom?

6. HE within a reigning ideology

We need to identify and alter the current the reigning global ideology that explains why we think, talk and act as we do: not only in the West where it matured into cultural power in the eighties, but globally. Temporary détente with the break-up of the USSR and before the rising supremacy of PRC, the People's Republic of China, enabled the march of globalisation and the new economics, enthroning the market and making corporations and finance houses lords of the realms.

In recent times London houses 'earned' more through rising values than all their occupants' annual incomes combined. In 2018 the boss of one UK housing company began his Happy New Year with a bonus on top of his annual salary of £120m (US$160m). Cold-winter homelessness is a political crisis in the UK yet an estimated 200,000 houses stand empty. These needs are dwarfed by the plight of the poor, especially refugees, on a far greater scale, in many other countries. The global finance markets (as distinct from real global wealth earned by real work) made a gain approaching 10 trillion (not billion) dollars in 2017. Interacting crises of finance and wealth, passive social policies and ever-rising inequalities, show how the reigning ideology fails. The term affluenza found publication in 2006 in one of many 21st century monographs to call for deep cultural change – to address the problem behind the problem (see Hamilton and Dennis 2006, Affluenza also Dennis Curing Affluenza 2017).

One hesitates to use terms like free-market and neo-liberal for fear of dismissal as a soft-headed socialist. I pause in saying that post-modernism and existentialism disabled moral as well as intellectual compasses for fear of being a 'traditionalist'. Language has been corrupted and discussion enfeebled. Teasing out facts from fake facts is a new imperative. Do universities have the duty, the will and the capacity to engage - publicly and across many disciplinary

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worlds – with the central malaise that misshapes our world? Or must they stay out of politics and controversy as well as action, to survive?

The nineteen-eighties revolution effected by US President Regan and UK Prime Minister Thatcher was not only about creating global free markets, shrinking the State and 'empowering' the individual. More deeply it was about changing how people think of themselves and their world, and then behave: competitive acquisitive individualism drives production and consumption; we succeed by beating competitors. Failing to get a job means we are to blame as failures; not government, school or society. We must live with the punishing consequences. Are HEIs trapped inside the problem, or also in part a source of resolution?

Take an example. Much R&D at the leading edge of much science and technology goes into efficiency-enhancing innovation. This means replacing jobs with automation, currently robotisation. Labour-saving is a great economy; and by now almost every country has a chronic unemployment and especially youth unemployment problem. This spills over into many social arenas with obvious or less evident cost and damage. Youth unemployment may exceed fifty percent. In the different cultures of Germany historically and East Asia more recently, the educational underpinnings and social standing of technical skills and trades have greatly eased a chronic problem in for example class-bound England.

A key tertiary and HE performance indicator has become 'employability', that is job take-up and employer-judged job-readiness. Now the neglected technical sector wrestles to make curriculum more relevant to market needs and to rebalance academic and technical training. How much HE of what kind is good for the nation? How to get more young people into technical streams, while societies busily invest in destroying jobs? The problem will not simply go away, yet we carry on working in unconnected parallel streams. Might universities take a lead, go behind this dilemma and ask what we mean and assume by jobs, employment and the economy; and how to organise resources and affairs to resolve and remove it? Similar questions apply to the reality, definition, and social meaning of 'older adults'. Note that the language about and media portrayal of this demographic is fast changing.

When you are in a hole stop digging. A growing army of competing HEIs appear to dig ever deeper in a competitive but hazardous free market. As well as coming up with solutions and taking direct actions to ameliorate problems of migration and ageing, HEIs need to stand outside received ideological consensus. How for instance do HEIs define and treat older adults: as prospective clients, and prospective paid or unpaid employees? Are universities an active intelligence, or at best refuges for a few individuals and groups to do new thinking? At least some institutional change may be needed to make this more possible.

7. University identity crisis – or just a lot of changes?

A wave of crisis of the University literature has increased in recent decades, following A H Halsey's Decline of Donnish Dominion (Halsey 1971 and many later texts). New universities founded in the sixties heralded fast-growing participation in higher and wider tertiary education. Selective systems became mass and even 'universal' catering for fifty percent of youth age cohorts (Trow 2010). There were concerns about stands, quality and mission drift. Before that time university meant essentially the same thing as HE. In most minds that has scarcely altered 50 years on. Instead the habit has grown of calling some universities 'good', leaving unstated what the rest might be.

There has been ambiguity about what constitutes 'higher' – with a substantial literature from writers like Ron Barnett. We now talk about higher, tertiary and simply college, or further and technical, with more or less clear intent. There is copious modern literature about the identity, purposes, management and functioning of further and tertiary, as well as university and higher, education. There are spin-off industries on ranking and league tables. These affirm HE as a major economic sector while leaving unanswered what HE, and the 21st century university, 'essentially' are and should be (Clark 1998, see also Times Higher Education, University World News, UNESCO Chair in CBRSR).

This account is admittedly UK-skewed. But it is echoed in other countries, most obviously the US and other advanced western economies. Given their old wealth and neo-colonial and English-language domination it is now replicated globally. Like the neo-liberalism which they purvey, theirs is the global discourse, ideology and hegemony. Even so they risk being out of line with populist fashion, identified with newly unpopular political and wealth elites which use the 'best universities' in retaining position and power. Their hegemony is now less stable and more challenged.

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New populism fanned by mass and social media makes it uncomfortable to be unfashionable. Only a confident HEI leader will defy the popular press and other mass media. Maybe the ivory tower epithet has lost its poison; but in new charges of selfish corporatism 'fat-cat' (overpaid) President and Rectors are attacked and even unseated. Better to conform, stay in line and serve safely than to step out ahead and be exposed?

The increasing political and bureaucratic grind bearing down on universities and systems is part of the 'universities-in-crisis'. The literature of organisation behaviour (OB) is as relevant here as in other business concerns. Many universities are big businesses tightly scrutinised for financial viability. Most are neither stubbornly opposed to reform, nor greatly offended by notions of relevance and utility. They are however under pressure to adopt ever wider mission (mission stretch): they suffer ever more diverse, sometimes incompatible, demands. The institutionally comfy four-per-cent participation rate when I was a student has shattered.

Should each institution indeed be a univers-ity, or more highly specialised? Mono-disciplinary and more mono-cultural institutions often rank high in research rankings. The old core tasks of teaching and research have become complicated: locally and globally, politically and socially, in new environments. There are new markets, sources and character of students, new teaching-learning means, methods and curriculum configurations, new quality audit and other scrutiny. Big Data tools to monitor performance penetrate deep. The demand is not only mission stretch but also for highly capable business management and agile public relations.

Research is similarly diversified and complicated. Curiosity-driven, blue-skies research was once supreme. Now 'impact' matters. R&D and market-ready applications add to what was once seen as pure scholarship married to liberal and professional education (Newman 1852). Some campuses, like my own former University of Warwick, house massive advanced technology infrastructures and work there in intimate coproduction with industry. For others, participatory action research to promote active citizenship takes pride of place. Most HEIs and academic staff alike rely much on research income for prestige, promotion and even survival, more perhaps than on quality of 'output'. What is valued is short-term and measurable. Otherwise it is marginalised.

Regional and community engagement has been added to teaching and research as a 'third mission'. In the best cases it has been effectively injected into the lifeblood of teaching and research as natural good practice throughout the institution. It is intrusively and potentially transformative, including ideas of community as well as economic service and engagement. A weekly scan of University World News and Times Higher Education shows gradual ongoing transformation of higher education and university mission. The profile varies from country to country: but essentially it is the same story, as HE goes or has gone global (see Gibbons 2001, Watson 2007, OECD 2007, also Clark 1998, Gibbons et al 1994).

8. Old solutions?

Can we find in old models from the North any confident way forward? The UK university, especially in its liberal reformist adult education tradition, had as an icon J H Newman's 1852 Idea of a University. The academic community led by an eminent peer-elected scholar (the prima inter pares still echoed in the European Rector) has become a quality- and audit-assured publicly accountable institution (Halsey and Trow 1971). Its head is often a mobile top manager (or CEO). The Senior Staff Common Room (SCR) has given way to the Media and Publicity Office, Contracts and International Offices, Legal Units and a hierarchy of senior managers. FOI and CiC (freedom of information and commercial-in-confidence) are vital. The traditional research and service values and ideals of Europe's Humboldt and American Land Grant Universities are generally now less known and less honoured.

Even the idea and term mission were unfamiliar in UK university governance till well through the last century. Ideal-speaking descriptions of mission are now professionally polished and brandished, with the language of community, service, engagement, access and equal opportunity. Press Office releases and attractive student recruitment publicity are essential and often much exaggerated. Their reach must be universal, as well as local-regional and national.

But ideal-speaking does not mean ideal-seeking. The words may be a board-room exercise, while first-principle mission plays no part in setting priorities for a management driven by business priorities on business lines. Context, culture and competitive ideology may entirely override stated values. There is no evident prospect among old writings and ideals of finding an ethical and effective way forward that make HE more relevant, valued and effective.

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9. New times offer no easy solutions

Today's HEIs are more diverse that ever. HE systems comprise diverse groups, gangs or sectors, not only solitary HEIs. Yet the influences and pressures on them are global and commoner than before. The meaning of 'higher' and 'university' vary and are contested. Tertiary' and even 'post-secondary' are useful terms for national systems and structures.

Yet hierarchical elitism splits educational provision for people emerging from their schools and teens into adult roles, in some places over half the total age cohort. So the term university stretches ever wider. Competition to be ranked world-class distorts what universities are rewarded for doing in divisive and anti-egalitarian ways and in contradiction of valued social purposes.

Research-based rankings reflect universities by age, wealth and consequent reputation. It is hard for leaders and politicians to agree on a balance of mission at either institutional or system level that is not badly weighted by sectoral and individual competitive self-interest. The 'idea of a university' has dissolved, and no clear sense has emerged as to good for what? Despite far-reaching demographic change and the globalisation of most elements of life from finances and governance to world eco-systems, universities drift along half-familiar pathways, still reproducing social and economic power structures.

In the main their core clientele remains young adults being sorted and taught for known roles in an unknown socio-economy. The formal curriculum is therefore set on shaky foundations while the hidden curriculum of social reproduction and meritocratic adjustment runs on. The actual student body composition has changed dramatically in many countries. Not only has the domestic demography changed in all kind of ways, such as becoming multicultural, but international students are important big business, filling spaces and paying higher fees. Meanwhile older adult student numbers have multiplied but remain almost invisible; the 'adult majority' was recognised in Canada, for example, as early as 1985 (Campbell 1985).

Every HEI is 'regional' by virtue of its location, but the category 'regional university' is frequently avoided as meaning low in status and aspiration. Few leaders choose to take this 'path less trod', though the identity may be winning more followers. Each scholar and policy-maker should identify and analyse their own location. I for example identify three examples of new HEIs in the English West Midlands. In the 1960s new foundation Warwick was pilloried as a corporate business university, but caught a wave of new entrepreneurialism and global recognition from its local anchorage. Nearby one ex-polytechnic defied the new central government Research Assessment mandate, but was forced into line second time round. Another later underwent similar attack for refusing to cooperate over rankings, and not divulging its reasons.

Such divergence encounters core ideology, culture and belief systems of our time: win-lose by neo-liberal competitive rules and measures. Open academic community cultures and collaborative community services values do not easily yield quantitative audit data or favour corporate governance. Oppose this ideology is difficult.

Regional and community service means playing a weak local hand against capital cities and the global strong. Creative and exploratory ventures are squeezed out when the 'secret gardens' of academe are penetrated. In an odd echo of the quest for new forms of regional and local government, the emergent learning city, with a strong budget and elected mayors, such as UNESCO is promoting through its Global Learning Cities Network (GLCN), may marginalise fringe zones of deprivation in the spaces between these centres.

There is no easy solution to uncertain and unstable inertia for big HE or tertiary sectors when governments are anxious and confused as to long-term direction in the face of complex multi-crisis. Divergence from sector norms seems unconquerably difficult. A privileged elite HE sector thus remains for most people the means to get themselves or their children ahead in life. Less favoured institutions find this even harder to resist.

Higher education is a dependent variable in the social structure. Can it do more than wait and hope for cultural and political change? Education is seldom a powerful department of state so long as governments do not upset mass popular opinion. Higher education is seen as part of a privileged order from which many feel alienated: fair game for populist assault. University staff and students showing anti-establishment tendencies are unpopular with political parties of centre and right, which today tend to be in the ascendant. Can individual institutions at least shelter civil society activism that mitigates the plight of refugees, the old, poor and frail? Can they also support scholars who name and critically analyse big political questions underlying current ways of thinking and doing? It is a tricky path to tread, even in relatively benign still liberal societies; perhaps impossible in the more numerous authoritarian systems.

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10. Doing good while hanging on

Maybe there are areas where HEIs can practise older ethics in new ways that avoid fatal collision, and help to shift dominant culture and ideological assumptions. Every crisis is said to be an opportunity. The new demography presents new clienteles to offset low birth rates and falling school year cohort sizes: (a) economic migrants and political refugees try to arrive in large numbers in the wealthy 'old North'; (b) older people past 'retirement age' may need help to acquire new paid and unpaid roles as socially and economically active citizens; and in turn help to hold society together as their numbers increase and those in current workforce-active age-bands fall.

Such entrepreneurialism flourishes in other sectors of society. Retirement villages and old people's homes multiply; locally, and in retiree-attracting regions and countries like Florida in the US South, Spain in Europe's South, Thailand, India and elsewhere where climatic appeal and a culture attuned to traditional respect and care for the elderly combine. Language and other training schools flourish on the fringe of the public education sector. HE can help itself by adapting provision and attitude to win and serve new markets. Public subvention may be needed and it will be for governments to recognise the need and the potential public gain from enabling HE to take such new roles.

Well-judged lobbying may win support from governments of diverse persuasion. Universities can thus within modestly adapted paradigms and modes of provision make a valued sector response to politically and socially significant demographics, which is also to their own commercial and reputational benefit. By their own behaviour they can demonstrate good citizenship in the form of corporate social responsibility (CSR). In line with their research mission they can study, publicise, publish and teach different causes of and possible remedies to these and other for big problems. They may win public credit for engaging and aiding the public understanding of important problems, be sought by policy-makers and others, with a view to taking informed action. This applies to immigration, to studies of ageing and means of reducing its bad effects, easing distress, reducing physical and mental ailments, and developing better individual and social alternatives along with measurable economic gains.

So far so good, as a step towards answering the question 'what are universities good for as well as good at?' It is adding new knowledge and seeing it put to good use. More is needed, from practical next steps to confronting the underlying ideology, and opening out the economic lenses through which many social issues are seen. Calculating rate and scale of demographic change and probable consequences is important, but far from apolitical if it means medium and long-term resource allocation at the cost of trendy popular issues. Such forward and lateral projection may attract hostility.

We need to go further. But to analyse and name a deeply flawed and failing ideology takes the university into politics of the kind that Presidents and Vice-Chancellors try to avoid. Better, they may say, to be above and beyond the fray than ideologically polarised against power in the name of ethics and the public good. To show how desperate is the plight of lonely, uncared for and vulnerable old people, and that its roots lie in me-first individualism and the economically driven break-up of the traditional extended family is unwelcome to government departments facing rising demand and shrinking resources. Yet this is the kind of inquiry and exposition that universities must undertake if they are indeed to speak truth to power.

Is the ivory tower now an irrelevant epitaph? Is the university a fearless 'institutional public intellectual' showing how things will accelerate towards catastrophe? Such work is not designed to make life easy. Even in the privileged and comfortable old democracies of the West, university leaders, like politicians, may fear running ahead of publicly shared values. This is not to deny that individual scholars may speak out with disruptive courage.

It may be fine to write thus in a nation like Canada or Australia, Britain or France. What about the much larger number of societies where 'speaking truth to power' can mean loss of liberty or life? Being outspoken as a 'public intellectual' can be dangerous or fatal. More authoritarian systems can however if so minded direct university resources into areas seen as in the public interest, and achieve rapid results. This will not appeal within a strong tradition of academic freedom, but the idea may reinforce the responsibility that should go with institutional and individual privilege.

The truly elite university that survived late 20th century system massification remains elite, and is found in the top hundred or two world ranking. Yet its mission is often now written in service terms, albeit usually global rather than local. On these pinnacles of prestige, influence and power, as for the massed ranks of other HEIs, the same question applies: how far can these academic communities exercise intellectual and moral leadership to reach out to the more fundamental challenges presented by a still globally triumphant ideology that is demonstrably not fit for sustainable

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purpose? If HE and HEIs are locked into inward-focused closed-system self-protectionism, privileged distinctiveness may and should be lost. The university can be society's prophet, pointer and enabler of essential change. Or it may become merely a shadow of the dominant society, and of its former self.

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Proverbs in Adult Education

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Abstract

The elements of modernism provided to education are increasingly often brought into discussion, to the detriment of preserving traditions and old teachings, preponderantly in the ethics. From this reason, the continuity in education becomes an interesting topic for current education, attempting to reveal the good examples after which we can guide ourselves. The necessity of continuous and permanent education is an aspect that is very well highlighted in the popular wisdom proverbs left inheritance by people who experienced them before many philosophers and teachers. More precisely, the proverbs can be those elements that assure a correct, precise structure, as well as a consistency, continuity in education. And because we consider them so necessary and important for a lifetime education, we will emphasize a perspective of proverbs role beyond the compulsory school age in this article.

Keywords: Adult Education, proverbs, folklore, values.

1. Education through the use of tradition

1.1. The concept of education

Throughout the history, there have been different conceptions about the essence of the educational phenomenon. The attempts to precisely define it, to delimit it from tangential phenomena, to determine whether it is predominantly biological, mental or social in nature, whether it is exclusively human or encountered in other lives, have in particular been made in the last two centuries. After long studies and researches, the opinions came to match.

Stoian Stanciu writes that "education is a primordial function of human life. It is not unrelated to organic life, but it is also an overstepping of biology" (Stanciu, 1943). Through education, social life is maintained at a high level, it maintains man above his own biological creature and it rebuilds himself. Without education, he would fall back to the instinct and animalism. Thus, education as a process is an act of transmission and an active acquisition of what is transmitted. This action is exerted on man in general, but has a more pronounced emphasis on the younger generation. The experience is more of a social, not individual and biological nature, its purpose is to offer multiple faces to personality.

1.2. The nuances of cult and traditional education

Due to the major importance of infant education on the type of adult that is outlined and the decisions he will make for his own education, we consider it important to draw the distinctions between two pedagogies that result in all the education but is carried out in different ways through: traditional pedagogy and cognitive pedagogy. "Traditional pedagogy is that pedagogy that is not written anywhere, but which nevertheless exists in another form. There are education rules that are inherited from one generation to another, and which, seen in the perspective of a longer time, appear to us as a part of the whole life system of a people and of an era" (Stanciu, 1943). Considered the pedagogy of the people, of the whole nation, the traditional pedagogy has the role of ensuring to everybody, including the simple

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man, an existence above the animalism (Ruxăndoiu, 1972), being, in a way, much more valuable than the cult pedagogy. As vague and rudimentary as it may appear to a first contact with the modern scientist man, traditional pedagogy has a solid structure - a body of principles and evolution. Compared to the life of animals, is traditional pedagogy much more distant from these compared to cult pedagogy? To a large extent, all systems of cult education are dependent on it.

Cult pedagogy should emphasize a much greater distance, which popular pedagogy accomplishes, by lifting man from an unstable consciousness and affectivity to the stage of a man with superior reason and feeling. Primitive societies do not have a system of cult education, but neither of them would get along with those raised outside humanity. The cult man gets along with the man of the villages, neither one nor the other would understand the one grown outside humanity, lacking education.

By making a comparison between cult education and traditional education, the distinction that is identified is that cult education deliberately delivers cultural goods from one generation to another, while the latter involuntarily transmits them. Between the two types of education, the differences are reduced to almost disappearance, and they are meant to be, in the future, branches of the same science. Of all popular productions, we can say that proverbs are one of the most precious elements of traditional folkloric education and for this reason we consider them to be particularly important in the conduct of the educational act.

2. Proverbs – a learning source

In the broadest sense, proverbs, as expressions that convey the teachings of our ancestors, represent manifestations of the ability to convey ideas and concepts by language. Forms of language and modalities of expression, proverbs appeal to findings and experiences accumulated over time, polished and condensed in speech, transmitted from one generation to another. Proverbs constitute, as language, one of the characteristic elements of the ethnicity, proofs of the continuity of the community in whose definition they contribute by authenticity. Proverbs illustrate the social life of a nation, its habits, its character, its psychology, its aspirations and doubts, its fears, even its genre.

2.1. Proverbs in educational context

Teacher's recommendation and desire is for education to be an active part of our life, although some of the philosophers have denied the possibility and need of education, and others have restricted it only to maturity. Pedagogy and contemporary educational policies support and confirm the old folkloric concept: “We learn our entire life, and we die still unschooled”, “Man learns his entire life”, “Teaching does not have ends” (Gulian, 1967). Through this article we try to show that folkloric elements can participate in preserving continuity in education, guiding us according to old, but valid teachings that crystallized in paremiological expressions. The article highlights that folkloric elements can participate in preserving continuity in education, providing as reference old, but valid, teachings that have crystallized in paremiological expressions. We emphasize that today's society and the adults living in it can use the fixed expressions of their grandparents, their parents and, according to the study presented below, they have had them during their school time, life-like benchmarks, regardless of age, situation or social level - proverbs. Proverbs are those who claim that the best teacher also teaches “those who do not have education” and man cannot encompass in his short life the full knowledge: “Man learns his entire life, and yet he does not learn it all”. However, to those who invoke a certain age for education and learning, popular experience and wisdom say, “It’s never too late to learn”, “Man is never old when it comes to learning”, “Man manages his life by learning”. But the people's trust in the continuity of education is not without reservations. Education is a lifelong process for people, “from youth to an old age” but not with the same efficiency (Ruxăndoiu, 1972, p. 37). Thus, childhood remains the age of education by excellence, the age at which education has resonant echo and is easy to accomplish, the age when the basis, the foundation and the best orientation are laid down. This aspect is clearly stated and supported in the Romanian proverbs: “The ladder can be straightened while still young”, “What you learn while still young, remains with you also in old age”. However, this education continues and completes during our lifetime.

Taking into account also more recent studies, which prove that the development is more rapid during childhood – 50% up to 4 years, 30% up to 8 years, and 20% between 8 and 17 years (Zlate, 1999, p.347) – we note that previous statements, found in proverbs, are valid. Thus, from eight months to school age, it is the time to learn the most

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elementary aspects: walking, talking, using intuitive reasoning, the first elements of an education, etc. This is the life of the great intellectual acquisitions. That is why the popular traditional pedagogy's exhortations to use this childhood period are numerous both for the ease of removing weaknesses, if early action is taken, and for the fact that "The daybreak does not last all day" and also "The good day does not last a long time" and especially because "He who seeks science, seeks life" and "Who has education, finds wealth in life". This recommendation is, in fact, the simplest way to say that it is only on a solid basis that it can be thoroughly contrived. Having a good educational base from childhood, the high quality of adult education is ensured.

2.2. The role of proverbs in adults' education

In order to reach adults' education, it is necessary to stop at school education where proverbs are used to a greater or lesser extent. Students are provided with some examples of proverbs that they analyse, understand and use in several contexts, forming a global idea of what these popular expressions are, what is their structure and what they offer.

Using the **Part Of Speech Tagger** Romanian word analyses program, we studied the frequency and subjects of proverbs in school textbooks for primary classes (First, Second, Third and Fourth class) in the years 1931 – authors: Al. Lascarov-Moldovanu, S. Bradisteanu, 1950 – author The Ministry of Public Education, 1968 – authors: Berca Ion, Pacea Ecaterina and 2015 – authors: Mihaescu Mirela, Pacearca Stefan. The results indicate a frequency of 100 proverbs in those sixteen textbooks, and it appeared that they refer to: work (welfare), various subjects (which could not be included in a category of the presented), wisdom, teaching, kindness, truth and health, registering the following percentages:

Table 1. The subjects of the proverbs from school textbooks

Subject	work (welfare)	various subject	wisdom	teaching	kindness	truth	health having
Percentage	22%	22%	18%	13%	13%	7%	5%

Observing these results, we can say that students are given access to paremiological expressions in order to learn, above all, the subjects presented in table. In view of these aspects, we consider that all adults come to know the notion of proverb because of compulsory schooling and working with proverbs can be regarded as a continuation of the education that began then. Thus, proverbs make it easier for adults to understand the importance of *industry* and *well-done work – In the industrious man, poverty stares inside the house from the windo*w, *but does not dare to enter*. *With industriousness, poverty is drifting away*. In addition to the desire to fulfil the tasks on time, man also needs *wisdom* to find joy in work and the most ergonomic way to fulfil them: *Luck is nothing but wisdom is everything*. *A smart man is worth two regular men. Life-long learning* is also important because: *Money does not teach, but teaching brings money*; and *In vain you have lived, if you have not read*; *A chosen book being a good friend*. But we cannot enjoy it all if we do not do it with *kindness*, and the proverbs teach us that: *Fair words break no bones.* and *The most precious asset of man is kindness and humanity*. And if we want everything to be crowned with peace, we need to live in harmony with another moral value – the truth – *Truth is brighter than the sun*. *Truth is more expensive than gold*. *Truth is not afraid of judgment.* All these spiritual priority actions can only be fulfilled if we have health – the best wealth and better than all.

Another important aspect is that the meanings an adult can attribute to ancestral teachings have greater finesse, but also personalized to the life the reader has, or even to the situations with which he may be confronted. Proverbs contain words of relief and exhortation: *You work in vain to turn night in day*; *Suffer and expect*; words that want to develop on multiple plans: *The worker is worthy of his hire*; *Experience teaches many lessons;* words that bring us closer to

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God: *When man is endeavouring, God also helps him*; *God makes nest to blind stork*; and words that make us ambitious: Self do, self has; *Do as you do,* because you do it well.

3. Conclusions

Since adult education is often linked to the education they received during the childhood, within the family, community or school, we conclude that the presence of proverbs in textbooks makes it easier for them to be used in education adults. The topics that the paremiological expressions bring or strengthen, in the school content are of great diversity, and this makes them an element of perennial education, both in the teachings they transmit and in their rhymed, rhythmic and fixed form, easy to memorize.

Certainly, with the passage of time, proverbs do not lose their effect, but become more and more valuable, being a source of generally valid teachings that relate to any age. With their help, the adult can be civically, morally, spiritually, aesthetically, etc. educated and self-educated, fundamental developmental directions of an integral person. On the whole, we can say that only a person educated in a moral-civic spirit can be called ready to continue their education by exploiting an area of interest, and the paremiological elements can become important support for education in this respect.

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Education in the spirit of moral values – strategies for motivating students to learn

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Abstract

The present article is based on the important and timely topic in theoretical and practical area of education and modern teaching. This research intends to investigate the importance of education in the spirit of values moral and its necessity in the present day competitive global world. Therefore, in this paper we want to emphasize our research efforts on the primary role of the system of values and principles of life, transmitted through education of the young generation, who have an important role in motivating students for learning. The objective of the research is to present the points of view obtained in the application of the question „What is the most important moral values for facilitating students learn?" identifying suggestions, recommendations on the importance of ethical leadership of life. It is an open question from questionnaire administered to 120 students from various faculties of University of Bucharest, which is one of the instruments used in an investigation initiated in October 2017. The results of analysis of available data, students consider of major importance the develop moral values and use of various communication tools for teaching in university, so that the motivation for learning increases.

Keywords: education; motivation; values; learning; strategies.

1. Introduction

Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society.

The mark of an educated person, according wrote Plato in The Republic, is the willingness to use one's knowledge and skills to solve the problems of society. Education must imbue children with a proactive social conscience. No one can become fully human or attain dignity and fulfillment outside the web of relationships and responsibilities presupposed in society. True education equips individuals to live creatively, responsibly, and peaceably in a society and become agents of change for a better society (Surendra & Wattal, p. 21).

Motivating students is one of the major challenges teachers face on a daily basis. Understandably, both also play huge roles in academic achievement (Martin, 2001; Martin & Marsh, 2003). Consequently, those students who are motivated by and engaged in learning tend to perform considerably higher academically and are better behaved than unmotivated and un-engaged peers (Fredricks, Bulumenfeld, & Paris, 2004).

2. Literature review

2.1. Importance of values – the education in the spirit of moral values

Values are important because they help us to grow and develop. They help us to create the future we want to experience. Every individual and organization are involved in making of decisions every day. The decisions we make

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reflect our values and beliefs, and they are always directed towards a specific purpose. That purpose is the satisfaction of our individual or collective (organizational) needs.

The theoretical framework of moral education is supported by moral philosophy, moral psychology and moral educational practices (Han, 2014). People do not live their lives in moral or ethical isolation but grow up within moral traditions (Reiss, 1999). In the modern era, technology is affecting society in ubiquitous fashion while maintaining its upright position, and both science and technology are also being influenced by society. The rapid advances in science and technology and increased societal complexities also underpin the importance of morals, values and ethics and their benefits to society (Chowdhury, 2016, 1). Values are positive potential in human being. Values are the rules by which we make decisions about right and wrong, should and should not, good and bad. Values are the basic principle that influence human's behaviors (Sari, 2013, 157).

The author Veugelers (2011) presents in his study a humanist perspective on the development of values and norms. He shows how discourses on values have changed in the last decades and what the possibilities are for a humanist perspective on both autonomy and social involvement. According to many sociological analyses, modern society needs citizens who are flexible and reflective. Many professions require professionalism based on what Schön referred to as reflection-in-action. In education this calls for a practice in which youngsters reflect on their behavior, take responsibility for their actions, and try out new behavior in an experimental and reflective manner. The reflective paradigm has had considerable influence on the thinking about teacher education. Prospective teachers in reflective oriented teacher education practice are continuously challenged to inquiry their beliefs and their teaching behavior. The emphasis in the reflective practitioner approach to teacher education is on reflection on one's own professional behavior (Korthagen, 2004 cited in Veugelers, 2011, 22).

Also, moral values are important for the persons involved in developing citizenship. Different perspectives on values and value development are possible. Values may be oriented towards adaptation, personal emancipation or a more collective emancipation (Giroux, 1989; Veugelers, 2000). Citizenship relates not only to the formal political domain, but also to daily life. Dewey (1923) speaks of citizenship as lifestyle. It is concerned with how a person stands in society; the meanings of life on the personal, the interpersonal and the sociopolitical levels.

Therefore, Schuitema et al. (2008) asserts when referring to the on-teaching strategies for moral education in secondary schools; most of the studies focus on the „what" and „why", i.e. the objectives, of curriculum-oriented moral education. Attention to the instructional formats for enhancing the prosocial and moral development of students (the „how") is relatively sparse. Most studies on teaching strategies for moral education recommend a problem-based approach to instruction whereby students work in small groups. This approach gives room for dialogue and interaction between students, which is crucial for their moral and prosocial development. Kuehn (2017) mentions that it would serve society well if the following seven moral values for students were taught in schools:

Table 1. Top seven moral values (Kuehn, 2017)

Moral Values	Description
Unconditional love and kindness	In most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.
Honesty	Students must be taught that dishonesty and cheating are wrong, and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.
Hard work	The success was one percent inspiration and 99 percent perspiration. Nowadays, so many students want to cheat and cut corners in their studies and don't place any value on hard work. This thinking must change.
Respect for others	Unfortunately, many people will tread on others to get ahead in life. Respect for others should include respecting different religions, races, sexes, ideas, and life styles.
Cooperation	To achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the result for everyone will be a failure; follow the motto "united we stand and divided we fall".
Compassion	Compassion is defined as being sensitive to the needs of people. If there were more compassion in the world, there would be less homeless, hunger and unhappiness.
Forgiveness	Anger in most cases is caused by unwillingness to forgive. There would be less violence and fighting in school if students could learn this moral virtue.

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Veugelers (2011) conducted research into moral values in education. Parents, teachers and students were asked whether any of a wide variety of values should be educational objectives and whether they are practiced. We consistently find three clusters of objectives:

- *Disciplining*, where the objectives include obedience, good manners and self-discipline;
- *Autonomy*, where the objectives include forming an opinion and learning to handle criticism;
- *Social concern*, where the objectives include empathy, showing respect for people with different views, and solidarity with others.

These clusters of objectives have many similarities with the three fundamental characteristics of moral behavior identified by Durkheim (1923): discipline, attachment to or identification with the group, and autonomy Veugelers, 2011, 15). Education is the best way to teach moral values to the students. Veugelers (2011) starts from the assumption that personal beliefs influence pedagogical didactic behavior. Teachers should learn to cope with their methods and actions. Moral values may be part of the reflection process, but the method is more of a process than a moral content. Values in education can help ensure that they are. Even though the world changes rapidly, the values that students need to develop are not much different to those that were taught in bygone generations. It is just the application of those values in education that has changed.

2.2. Motivating students to learn

In most classrooms have students who will say they do not wish to be there and do not want to learn. While this frustrates teachers at times the teacher creates the learning environment and can do much to motivate her students to succeed. By implementing effective teaching strategies, teachers can influence and motivate their students. According to Stephens (2015) motivating students and encouraging engagement is not an easy feat for teachers. While much of the motivation is intrinsic to the student, teachers play a vital role and can be proactive in cultivating student engagement. Increased student engagement and motivation is key to academic and behavioral success.

The term motivation is derived from the Latin word „movere" which means „to move". The idea of movement in relation to motivation is understandable if we look at some of the definitions of motivation. For example, Ryan and Deci (2000) say: *„To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated"* (p. 54 cited in Gedera, 2015, 13).

This denotes that motivation can be something that keeps us „moving". Motivation is defined as the „desire or willingness to do something" (Oxford Dictionary 2013), the condition of being eager to act or work, a force or influence that causes someone to do something (Merriam Webster 2013).

Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence and quality of behavior, especially goal-directed behavior (Maehr & Meyer, 1997 cited in Brophy, 2004). The same author asserted that motives are hypothetical construct used to explain why people are doing what they are doing and strategies (the methods used to achieve goals and thus to satisfy motives). Strategies for stimulating student's motivation to learn apply not only to performance (work on assignments or tests) but also to the information processing that is involved in learning content or skills in the first place (pp. 3-4).

Study of the author Lai (2011) suggests that motivation can be manipulated through certain instructional practices, although studies demonstrate both positive and negative effects. The use of rewards may either encourage or diminish motivation, depending on the type of rewards and the context in which they are given. Teachers should attempt to give students more autonomy or control over their own learning by allowing them to make choices and use collaborative or cooperative learning approaches. In addition, teachers should create a supportive classroom environment with respect to goal structures, attributions, and external (cited in Duta, Panisoara & Panisoara, 2015, 1009). According to McIntyre (2011), students can be greatly motivated when their comments are acknowledged as contributions of relevance and interest to the peers. In this case, the students stressed that their participation and contribution 'need to be acknowledged (cited in Gedera, 2015, 21). Teachers enjoyment of and confidence in teaching have been shown to positively impact their affective orientation towards their students (e.g., positive student-teacher relationships); resulting in increased student motivation and engagement (Stephens, 2015).

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Teven and McCroskey (1997) found that students who believe their teacher is caring also believe they learn more. Further, positive relationships with teachers predict enhanced social, cognitive, and language development in younger children (Kontos & Wilcox-Herzog, 1997). According to Flink, Boggiano and Barrett (1990 cited in Stephens, 2015) those teachers who support a student's autonomy tend to facilitate greater motivation, curiosity, and desire to be challenged. Finally, positive relationships with teachers are associated with emotional, cognitive, moral and behavioral engagement in the class (Connell & Wellborn, 1991).

According to Gedera (2015, 13) motivation can be a prerequisite of learner engagement. For instance, because of a long-term goal for credentials, learners can be motivated to engage in courses. Motivation can also be a feeling of satisfaction/success when being engaged in worthwhile learning. Either way, student motivation and engagement are closely related elements of student learning that can have an impact on learning outcomes. Beer et al. (2010) state that although there is no universally accepted definition of what comprises engagement, student and college success, student retention and student motivation are always linked to engagement. For instance, some of the early studies defined engagement in terms of aspects such as interest (Dewey 1913), effort (Meece and Blumenfeld, 1988), time on task (Berliner, 1990) and motivation (Skinner and Belmont, 1993).

Dörnyei (2001a, 25) believes that most learners' motivation can be improved. Motivational strategies are methods that a teacher can use to increase learners' motivation (Dörnyei 2001a, 28). They are founded on Dörnyei and Ottó's process-oriented model (Dörnyei 2001b, 119). Motivating students can be performed in various ways and it is likely that at least one of the motivational strategies used by a teacher suits each learner (2001a, 24-25).

In this context, Dörnyei (2001a, 28-29) has divided the motivational strategies into four categories:

- creating the basic motivational conditions,
- generating initial motivation,
- maintaining and protecting motivation and
- encouraging positive retrospective self-evaluation (in Kalmari, 2017, 5).

The authors Alberto et al. (2013) mention that within the European Higher Education Area considerable efforts are being made to promote the incorporation of Information and Communication Technology in Higher Education, together with placing emphasis on the cognitive and motivational components underlying learning. An objective of their research was to analyze the relationship between learning strategies and motivation and the use of ICTs. The results the research of authors mentioned show significant associations of the different uses of ICT with expectations of improved performance and satisfaction.

As mentioned by author Brophy (2004, 4) motives, goals, and strategies can be difficult to distinguish in situations that call for intentional learning of cognitive content (such as the content of this book), because optimal forms of motivation to learn and optimal strategies for accomplishing the learning tend to occur together.

In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers. Therefore, the motivational challenge facing teachers is to find ways to encourage their students to accept to goals of classroom activities and seek to develop the intended knowledge and skills that these activities where designed to develop, regardless of whether the students enjoy the activities or would choose to engage in them if other alternatives were available.

As Bullough (2011) writes, teachers should be taught how to facilitate case analysis and improve their moral vocabulary, and critically reflect on various aspects of moral and ethical issues. Building on classroom exercises, role-plays and discussions can be effective to enhance critical thinking and develop an appreciation of ethical aptitudes (Rosnow, 1990). Various situations involving ethical dilemmas can be offered to students for discussion (Chowdhury, 2016).

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3. Research methodology

3.1. Objective

Purpose of the study is to investigate value education by trying to present the points of view obtained in the application of the question: What is the most important moral values for facilitating learn? identifying suggestions, recommendations on the importance of ethical leadership of life.

3.2. Participants

Was analyzed the population of students, the sample included a total of 120 students from various faculties at University of Bucharest (see Table 2). Participants were selected by purposive sampling, a method known in qualitative research (Patton, 1990).

Table 2. Distribution of population

Variables / Institution	Male		Female		Total	
	N	%	N	%	N	%
Faculty of Geography	16	13,33	14	11,67	30	25
Faculty of History	7	5,83	23	19,17	30	25
Faculty of Letters	18	15	12	10	30	25
Faculty of Mathematics	11	9,17	19	15,83	30	25
Total	52	43,33	68	56,67	120	100

3.3. Instrument and procedure

The data were collected by applying a written questionnaire to subjects, instrument used in an investigation initiated in October 2017, it is a study that focuses in knowing which the opinions of students on are the of important moral values for facilitating learn; identifying suggestions, recommendations on the importance of ethical leadership of life. Regarding the design of the questionnaire, it consists of three sections: 1) data of identification; 2) questions about evaluation of learning (from 1 to 8); 3) specific questions about moral values in education, the evaluation of competences (questions from 9 to 15).

4. Results

The analysis of the results obtained we found that the students appreciate as important and very important the moral values.

Table 3. Distribution of student's perception on the importance of moral values

Importance of the moral values		
	Count	Percent (%)
1. Not at all important	8	6,7
2. Less important	10	8,33
3. Average importance	15	12,5
4. Important	26	21,66
5. Very important	61	50,85

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As can be seen from the table above that most subjects appreciate the moral values as being very important for the learning activity (50,85% subjects).

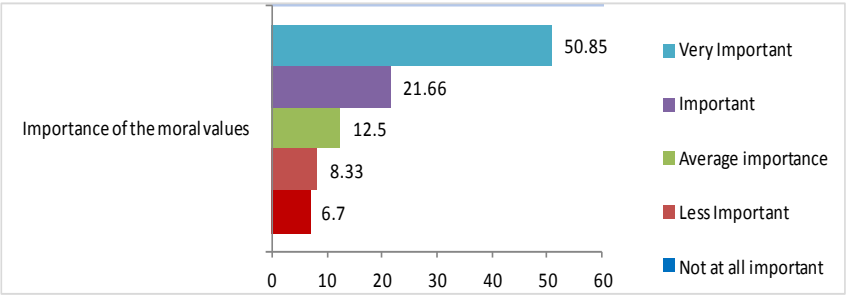


Fig.1. Distribution of student's perception on the importance of moral values

At the same time (see Figure 1) a 21,66% subjects consider the moral values the important and 12,5% subjects appreciate as being of medium importance; it is noted that an 8,33% of the subjects consider it as being of little importance and only a 6,7% subjects consider not at all important. The respondents also said that the teaching of moral values at school is very important because it can influence the students' behavior. Values and moral principles not only can guide us but can inspire and motivate us, giving us energy and lust for life to do something meaningful. Wanting to find out what is the most important moral value for facilitating students learning we have obtained the following data illustrated in Figure 2. Because the answers to the other items from the questionnaire have been varied, were grouped into categories.

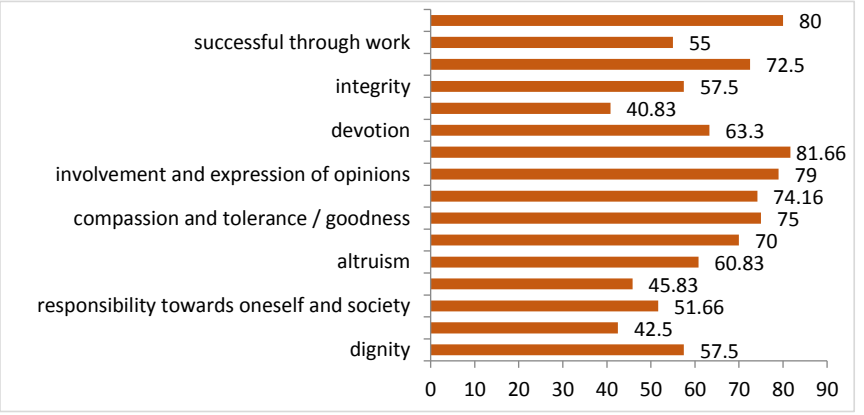


Fig. 2. Distribution of responses regarding the most important moral value for facilitating students learn

As we can see from Figure 2, students believe that most important moral values for facilitating learn to be the following, in a hierarchical order accounting for 50% of the total: 1. collaboration / teamwork (81.66%); 2. spirit of cooperation (80%); 3. involvement and expression of opinions (79%); 4. compassion and tolerance (75%); 5. respect for truth (74.16%); 6. honesty (72.5%); goodness / dedication (70%); 7. devotion (63,3%); 8. altruism (60,83%); 9. dignity and integrity (57.5%); 10. work success (55%); 11. self-reliance and society (51.66%). These data show that students need a be involved in communication actions that challenge their ideas, deconstruct the values interwoven in their ideas, and this can help them reconstruct their own personal beliefs. A perspective aimed at participation and dialogue can create dialogical learning and change.

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5. Discussion and conclusions

Results of the present study clearly show that the most students appreciate the moral values as being very important for the learning activity, facilitates better communication with fellow and professors, and improves work quality and motivation in class. The respondents also said that the teaching of moral values at school is very important because it can influence the students' behavior. Values and moral principles not only can guide us but can inspire and motivate us, giving us energy and lust for life to do something meaningful.

Based on literature review and data obtained from research, it is important to implement the strategies for motivating students discussed, it is also necessary that teachers are aware of and regularly informed about new emerging issues, instructional methods and techniques from upcoming research. This may help teachers to develop conceptual tools in the context of teaching morals, values and ethics. Motivation is a factor that strongly affects everything people do in their lives. Being motivated helps people continue pursuing their goals even though they would face difficulties. In accord with research the Cropley & Dave (2014), education should emphasize the ability of subjects to be trained throughout life, exclude or minimize anxiety, and increase optimism about the goal, maintaining and improving the quality of life.

Education should therefore pay more attention to dialogical learning, learning by experience, and activity-oriented learning. Dewey's pragmatism and Vygotsky's cultural activity theory have influenced the development of this perspective. From a Deweyan perspective, participation itself is not enough; experiences should lead to the transformation of knowledge and active processes of knowledge construction and competence development. A dialogical approach, based for example on the discourse theory of Habermas, has always been an important element in Kohlberg oriented moral education (Oser, 1994). From Piaget to Gardner, learning mechanisms theorists have pointed out that motivation is the foundation that builds educational success. By default, it can be said that the lack of motivation for learning can not only lead to poor school performance, but also to other negative accumulations that may be the basis of behavior deviations. Canfield (2015) says that „effective education today is to give the child roots (to develop) and then wings (to fly)". Another means is to have teachers reflect the desired values in their own behavior (Lal'Arya, 2017). Data of the research show that students need a be involved in communication actions that challenge their ideas, deconstruct the values interwoven in their ideas, and this can help them reconstruct their own personal beliefs.

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Developing gender-sensitive competences of teachers in vocational/ technical schools

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Abstract

The present publication is dedicated to the subject of developing gender sensitive competences of teaching staff in vocational/ technical schools in the Republic of Moldova. The research problem is determined by the need to develop a theoretical and methodological support for the teaching staff and the persons responsible for educational policies in order to ensure gender mainstreaming in accordance with the principles of gender equality set out in the Strategy for the Development of Vocational Education for the years 2013-2020. Among objectives of the research is to cultivate gender-sensitive competences of teachers and other specialists, eliminate gender stereotypes in the career guidance of young people, create a gender-sensitive environment - to exclude discriminatory behaviour on the labour market in the future. This opportunity is directly related to the reform of the vocational education system and the national policies on gender equality in Moldova. Results: it was confirmed the importance of evaluation of the gender dimension in vocational/ technical education through the analysis of macro-systemic elements (curriculum, didactic materials, textbooks), as well as micro-system analysis at the level of the training units (pupils` and students` opinions, teachers` opinions). The Paradigm of development of gender-sensitive competences of teaching staff in vocational education should be based on gender theories, but also on the concept of adults' education/ Lifelong learning concept.

Keywords: gender mainstreaming in vocational/tehcnical schools, gender bias, learning & teaching gender, educational segregation, occupational segregation.

1. Attractiveness of vocational/technical schools for girls and occupational segregation

To understand how occupational segregation occurs on the labour market, both sides need to be examined: gender characteristics of the labour market, what sectors are feminized and/or dominated by men and then look at gender segregation in the education sector.

According to findings of the ILO (2016), certain occupations in which men are already overrepresented have experienced further increases in their proportion of male participants and, similarly, other occupations with a concentration of women have become even more feminized. Trends data for a sample of 14 countries of varying levels of income and from different regions show that, in 13 of the 14 countries, men remain overrepresented as legislators, senior officials and managers, positions which are typically well paid and enjoy high status (ILO, Women at Work. Trends 2016, p.26).

The same report specifies that in most countries, men have become increasingly concentrated in the occupation of plant and machine operators and assemblers, while in about half the countries, men are increasingly overrepresented in that of craft and related trades workers. Since these occupations and skills are provided in vocational/ technical schools, these findings are relevant for our research on vocational /technical education system. The report also notes that the gender gap between women's and men's employment in the occupational categories of "Clerks and service

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workers" and "Shop and market sales workers" has increased, with more women than men entering these jobs (ILO, 2016, p.27). Over time, the gap between women's and men's shares of employment among professionals has increased in 10 of the 14 countries analysed. It should be noted that the Republic of Moldova was included in the cited analysis conducted by the ILO.

A publication of the European Commission (Gender segregation in the labour market. Root causes, implications and policy responses in the EU, 2009, p.42) revealed that there is a direct interrelation of educational choices and occupational segregation. The report notes: "Choice of level and field of education is a popular explanation for occupational segregation emphasized by several national reports". The report also emphasizes that choice of field is the primary channel through which education can influence de-segregation in the future.

Consequently, research of international institutions determined that the outcomes of the educational segregation would be seen in the gender-segregated patterns on the labour market.

Analysis of data of the National Bureau of Statistics of Moldova revealed that secondary vocational institutions are preferred by boys, while girls represent only 30% of the total students in secondary vocational education in Moldova. Therefore, it can be stated that ***vocational schools in Moldova do not seem attractive for girls***. Moreover, those enrolled at present cannot see the economic openings arising from the skills, which they had been receiving in the vocational school. Focus group discussions with boys and girls in several secondary vocational schools from Chisinau conducted in May 2017 revealed that female students display low confidence and do not think that they would find a decent job after graduation. The girls mentioned that the skills learned in the professional school would be useful for them "to better cook for my family", "make clothes for friends and my own children". In contrast, the boys said that they would become "chefs in prestigious restaurants", start a business related to the obtained skills such as for example, develop private service provision & technical maintenance, etc.

These findings are of scientific interest and were further analysed from the perspectives of the influence of social norms and gender bias on pupils and students.

Literature review in the field of research identified that generally professional choices and future carrier is strongly influenced by social norms. In addition to teaching materials in schools that educate socially prescribed roles to women and men, the teaching process itself can be influenced by social norms and may not necessarily imply an intentional or conscious approach. Often this is called "hidden" curriculum (or 'unofficial') curriculum and it refers to whatever "involves all the incidental lessons that students learn at school". This takes into consideration "behaviour, personal relationships, the use of power and authority, competition, [and] sources of motivation among others" (UNESCO, 2015).

2. Research on exposure of teachers to gender bias and influence of social norms

2.1. Data about the empirical research

As students in vocational schools are in direct interaction with the teaching staff and are the direct "products" of the teaching process, analysis was conducted of the level of exposure to social norms and gender bias of teachers themselves. A survey was conducted in the framework of the present research with participation of teachers in vocational/technical schools in Moldova. The survey covered 48 teachers (12 men and 32 women) and the results revealed that teachers are strongly influenced by social norms and gender bias.

The experiment included a training intervention, with measuring the level of gender bias before and after the training event, aimed at determining if there would be change produced by the training. The training course aimed at building participants' understanding about gender equality and its socio-economic effects.

The training course included sessions on conceptual approaches in mainstreaming gender into the secondary vocational education system in Moldova. More specifically, the training course initiated teachers into gender theories, had presented gender–sensitive teaching methodologies, and developed capacities of teachers on how to conduct analysis of didactical materials and textbooks. It also included sessions and discussions on how to identify existing barriers for girls to this stage of education and develop actions that are required to remove these barriers.

However, the main purpose of the training course was to provide teachers with basic competences to address gender issues in their professional work.

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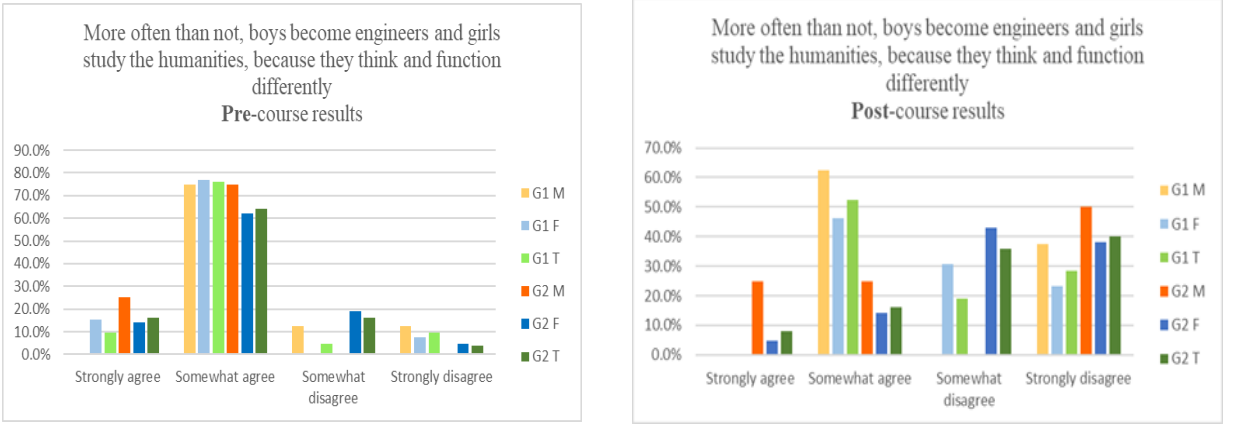
For organisational purposes, the teachers were divided into two groups. Every participant received a questionnaire that contained 19 gender-biased statements. The questionnaire was distributed among participants in the beginning and after the training. After having passed the training course, the teachers were asked again to respond to the same questionnaire.

Thus, the teachers were asked to respond to a set of gender-biased statements by choosing among four options of responses: on a four point Likert scale: "strongly agree", "somewhat agree", "somewhat disagree" "strongly disagree". Since the statements were selected to express some gender bias, the intention was to verify whether the teaching staff would share those opinions by expressing agreement. Accordingly, it was expected that an unbiased person would strongly disagree with the statement, while biased persons, depending on their level of bias, would "somewhat disagree", "somewhat agree", or "strongly agree with the statement".

2.2. Results

For space reasons, only two statements out of the total 19 were selected for this article; however, this allows us to demonstrate that a significant change in participants' responses was produced as a result of the training course.

The results of the analysis are presented in the figures below.



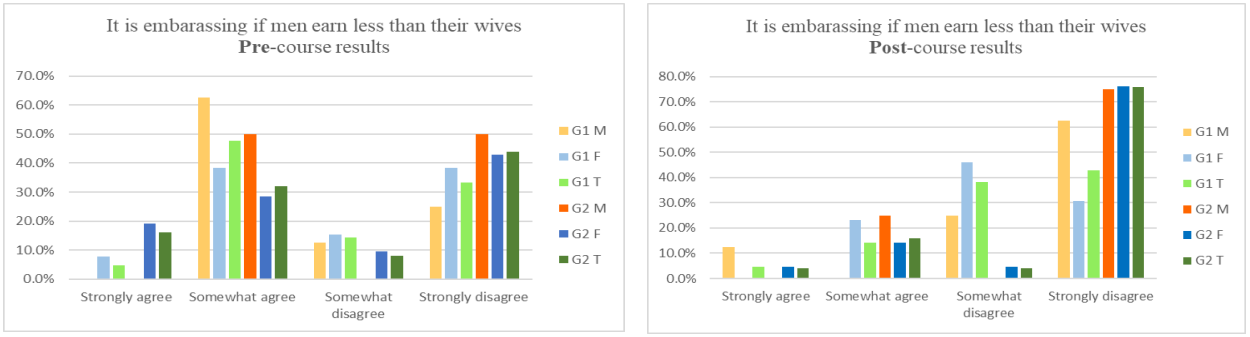
Legend: G1 – Group 1; G2 – Group 2; M-male; F-female; T-total

Figure 1. Pre-course and post-course responses to biased Statement 1 "More often than not, boys become engineers and girls study the humanities, because they think and function differently".

As we can see from pre-course responses, 12.5% of male respondents from Group 1; 7.7% of female respondents from Group 1; a share 4.8% of female respondents from Group 2 and none of the men from Group 2 strongly disagreed with the first statement, which expressed a gender bias. Conversely, the rest of the participants, by their agreement with the biased statement, demonstrated how strongly they are influenced by social norms related to the role of women and men. The analysis of post-course responses show that their opinion changed significantly. 37.5% of male respondents from Group 1; a share of 28.6% of female respondents from Group 1; a share 38.1% of female respondents from Group 2 and 50% of the men from Group 2 disagreed with the same statement after having passed the training course.

The biased statement "More often than not, boys become engineers and girls study the humanities, because they think and function differently" is particularly relevant for our group of participants as it provides reason for afterthought and reflection about their own position, attitudes, practices and actions. It is easy to see the huge difference produced immediately after the training, by observing the significant contrast of the column "strongly disagree" before and after the training (see figure 1 above).

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Legend: G1 – Group 1; G2 – Group 2; M-male; F-female; T-total

Fig.2. Pre-course and post-course responses to biased Statement 2 "It is embarrassing if men earn less than their wives".

In the second statement, "It is embarrassing if men earn less than their wives", in the pre-course questionnaire the proportion of respondents who strongly disagreed was the following: 25% of male respondents from Group 1; 38.5% of female respondents from Group 1; 42.9% of female respondents from Group 2 and 50% of the men from Group 2. After the training, the responses changed as follows: strong disagreement showed 62.5% of male respondents from Group 1; a share of 30.8% of female respondents from Group 1; 76.2% of female respondents from Group 2, and 75% of the men from Group 2.

2.2. Comments and survey conclusions

The results of the analysis showed that the teaching staff in vocational/technical schools have biased opinions about the role of women and men. Their opinions and views are influenced by the social norms in the Moldovan society and teachers may not necessarily be aware or act consciously.

It has been determined by scholars that biases are activated on an unconscious level; it is not a matter of individuals knowingly acting in discriminatory ways. Academic research conducted by the Kirwan Institute for the Study of Race and Ethnicity, based at Ohio State University, notes in a discussion guide that "Because these biases are activated on an unconscious level, it's not a matter of individuals knowingly acting in discriminatory ways. Implicit bias research tells us that you don't have to have negative intent in order to have discriminatory outcomes". (Kirwan Institute, State of the science: Implicit bias review 2014", p.72).

Although most people are not consciously sharing gender biases, such practices should be eliminated from educational institutions, since this directly influences the educational process and have an inducing impact on prospective choices, which pupils and students will make in the future. From early childhood, children learn to act in accordance with roles prescribed by the society to women and men. When entering formal education institutions, pupils and students continue to learn these roles, while teachers further contribute to it through transposing their own perceptions into the teaching process. This also may be the reason why girls showed such a low confidence in their abilities to find employment in the respective industry or start a small business (entrepreneurship courses exist in all vocational schools in Moldova). As mentioned above, none of the interviewed girls said that they wanted to build a carrier and have an active public life – on the contrary, they thought they would be able to use the skills only in their private life.

Conversely, when teachers realise that gender bias and social norms may have discriminatory outcomes, such practices will be avoided. Therefore, ***developing of gender competences of the teaching staff in vocational institutions will eliminate gender stereotypes in the career guidance of young people and create a gender-sensitive environment in the institution***. A gender-sensitive environment implies the creation of a comfortable ambiance in the school or students' hostel, safe public space for girls not to become victims of sexual harassment at school or on the way to/from school, a teaching process that does not differentiate among "occupations fit for girls" and "occupations

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fit for boys". Gender-sensitive environment in vocational/technical schools also includes the provision of information about contents of the knowledge that students will learn, and information about admission requirements.

3. Learning and teaching gender in vocational schools and gender competences of the teaching staff

The results of the post-course questionnaires revealed that teachers significantly changed their opinion, thus confirming that learning of new areas, such as gender mainstreaming in education, has had a positive effect on their mentality. Integration of a gender dimension into the existing curricula and into the vocational/technical education system requires open mindsets, flexible thinking, as well as capacity and willingness to seek or create opportunities for breaking stereotypes. Learning and teaching gender as an educator is a valuable element for growth as teacher, as well for personal development as an individual. Modern education practices should be based on permanently developing teaching patterns and approaches, since teachers - as professionals - are lifelong learners too. There are many ways how teachers can develop their capacities to mainstream gender in the educational process, one of which is through participation in various learning activities such as seminars and training courses.

It is true that learning "gender" and teaching "gender" as part of classes, during educational activities and practical lessons requires both pedagogical talent, a sense of gender equity and acknowledging that the teaching work in vocational schools will have critical effects on the labour market and on personal lives of the individuals. On the other hand, the teaching talent, as any other talent, needs unceasing development and lifelong learning is exactly how teachers can develop existing or new skills and competences.

Teachers play an important role in creating knowledge and educational value on multiple dimensions. As societies develop and new technology defines the future characteristics of the labour market, teachers are expected to create an attractive, flexible and open learning environment and prepare students to act as citizens of the future who will share the generally acknowledged values.

Modern schools, especially at secondary and postsecondary levels, have an important position and play a crucial role in helping students to clearly define their future carrier. Educational institutions have an important role in providing of workforce and shaping the characteristics of the labour market. The economic and social impact of educational institutions at all levels has been the subject of research for academia and international institutions. Their research and studies revealed that there is significant gender segregation of occupations in the labour market (ILO, Women at Work. Trends 2016), and this phenomenon reflects the gender segregation in educational systems.

At the same time, teachers can be both promoters of learning and actors of learning themselves. In a recent publication of an online journal "Edudemic", the authors remarked the importance of lifelong learning for teachers, specifying that "by taking courses and collaborating with colleagues on creative teaching methods including collaborative learning environments, flipped classrooms, and student-centered learning situations, teachers will reap the benefits of adopting a lifelong learning mindset and being innovative educators". The authors emphasized that with all of the benefits and advantages that lifelong learners accrue, teachers who adopt this mentality are more than excellent educators: they're excellent models for their students (online article "Lifelong learning is a crucial educational mindset", Edudemic, January 2, 2015). Thus, teachers are educators, role models and architects in the classroom for the young minds and have a critical influence through what and how they teach.

Generalizing different approaches regarding the taxonomy of competences and taking into account the suggestions of the European Qualifications Framework and the National Qualifications Framework (Moldova), some authors suggest the following classifications of competences for higher education (Gutu Vl. et al., 2015):

1. According to the degree of generalization:

- generic;
- specific.

2. According to the degree of specification and hierarchy:

- generic
    a) key/transversal/transdisciplinary competences – transferable among different domains of study;
    b) professional for a wide domain of activity, group of professions, specializations – transferable within the

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respective profile: cognitive and functionally-active.

- specific
    a) professional - specific to a major/to a double major: cognitive and functionally - active;
    b) subjects:

- general for the said subject;
- specific to the unit of learning.

Researcher Melanie Ebenfeld from Berlin University of Applied Sciences defines "gender competence" as the ability of people to identify gender aspects in their work and to act in ways that produce equitable outcomes for men and women. Gender competence comprises three dimensions – knowledge, willingness and capacity:

- Knowledge: the person is aware of gender relations in society and their importance/effect in their subject area/professional field.
- Willingness: gender stereotypes are perceived as such and the person is motivated to change them.
- Capacity: describes the ability to work in a gender-sensitive manner and use tools to ensure gender equality.

In practical terms, every specialist, including teachers and future graduates of vocational schools, in addition to professional competences, should have transferrable competences such as communication competencies to be able to communicate with staff, with the population, as well as organizational competencies, to mobilize communities and groups of people and consider the different needs of women and men. (Bodrug-Lungu V., 2016, p.43).

Correlating the notion of competencies with the capability of teachers to integrate a gender dimension into the teaching process, gender competencies appear to have key importance. These competencies are important from the perspective of the fundamental human rights, while teachers in vocational schools should play a leading role in educating their students in the spirit of intolerance to discrimination. They can teach young boys and girls to develop life strategies and adopt behavioral patterns, which would be based on the principles of gender equity and collaborative partnerships between women and men in the private and public spheres.

In the context of vocational education system, we consider that gender-sensitive competences are specific and transversal competences that cut across and inform all or most other teaching and education competences. These competences can be developed through participation in training courses and other learning events for teachers. Teachers can adopt self-learning patterns for professional growth.

4. Conclusions

Our research had determined that gender training provided as "one-time event", as we have done as part of our study for teachers in vocational schools, is associated with the risk of losing participants' commitment over time. Therefore, for gender mainstreaming to have effective outcomes, a strategic approach is needed at the level of the system of vocational/technical education. Such a strategic approach implies specific actions being developed to target specific problems identified as part of gender analysis, the allocation of budget lines for the implementation of activities in vocational schools, as well as actions at the national level, including gender-sensitive training courses for teachers. The organizing of gender training otherwise would be more difficult, as it is difficult to allocate time and training resources for bringing the teaching staff from all vocational schools together in continuous learning groups.

Another conclusion that we made in our research is the fact that the Paradigm of development of gender-sensitive competences of teaching staff in vocational education should be based on gender theories, as they provide the "set of knowledge" which teachers need in order to have comprehensive understanding about gender roles, effects of existing gender gaps on the society and individuals. On the other hand, the Paradigm of gender-sensitive competencies should use the concept of adults' education / lifelong learning concept so that teachers would build self-development perspectives for them as teaching professionals.

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Ultimately, teachers that are highly sensitive to gender issues will be aware that they educate new generations for the labour market. Moreover, they will realise that gender segregation in education is among reasons of occupational segregation on the labour market.

Discussions with teachers in vocational/technical schools revealed that it is necessary to develop admission campaigns in a way that targets girls specifically, and ensure that the information reaches out to them. As many schools are known for being dominated by male students and being highly masculinised in what it teaches, girls tend to exclude immediately such schools from their prospective choices. Therefore, the information for the admission campaign should take into consideration these facts, and vocational schools should provide comprehensive information that would encourage girls to enrol.

Thus, along with actions targeted at teachers, effective campaigns are needed to attract more girls to "non-traditional"/ "non-feminine" trades. Existing curricula in vocational schools should be adapted to include sessions for girls particularly, aimed at increasing their self-confidence, assist them to build life strategies and pursue a carrier. Girls in vocational schools need support and guidance during her transition from the school to the labour market. Girls need confidence that they will be able to use the skills obtained in the vocational schools not only in her family/private life, but for public life too.

This is important for many reasons: the investments made in her education will have economic outcomes for her and enable to develop her own lifeline.

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Education for values: from authentic text to the personality of the reader and cultivated speaker

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Abstract

In any culture, the most diverse values come together with specific meanings. They express from an educational perspective what man is and what he may become or must be due to the assimilation and *renewal of the values of human culture and civilization*. The theories of axiological pedagogy (*Reboul O, M. Călin, P. Andrei, L. Antonesei*) state, in this sense, that the subject has to live his/her own values, to update them in his/her existence. The genuine manifestation of the personality is the chance of his/her evolution: if a human being accepts himself/herself, agrees with himself/herself on the values that are promoted in education, he/she will not be in a state of aggression, will not be defensive, will not have the tendency to free himself/herself from the influence of another. Looking inside onself is not an egoistic act, it is the basis of opening to another, of another's comprehension. Speaking about the humanization of the human being, we have in mind what human does to become human. The school works with the term of culture, *proposing to prepare the human being's access to his/her own humanity. The man should be helped* to channel access towards the literary field, becoming able to cultivate himself/herself through the values of the authentic literary text. Or, culture and literature are not educational in themselves, but they become educative only through the relationship with the reader and the speaker who knows to comment on a state of mind in that these teach him/her things about the world, about himself/herself. Literature exists when reading and interpreting a text as an activity with specific content allows the human being to become self-conscious, to understand different epochs and ideas and, above all, to understand human nature by expressing justified opinions in a correct, coherent and convincing language for the listeners of the message. For that purpose, *self-respect* is a prerequisite for lifelong linguistic and literary-arts education, and the text can be considered, in a sense, as a type of therapy, helping readers and speakers who claim their right on it, to build, axiologically, their identities.

Keywords: axiology, reader's value, the value of the text, author's value, cultivated reader and speaker, text interception, text interpretation, text writing, text verbalization, euremization, self-esteem through the text

1. Propaedeutical argument

The relationship between value and education is important for the entire education system, because the knowledge and ***the valorization of values*** are ***the fundamental reference of humanizing the human subject*** and developing his creative psychological and social potential.

To teach through text, from the axiological point of view, means to teach the subject to read and visualize a value, to be able to take attitude, manifest tastes, choices, sympathies, desires, interests in the spirit of humanity. Eminently, through the literature lesson, if it bears the didactic-axiological imprint, there must be produced an authentic process of knowledge of values and another of highlighting them, that is, of recognizing and valorize them. Here an important role plays the ability to view and understand the function of values in the literary text in double intent: as purpose and as means. As purpose, in the sense that, by rereading the texts with appropriate pedagogical strategies, values can be acquired and can guide our existence. As means, in the sense that, verbalized, realized and assimilated from the literary

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text, the values contribute to the development of the positive subjective states of the human being, who is a well-informed reader and a cultivated speaker alike.

2. Didactic motivation

Lately, in the space of our professional concern, it is being insistently gambled not only on IQ, as a measure of rational intelligence, but also on EQ - as an emotional coefficient of intelligence, which is translated like self-mastery: to teach students to coordinate emotional reactions, to listen to the voice of reason, and to remain calm in all circumstances, to remain optimistic despite all the difficulties and attempts by being able to "read" the feelings of others and of their own. All these are met, happily, in the space of the text. In the context, however, the notion of compositional intelligence appears as an ensemble of pupil's particular skills: perception, language, memory being essential, and reasoning, critical judgment being the most demanded in an educational approach focused on the formation/development of competencies in which they are trained.

In the formation of pupil's human personality, general intelligence, special skills and the creativity of values can be developed through the text of any kind, with didactic strategies in which an essential role in the development of intelligence has the stimulation of divergent thinking, which, for the attention of each author of the didactic scenario, implies encouraging students to be able to give more solutions to the same issue as a change of a point of view or a concept. Thus, we have the chance to remove the template from the student's thinking in order to absolve his or her spirit of convention, behavior stereotypes and to develop the *dynamogene* phenomena of creation by reading and interpreting the text: curiosity, interest, desire, passion, attitude, etc.

To see with the eyes of the mind is an ideative-perceptive capacity of the pupil, which we can easily form, especially through EUREME (gr. – to find, to discover, to create, to invent), which helps in the realization of the discoveries and generates the state of continual concentration of the intelligent student who remains active until he discovers the truth or understands a message through the text, of course.

The researcher I.Moraru proposes us a *model of the euremes*, which includes the following elements, which are easy to be understood and applied in the functional field of didactics in the classroom. And not only by the teachers of Language and Communication area. All school subjects operate with a certain type of text. That is why the text becomes an integral thread of our professional strategies, and the analysis of the author's written text or that of the student as a text for the text, text for life, and text for other school subjects through the eureme helps to the understanding of it.

- The eurema of accumulation and comprehension of information (participate, in the cause, memory, thinking, language, interests, etc.).
- associative-combinative eurema (intelligence, imagination, memory, awareness, etc.).
- Energy-stimulating eurema, where passion, feelings, motivation, interest, curiosity, intense effort, will, courage, need, ambition, pleasure, etc. take part.
- Critical eurema, accomplished by analytical thinking, intelligence, the worth of consciousness, etc.
- Ideative-perceptive eurema (representation, materialization of the idea, its visualization).

To demonstrate the applicability of the euremes in the development of the student's intelligence by working on the LITERARY text - it is also possible to successfully practice both on a publicist text and/or a scientific, from the textbook, for example - we recommend the didactic strategy EUREMIZATION, through which students are asked to "invent " an answer based on the selection of the information provided by the text, its processing, production of variants, recombination, diversification and their engagement in the construction, presentation of their own discourse.

WORK TASKS: *Examine the situation described in the text. Formulate, in the name of the character Inga, four variants of answer, from the perspective of the young man today, to the question in the underlined sequence.*

Elaborate and present to your colleagues a speech focused on one of the answers obtained using examples from the proposed text and from own life. For persuasion follow Aristotle's ideas:

1. *Tell them what you will say*.

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Summarize and present the subject of speech; bear in mind two aspects: what you think the audience is waiting to hear and what you intend to say?

2. *Tell them.*

Build your speech as described above; combine logic and emotions, appeal to the emotions of the audience.

3. *Tell them what you said*.

Return to the key points of the speech; review the ideas you have promoted. End with a memorable conclusion or an appeal.

Author's text	Student's response variants
Now they have reunited. Theophilus (Teofil) stood in front of his life's love, and this warmed him up like before. *Inga fits, astir, her hair in front of the mirror, seeking to delay for a moment the expected review.* *"Do not look at me like that," she tells him in a hurry. But Teo is approaching; he hugs her warm and sweet, living once again the unusual thrill.* *''You're the same, Inga, I do not even think of being another''.* *"What are you talking about, Teo," Inga said, and invited him to the bright, beautifully arranged room with wooden engravings on the walls.* *Then, Theophilus told to himself, "Here is my love that trembled like a bird in me for fear of being recognized."* *Simply and naturallyl, they were talking excited, and the memories flowed like a movie: the war, the exams, the institute ... Inga, dressed in a dark blue suit, was watching him dreamily, thinking, "Time seems to have elapsed, but the thrill of love remains the same''. She flinched when Teo replied, guessing her thoughts," Love does not choose its time. Love needs to be lived, protected, because then regrets come in. What do you think, Inga? "* *(George Meniuc)*	Answer 1 *I think every minute has to lived to the full.* Answer 2 *I think love must be cherished, to make us happy.* Answer 3 *I think love is the feeling that requires the most attention.* Answer 4 *Love is the purest feeling that makes us love and be loved. Consequently, we live plenarily the happiness.*

3. Teaching advantages

The teacher trains the competence to see the subject from several perspectives, to analyze him based on several hypostases. Thus, through all four different answers, the student can reach a certain conviction, and through the totality of the answers of the same category, a series of euremes can be formed, which should be discussed and analyzed together with the pupils.

In this way, the euremes become the expression of a grid through which the pupil's text is analyzed, rendered value, and the teacher has the certainty of having developed composite intelligence through text.

Here are some conclusive examples from our practice:

- ***Informative Eurema***, which is an ascertaining information, to which the student "does not take part". For example: *Love comes and does not ask you, and it is true that it does not choose its time; see, nothing has changed, everything has remained in its place, Love is when two people are bound to be together all their lives; True love is met once.*
- ***Constructive Eurema***, which operates with the axiology of the conditional *if*: *If love is not protected, then everything is disintegrated and one or both regret much; I believe that if we love each other so much, our love will be protected; We will overcome all the hardships if we love each other; If love does not choose time, then I think we have to choose it.*

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• ***The strategic eurema***, which operates with the indication, *must: Now when we are so happy together, we must not go away, for love will be wiped off and we will both regret it; Yes, indeed, love must be lived and every moment of it must be appreciated; Love must be shielded, because it is a very precious thing that must always be protected.*
• ***The eurema of Self,*** in which the pupil represents himself by his attitude*: I do not believe in love at a distance, because the distance separates; I think love can choose its time today; I love you the same way and I think our love will be endless; I want us to live this love forever; I believe love should not be sought, you do not have to run after it. It alone finds the man, fortuitous; it takes possession of his soul.*
• ***Categorization eurema***, the student actively operates with the copulative verb *is: Love is the greatest feeling, doing miracles, creating new people, creating the highest moral values and not choosing the time; Love is a mirage, but love must be lived out with all the soul, Love is the most beautiful gift that man can receive.*
• ***Associative eurema***, involves associations of the subject with a special value: *Love is like a flower, if it is not watered in time, it withers; Love is like fire, if it is strong, the wind makes it even stronger; Love demands to be lived. It is like an ocean where many plunge into, hoping to reach the other bank – the bank of happiness. Some drown (in tears of sorrow), others struggle with the big storms, others let themselves be carried away by the waves; Love is like the traffic light, every color has its time.*
• ***Affective eurema***, involves the externalized feelings of the self: *I love you and that's all; Oh, how romantic you are, and full of innocence. You are as tender as you were; Love does not choose time. It enters into the human soul as a feast.*
• ***Critical eurema,*** which highlights the positive or negative valences of the subject*: Love is a fad of young people who do not deserve the attention they receive; in life, love is not the most important thing.*
• ***Ideatic eurema***, when the student views the subject through value ideas*: Love is not written, it is lived, it is felt; Without love, life would be useless, and the soul of the man would be blind; I believe that to love means to suffer, but as more people run away from suffer, less people know to love; Love is a word for which there is a remedy through: love, trust, devotion, sincerity, soul, suffering; The word love is beautiful, but it is not for everyone's understanding; Indeed, the heart that loves knows that from heart to heart there is a way whatever the time; The path to happiness is so narrow that two people will walk alongside it only after forming a whole.*

4. Teaching conclusions

The theoretical and applicative aspects elucidated in relation to the subject approached allow us to formulate some conclusions on the subject: The use of the literary text as an educational didactic tool, in the pedagogical practice, enhances, spiritually, the pupil's value as a reader and makes him take a communicative attitude in the act of reception and in that of appropriation of literary-artistic values. The respect of the didactic coherence principle in the work with the literary text, on the ideatic axis of the euremas, offers certain educational advantages in the aspect of the formation of authentic and indispensable values of a Romanian cultivated speaker living in the space of his own readings and his own speech, illustrating the relationship of text – pupil's cultivated speech. In this context, we believe that in any discipline, the learner must be taught to form oral speaking skills, communicative attitudes of tolerance, active listening, cooperation, encouragement. That is, to give the child the chance to practice oral communication through its specific roles as a speaker, a listener, a communicator, an observer, and, necessarily, an assessor of reading and speaking situations. Only the vivid word, just the distinguished art of oral expression can be used to encourage and motivate the reader and the speaker. Namely, the phenomenon of cultivated speech makes available to the current school enough tools for training and evaluating the personality of the expert reader and the cultivated speaker. In this context, the profile of a reader and speaker can be evaluated by the following indicators:

1. He reads, speaks and listens with confidence.
2. He knows when to speak and builds meaning on the basis of values through reading and what the other says.
3. He uses a personal and appropriate reading pace, but also a language appropriate to communicative situations.
4. He is heard and understood.
5. He keeps interest in the act of reading, dialogue and monologue.
6. He mediates and resolves conflicts through effective communicative strategies.
7. He modifies and adapts ideas.

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8. He transmits senses, states, and feelings.
9. He reasons and convinces; provides instructions.
10. He explores and asks questions; suggest new discussion tracks.

5. Didactic openings

Through this activity, students are taught to develop more variants of possible answers, to understand that each variation has a well-defined place in the multitude of ideas, in relation to a certain value, and when formulating its variance, the student must see the place of the value in this multitude of ideas, not simply to formulate an opinion. Moreover, the student should be encouraged to develop his version based on an original element, how insignificant it may seem at first glance, he should "dress" this version in its own garment, but so that it easily finds its place among the other variants. The student structures the information, articulating it in an integrated message. The dominant trend in this activity is self-representation, the most frequently cited point of reference being to believe, to move towards, and to find that love is a beautiful feeling, even unrepeatable, but which can also provoke a lot pain. Most students view the perspective of this human phenomenon as contradictory, but inherent to human life. The consistency value of the euremes is obvious, being also proven an unusual character of thought, especially when students are placed in the field of associations and ideatization. The diversity of opinions on this phenomenon makes obvious the students' skills to investigate thematically the domain, to release certain thematic nuclei, to identify the essential elements, the importance of which being undeniable. Most students have formed the euremee of categorization, describing, demonstrating, explaining what love is, repeating in each argument the verb "is": love as feeling, as relation, as state, as basis, as value.

6. Recommendations on perception of humanistic values through text for

- ✓ ***Public education policies:***

1. To conceive the goals of national education in terms of their relationship with the social requirements of the European Union and the general human culture, valid as a factor of success in the global aspect.
2. To understand education, in general, as well as linguistic and literary in particular, as a value that creates values.
3. To approach inbuilt the reality and the life of the subject who learns, fact that requires the approach of linguistic and literary education as an integrated one, that generates the moral-spiritual perfection and the material culture of the pupil.

- ✓ ***Curriculum Conceptors:***

1. Educationally capitalize on the idea that text is a type of "library" of life situations that allow us to see our existence properly and to build properly our lines of action and behaviour.
2. Forming and cultivating the logofil student (who loves language).
3. Developing the ability to "convert" the text into his own understanding of things, to his own perception of the world, to his own ideology.
4. To organize curricular content in a way that, through the values of the text, the pupil may look at the reality from several perspectives (with several pairs of glasses).
5. To go in the direction of action in which students influence the phenomena observed in the text, these (values) becoming sources of interest, the student becoming the sovereign of the text, he becomes himself the topic enunciator, the potential author of the text and the events described.

- ✓ ***Authors of textbooks, methodological guides and other teaching materials:***

1. The reading and understanding of the text should be carried out in the composition of an "art-society" open system.
2. Developing, through the text, of the values of dialogue, polyphony, point of view, intertextuality.
3. Place the emphasis on the second and third components of the "author-reader-speaker" triad as a value that continually creates the human being;
4. Highlighting mechanisms for stimulating the cognitive activity of the reader and the speaker who can understand the meaning of the text without the help of the author.

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5. Developing the problem of line interpretation: *the value of the reader and the speaker* in relation to *the author's value* and face to face with *the value of the text*.
6. Finding and systematizing linguistic means that reflect in artistic form the specific of the actual cognitive cycle from *reception* to *knowledge and speech*; from *reading* and *reflection* to *existence* and *verbalization*; from *the plurality of meanings* to *interpretative thinking and cultivated speech*; from *literal* to *spiritual sense*; from *reception of the text* to *the interpretation of the text, text verbalization, and text elaboration*.

- ✓ ***Managerial and teaching staff in general secondary education:***

1. To organize their educational activity on the idea of human pedagogical discourse, which addresses culture (EL and ELA) as the highest value of education as a determinant of human judgment, which conditions the originality of the reader and the speaker personality.
2. To form the conviction that the text, as a work/value of human culture, is the product through which the pupil can be helped to understand human creation and the future of humanity; the relationship between human being and culture; each individual's communication with their own interiority; interpersonal communication.
3. To accept the idea that in the space of the text and in one's own speech human values interact and this influences the process of interpretation. In this sense, the student must be taught that the values of the text can be "heard" only if you listen to the text with great care, see the text as a "restless world", interpret the text correctly, see the building of the text as a process, its thinking as a value and its sense as essence.
4. To move from *E-didactics*, the pillar of postmodern education, which has E-learning as a tool, towards *didactics of attitudes through the text,* as an expression of pupils'axiological actions/axiological behaviour.
5. To work with the learner, because reading the text through values is characterized by a strong commitment of the student's being that shapes concepts of the student's world and existence.
6. Pupil's actions and views acquired through the text are the expression of a constitutive value as behavioral support.
7. To illustrate to the student that, by his proclaiming in the educational space, *values* become manifestations of "hidden powers", meaningful, which he, the student, the reader and the speaker, must *decode*.

- ✓ ***Trainers/teachers for initial and continuing vocational training:***

1. To capitalize on new text working technologies, taking into account new conceptual guidelines (outlined above).
2. To design continuous and initial training as a success factor in the career by placing emphasis on the interpretation of the text from the perspective of postmodernist and constructivist pedagogy not only within the respective school subject, but also within different school subjects (the text is the basis of learning, it is the value of content of learning).
3. To organize commented/interpretive reading trainings in multiple training activities so as to capitalize on the internal and external "layers" of text in school textbooks (history, geography, music, etc.).
4. To promote the idea of "Reading and Speaking as Life Skills Portfolio" in the initial and continuous professional training activities, which will prove the culture of the teacher's personality, his efficiency to work with texts from school textbooks, the literary text, but also with any type of text: multimodal, continuous, discontinuous, explanatory, argumentative, transactional etc.

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Educational role of women in peace education: Global and local approaches

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Abstract

The article includes a qualitative study of the educational role of women in peace education, addressed from a global and local perspective. As part of the new education, peace and co-operation education, it responds to stringent issues arising in the contemporary world, including the proliferation of conflicts between nations. We live in a time when human resources (intelligence, creativity, adaptability) have come to the fore, becoming the key resources of development that integrates its different dimensions: peace, the economy, the environment, social justice and democracy. The main legal issues of our research is based on the UN Resolution 1325 on Women, Peace and Security (2000), established in an official document that shows the direct impact of the war on women and their contribution to conflict resolution and the achievement of a stable peace it is important. The national legislative guidelines on ensuring gender equality in the Republic of Moldova and the role of women in peace building are found in the Strategy for Gender Equality in the Republic of Moldova for the years 2016-2020, and Moldova`s membership of the UN and cooperation with NATO and the EU highlights the need for implementation Resolution 1325, which is operational in the Government Action Plan for 2015-2016. As successful educational practices in this area, we analyze the learning units in the official curriculum of civic education and those from the optional disciplines: Culture of Good Neighborhood (kindergarten and primary classes); Education for tolerance (gymnasium); Intercultural education and European integration for you (high school). Qualitative research of their impact enables us to highlight the importance of women in education for good understanding and prevention of interpersonal violence, but also in the family, in school, in the community and in society as a whole.

Keywords: peace education; women; global perspectives; local approaches; Resolution 1325 on Women; Peace and Security; conflict resolution; gender equality.

"*... and women who bring good news are a great host*" Psalm 68:11

1. Introduction

The educational role of women in education for good understanding and peace has been and is recognized throughout the millennia, on all the meridians of the earth, either manifestly and declared, either tacitly and non-promoted. Worldwide, a number of problems have started that are continuously tense us. These became the subject of the activity of different categories of specialists. We are currently witnessing an intensification of riots and conflicts, plus natural disasters. The fact that the issue of peace is an imperative of the world today has become a common one and does not disappear from the planetary agenda. In Moldova context this issue is very important because of politic conflict in the separatist zone Transnistria, where more than 20 years Russian army and local authorities support military orientation, and misunderstandings at official and interpersonal levels are more and more frequent.

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2. Conceptual and legal issues: local and global perspectives

Being part of the *new education, the peace and co-operation education* comes to respond to pressing issues arising in the contemporary world, including the proliferation of conflicts among nations (M. Marinescu, 2013). We live in a time when human resources (intelligence, creativity, adaptability) have come to the fore, becoming the key resources of development that integrates its different dimensions: peace, the economy, the environment, social justice and democracy. Education for Peace is part of the larger umbrella of education for democratic citizenship, alongside human rights education, civic education and global and intercultural education.

In the Education Code of the Republic of Moldova, *article 5. "Mission of the education",* in point *d* it's stipulated the following: "to promote the intercultural dialogue, spirit of tolerance, nondiscrimination and social inclusion; and in *point f* to facilitate reconciliation of the professional work with family life for men and women" (Education Code of the Republic of Moldova), the defining policy aspects that support gender-based education in the spirit of peace and good understanding, providing multiple chances for action in the public, associative and private educational sector.

1. Affirming confidence in the capacity of peace education for the preparation of the next generations in the spirit of cooperation, participation and democracy, we are actually state our confidence in the success of peace-keeping actions and in the future of humanity.

2. Peace education has more or less close precursors to our time, for example, J.A. Comenius (1592-1670), considered a precursor to the UN and UNESCO, aspired to universal peace and sought the necessary means and structures to establish and maintain it. After World War I, the enlightened spirits were concerned about avoidance of a new world conflagration, and some organizations have initiated peace-specific educational actions. Today, it is increasingly being signaled that the world has entered a new arms race, similar to that of the Cold War and calls on the UN Security Council to adopt a resolution against the escalation of a nuclear conflict. "The militarization of politics and the new arms race are the most urgent global issues at the moment, and the main priority must be to stop them and reverse the conflict trend," writes Gorbachev, who gives as an example the tense situation between NATO and Russia: "Today the nuclear threat appears to be real again. Relations between the great powers have worsened continuously in the last few years. The focus should be on preventing wars again; in the modern world, wars must be incriminated, because any of the global problems we face - poverty, the environment, migration, population growth or lack of resources - cannot be solved by war. Today, the weight of fear and the stress of preserving it are felt by millions of people, and the main causes are militarization, armed conflicts, the arms race, and Damocles' sword represented by nuclear. Now is the time to decide and act, "concluded former Soviet leader Mikhail Gorbachev, the last Secretary General of the Communist Party and the last president of the Soviet Union, before the dissolution, in the period of 1985 - 1991, the winner of the Nobel Peace Prize for his contributions to the end of the Cold War. In 2000, the UN Security Council, by adopting *Resolution 1325* on *Women, Peace and Security*, has established by an official document that the war has a direct impact on women and their contribution to conflict resolution and for the maintenance and promotion of peace and security. This is one of the most important aspects of the above-mentioned document, which, by the way, is a priority among the seven acts on the subject, which collectively ensures peacekeeping by the UN with a framework for implementing and monitoring the Women Peace and Security agenda. The history of the Security Council mandates on women, peace and security focuses on the blueprint for gender and peacekeeping work for the Department of Peacekeeping Operations (DPKO) is rooted in Security Council Resolution 1325, which was the first Resolution to address the disproportionate and unique impact of armed conflict on women. As a result, the Security Council adopted Resolution 1889, which calls for further strengthening of women's participation in peace processes and the development of indicators to measure progress on Resolution 1325.

3. Security Council Resolution 1820 reinforces Resolution 1325 and highlights that sexual violence in conflict constitutes a war crime and demands parties to armed conflict to immediately take appropriate measures to protect civilians from sexual violence, including training troops and enforcing disciplinary measures. Resolution 1888, following Resolution 1820, mandates peacekeeping missions to protect women and children against sexual violence during armed conflicts, and calls on the Secretary-General to appoint a special representative for sexual violence during an armed conflict. Recently, Resolution 1960 was adopted, which builds on earlier ones and deepens women's

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peace and security agenda on sexual violence. The countries have aligned themselves with this resolution, either that they needed projects in the field, from the state and from foreign donors, or whether a critical mass of activists, specialists in the field, sensitive to the given issues have been created.

The national legislative guidelines on ensuring gender equality in the Republic of Moldova and the role of women in peace building are found in the Strategy for Gender Equality in the Republic of Moldova for the years 2016-2020, and Moldova's membership of the UN and cooperation with NATO and the EU highlights the need for implementation of the Resolution 1325, which is operationalized in the Government Action Plan for 2015-2016.

Also, Georgia and Ukraine have had an interesting action plan for these resolutions; they translated the documents into the state languages and researched the opinion of the state officials in the field about the basic essence of these resolutions. Unfortunately, if these resolutions are known in the civil sector and there are special projects in implementing ideas, politicians don't know almost anything about it. Russia ignores them completely. Since 2015, 54 countries around the world have adopted Action Plans for the implementation of the resolution in question, of which 24 are from Europe, but the even the experts in each country recognize that Ukraine and even more Russia have very high arrears to this chapter. The Ministry of Defense of Moldova, in cooperation with the Institute for Inclusive Security (ISI) in Washington and the Moldova Information and Documentation Center of NATO (IDC NATO), implements the project "National Action Plan on the implementation of Resolution 1325 of the SC UN" (during the period 2016-2018), as the most important UN resolution on peace and security policy.

In the text of the strategy, two specific education objectives are outlined, which we consider relevant: 1.8: to include the gender dimension in pre-service and in-service teacher training in order to overcome stereotypes and forming the gender awareness; and 1.9: to include the dimension of gender in career and vocational guidance for admission to non-traditional trades. All this inspires confidence and motivates us to act, each from its civic and professional position, so that the impact of activities at different levels is felt and harnessed.

In the context of addressing the issue of peace education it is important to mention that according to UNESCO documents, peace culture represent the values, attitudes and forms of behavior, reflecting respect for life, for human beings and their dignity and for human rights, the rejection of violence in all its forms and adherence to the principles of liberty, justice, solidarity, tolerance and understanding between peoples and between groups and individuals. The "Manifesto 2000 for a Culture of Peace and Non-Violence," which was written by the Nobel Peace Prize laureates, with the aim to generate a world popular movement for peace, solidarity and tolerance, creating responsibilities, starting at the individual level, with the balanced involvement of women and men is particularly important in this regard. A key aspect that emerges when addressing peace education issue is that related to mediation and resolving conflicts that this type of education can positively influence, providing constructive solutions to diminish or non-violently resolve them. In this respect, we agree with experts who argue that it is not the case, for the sake of a false peace, to reconcile ourselves with a tacit situation - as "smoldering conflict", if certain social realities impose tolerance of conflicts at the inter -personal or social levels, from a pedagogical point of view, it is crucial to analyze the interests underlying these conflicts based on the principle of conflict capacity. Among the essential principles of Peace Education we find the following: the *openness* of the parties to learn; *consistency* (in direct relation of the objectives, contents and methodology); *non-violence* (prevention of any form of violence at individual, institutional, national or international level), *orientation towards the needs* and problems of those involved; verification (the stage reached in research on peace will be investigated, without resorting to simple mediation); *the principle of autonomy* (towards the all affected authorities), *the principle of partiality*, ultimately, provides for the unconditional protection of the rights of victims of wars and all kinds of violence. All these principles endow the involved experts and teams, so that the educational process for peace building and promotion to be a resulting one, profound and lasting impact in which women have had and have an undoubtedly important role, not only because they are more in the educational process, but also because their involvement can have a sensitive, pacifist and greater role on multiple action plans. In the same time, we consider it important to analyze the basic elements of peace education, including the interconnection of the microstructure and macrostructure, the holistic approach, changes in approach perspective, from below and above; specification of the notion of peace; thinking in alternatives; self-reflection and critical assessment; scientific substantiation by reference to research; perspective treatment; non-violence and lending it with great potential; longevity; the interconnection between the solution and purpose.

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The Austrian specialist in peace education, W. Wintersteiner (2004), defined the notion of peace as "interaction with others, characterized by respect, instead of assimilation or subjugation, accepting the different way of being of the other and to be left touched by it, without eliminating it. Our education by others thus becomes itself a practice of this meeting. She is her own expression, personifying her own teaching ".

As education for gender equity and equal opportunities (L. Handrabura & V. Goraş-Postică, 2016) or other types of new education needs a favorable political framework, as well the peace education must benefit from incentive political conditions that provide chances for systematic and effective activities within a broader, national and international context.

However, the experts in the field, argue that this aspect hasn't become embedded in some countries with a highest standard of living and political consciousness, and that the actions of this type of education should not be reduced to the continuous reporting situations to conflict resolution should be getting through to the operative appointment of responsible persons on different levels, to present alternative solutions, working at local/minor level in order to catalyze major/global changes.

The interdisciplinary approach to peace education, with the absolute and extended involvement of women, creates favorable premises for interconnections to improve ecological education, education for tolerance, development and progress, etc., through cooperation, mutual respect, disarmament, or, without peace the development is impossible; without development, human rights are ridiculous, without human rights, peace is violence (College de France In the research of education at the international level, the contents are addressed in a innovative way, which is subsequently implemented in the school practice more infusion, interdisciplinary, rather than mono-disciplinary, based on the non-traditional objectives and forms of intervention, which, in the case of peace education are meant to eliminate aggression, violence, terrorism, and conflicts between communities.

Peace education has a chance to be effective on a socio-political level only if it is propagated simultaneously in all countries, based on mutual trust and shared fundamental objectives.

In the literature, the purposes of peace education are:

1. Acquiring relevant concepts and knowledge specific to the field: peace and education for peace, disarmament and education for disarmament, democracy and human rights, cooperation and equity, universal culture and national cultures, final values and instrumental values, contemporary world issues and possible solutions, social prospective and the relationship of the future with the present and the past, the knowledge of human being and the diversity of human types, the distinction between pacifist peacekeepers and peace builders, aggression and aggressiveness, conflict and states of conflicts, fanaticism and conviction, etc.
2. Developing skills or aptitudes: listening to other or others with receptivity, to dialogue, to make proposals and to give answers, to faithfully communicate their own opinions or intentions, to initiate changes and to control them, to learn continuously, etc.
3. Developing some behaviors or attitudes: responsibility towards their homeland and world collectivity, solidarity and trust in peers, respect for one's own culture and the culture of other peoples or communities, tolerance in the sense of acceptance of diversity and generosity, moral and intellectual probity, respect for spiritual values and values carriers, modesty and recognition of the merits or talents of others, critical spirit and decision-making ability.

Identifying and stopping aggressiveness, intolerance, predisposition for fanaticism should start early on, including through mothers' training, and for the improvement of the ethical quality of life of different human communities it is very important to discover and eliminate selfishness, non-participating behaviors that can lead to conflicts or disaggregation of collectives: perfidy, intrigue, cowardice, etc., where female models are also imposed. Within the framework of promoting the contents for peace, two strategies have emerged. The first relates to the introduction of specific modules that take up certain durations and can be associated with history, literature, psychology, philosophy, civic education, arts education, etc. A second strategy consists of a double action: to harness the existing content and to disseminate or to introduce new themes, concepts or concerns specific to peace education in an infuzional approach.

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3. Methodological qualitative issues

As successful educational practices to this chapter, we propose to analyze the learning units of the official curriculum for Civic Education and those from the optional subjects: *Culture of Good Neighborhood* (kindergarten and primary school); *Education for tolerance* (secondary school); *Intercultural Education and European Integration for You* (high School). The qualitative research of their impact enables us to highlight the importance of women in education for good understanding and prevention of violence at the interpersonal level, as well as in the family, in school, in the community and in society as a whole. As a successful experience in the field of peace education, with the involvement of women-teachers, and for educating a correct vision of boys and girls toward the big role of women in peace building, we provide some relevant examples from curriculum pieces, developed by us in this direction.

The first will be a curriculum sequence to the optional subject from elementary classes "Culture of Good Neighborhood", 4th grade, Module "Conflictology", followed by the recommended contents, designed behaviors and related didactic activities:

Table 1. Curriculum sequence, IV grade.

1. Recommended contents	2. Designed behaviors	3. Didactic activities
4. *Us and other people:* there are no "good" and "bad" cultures; there are people different from us, which makes them even more interesting.	5. The student will be aware that there are no "good" and "bad" cultures, there are people different from us, but the fact that they are different is not a reason for conflict.	6. Trainings: *Hands Dance, Fold the quilt.*
7. Constructive communication. Class as a miniature model of the population of the Republic of Moldova. 8. Training *Let's talk together.* 9. Situations and examples of friendship, reconciliation, unite for a common cause. *10. Friendship feast.*	11. The student will have the skills to overcome alienation situations in the class and to work in accord with others. 12. The student will be able to interpret / stage situations of friendship, reconciliation, unite for a common cause and apply the acquired skills in real life.	13. Participating in the peaceful settlement of conflicts between colleagues, neighbors out of the yard, etc. 14. Organization of the training *Let's talk together.* 15. Training the students' capacities to control emotions in conflict situations. 16. Modeling some situations of friendship, reconciliation, unite for a common cause. 17. Organization of the *Friendship Feast.*

Taking into account the fact that students have to learn to participate in social life and to build the future, to feel responsible to all generations and to all the nations of the world, certain methods and means of work have been imposed in achieving the education for peace. In promoting peace education within some governmental and non-governmental international organizations, we consider that it would be appropriate to take a number of measures that would better put in value the experience gained so far. The forms of achieving this education are the same as at the education for democratic citizenship: formal, non-formal and informal. The ways of achieving peace education at I-IV grades can be multiple and very different: memories, stories, observation activities, children's drawings, readings by pictures, movies, thematic talks, role-plays, crossword puzzles, debates of some facts, simulation exercises, etc.

Among the didactic tasks relevant to this module, we insist on a few:

Write, together with a classmate, what each child has to do to keep the peace:

- In the family
- In class
- In your yard/street
- In your locality

Underline/Choose things which may contribute to peacekeeping:

1. Respect for the rights and freedoms of others
2. Convincing and peaceful communication, understanding (assertive)

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3. Ability to put yourself in the place of another (empathy)
4. Respect for human rights to be as it desires
5. Accepting others as they are
6. Tolerance towards other people's ideas and behavior
7. Non-violence
8. Ability to recognize your fault
9. Desire to understand other people (V. Goraş-Postică & D.State, 2017).

It is very important to underline that the optional subject ”Culture of good neighborhood” is common for Moldovan and Transnistrian schools, as unique experience in more than 20 years of existing this conflict and militarized zone in the context of our country. The piloting process, during last 4 years, of teaching this subject shown good impact on children and their families for better understanding each other and for promoting mutual trust among the inhabitants from the both sides of Nistru river.

Other relevant example is taken from the optional subject "*Education for tolerance",* to the topic *Tolerance and Peace Culture,* we proposed, as a co-author, tasks for one lesson such as:

Evoking: What is your opinion about the culture of peace?

Making sense: Study the text of the *Manifesto 2000 for a Culture of Peace and Non-Violence*, and puts one of the signs to each paragraph: + (I know); !(I found out); ?(I did not understand).

In order to be able for us and future generations to reap the rewards of this culture of peace, we must act without delay:

- to encourage education for peace, human rights and democracy, international understanding and tolerance;
- to protect and respect human rights without exception, and to fight against any form of discrimination;
- to promote democratic principles at all levels of society.
- to live in tolerance and solidarity;
- to fight against poverty and to ensure constant development for the good of all, to be able to provide everyone with a dignified life;
- to protect and respect the environment.

Reflection: What you can do to learn the culture of peace for everyday behavior: in family relationships; in relationships with classmates; in relations with neighbors, friends, and other members of the community.

Extension: What you can do with your classmates in order to achieve the above suggestions in school. Outline a plan of 3-5 specific actions (V.Goraş-Postică, 2005).

For high school, through the optional subject "European Integration for You" to the topic: *The European Union and the Challenges of the Contemporary World*, Lesson 29 *The European Union and the Refugee Crisis,* at the task with the generic *"Get involved!",* is expressed: On the French patriotic funeral monument (from the image t) is the following inscription: "Cursed war". Explain your point of view on this statement. How do you think, why a funeral monument has this picture? Another task at the end of the same subject, with the generic *"Communicate and decide!"* is: *Opt for one of the positions of European civil society. Argue your opinion”*. The yard is gigantic because Europe has to play a triple international role, of firefighter, policeman and doctor. The European firefighter has to extinguish the fires and outbreaks of fires in the Middle East and Africa, in particular, to impose peace in Syria, Iraq, Afghanistan, and Sudan as well as in other areas of Sub-Saharan Africa. The policeman has to re-establish security, which means eradicating terrorism. And the doctor has to be active at the base of the countries and regions destroyed by various crises, including climatic disturbances. "Malta: EU – Africa summit called into "action" by Matei Visniec http://www.rfi.ro/special-paris-82761-malta-un-summit-ue-africa-pus-sub-semnul-actiunii. *Propose some immediate actions that the European Union can take to resolve the refugee crisis.*

The optional discipline "Education for Gender Equality and Equal Opportunities" (L.Handrabura & V.Goraş-Postică, 2016), taught in schools in our country for over 10 years, mostly by the female teachers, contributes a lot, according to the experimental data analyzed on a longitudinal level, to education of girls and boys in order to balance gender in all spheres of life, recognizing the women's contribution in restoring order and justice, practicing Christian virtues as a way of life and relationship with the fellow man, as an axiological foundation of peace education. The big issues in contemporary society, related to political tension, war, poverty and discrimination, have their roots in our past, where women have almost been absent from the political and public scene, and now their involvement on equal

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terms is still fair fragile, at least in the context of the Republic of Moldova, but also in other countries that are going through long and difficult transition periods. Or, the participatory democracy is the fertile ground for peace education at all ages and levels to bear fruit and today women are encouraged to get involved, next to men, to prevent conflicts and misunderstandings on different scales, from interpersonal to the state ones.

In **conclusion**, we believe that women, along with men, have had and will continue to have a substantial contribution to education in the spirit of peace and non-violence. This assertion is largely based on the fact that they are fully involved in the noble work of education, from cradle to late adulthood, and the educational environment at all levels and on all the meridians of the globe is predominantly by adult women, and on the other hand, the female psychological type, characterized by superior sensitivity and intuition, can influence the decisions and actions of various conflicts from the perspective of good understanding, forgiveness, compassion, and pacifist spirit, regardless of the circumstances and the tensions which have arisen. The fact that in armed conflict zones, women become frequent victims of sexual violence claims the need of their psychological preparedness from the earliest age so that they are prepared to be able to cope with such challenges that have dramatic repercussions on the whole life, and the examples we offer are conclusive and have shown lasting positive impact. The methodological aspects analyzed by us illustrate good practice sequences, implemented in the Moldovan schools for peace education with the involvement of the vast majority of women teachers, but also focused on promoting the equal role of girls and boys in maintaining and saving the peace. We recognize that it is not easy to extend these experiences to the militarized regions, with the potential of armed conflicts, as is the Transnistrian region in our case. The increasing involvement of adult women in the armed forces, on the one hand, and the increase in the number of police women, on the other hand, serve as visible examples of gender equality in the promotion of non-violent behaviors. We have shown that educational ways of enhancing the role of women in the struggle for peace and in maintaining it are very different, and that existing curricular approaches highlight the crucial importance of women both in education, in general and in the fight for peace, in particular.

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Choreography as means of training value orientations for students at faculties with artistic profile

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Abstract

Choreographic culture is a part of general culture, and especially of the artistic culture. The choreographic culture reflects national identity and consciousness, and also the traditions formed by many generations through dancing.
In the present article we will analyze the valencies of choreographic art aimed at forming valoric orientations for students, will establish the principles and finalities from teleological perspective, as well as a set of modalities for accomplishing this process, integrated into the general framework of training specialists in the arts domain.
Choreographic art, being a synthetic art that combines movement, music and dramaturgy, has educational opportunities to influence the valoric framework of the student. The basic mechanism in this sense is the artistic knowledge.

Keywords: choreography, choreographic art, dancing, value orientations, traditions, genres of choreographic art, artistic cognition.

1. Introduction

The magnitude of changes taking place in the contemporary society requires new configurations in the value profile of personalities, which would allow them to engage themselves more actively and responsibly in the social and professional life of society.

In this respect, the current context highlights a growing number of examples illustrating that for thousands of young people, non-values have become approaches that guide their social and professional behaviour.

The current state of affairs emphasizes the priority of professional training based on competencies and performance through cultural models of thinking and relating, education in this sense being *"concerned with the value problems of reconciliating values pluralities"* (*apud* I. Gîncu, 2015).

The process of establishing the system of values reflects the interdependence expressed in the realization of values promoted in the society.

There is formed a relationship of mutual influence between the person and the social environment; being placed in a concrete time and space, the man should become not only a "consumer" of values, but also their creator (I. Gîncu, 2015).

This desideratum refers, first of all, to the persons in the field of arts, who through the specifics of the profession are carriers and creators of the values.

In this respect, art in general and the choreographic art in particular have inexhaustible valences in personality formation, including its value orientation.

Most researchers affirm that only that person can produce authentic values that is a values carrier itself.

The realization of this research is also actualized by the existence of problems at the level of professional training

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of students from the faculty with artistic profile, and especially with the choreographic profile:

- Framework of requirements is oriented towards the acquisition of choreographic art forms and less of the values/content.
- Existence of incoherence between the artistic values and general human values in the structure of professional finalities.
- Lack of special educational strategies aimed at forming the students' value framework.
- Insufficient valorization of the choreographic art's formative valences from the axiological perspective in the process of students' initial training.

2. Choreography - Carrier of Values System

Every kind of art, reflecting different aspects of the objective reality, has its own laws. It should be noted that only choreographic art has specifically expressive means to reflect the surrounding world in a special way.

Dance, like any other genre of art, by virtue of its peculiarities and opportunities, reflects this line in an artistic form, its specific feature being that thoughts, feelings are conveyed/expressed through movements and gestures.

"The choreographic language is one of the human feelings languages. If the word always expresses a meaning, the dance movements expose something only in combination, unity with other movements" (V.Y. Nikitin, 2017).

The multiplicity of choreographic language implies the application of some specific approaches that reflect the reality through value orientations and the practical conventionality of the artistic image.

According to the psychologists in art domain, dancing determines the interaction of brain hemispheres, integrating intuition and reason. Dance as a genre/art form has a strong psychological impact on viewers. The feeling of psychological comfort appears to the viewers in the situation of the so-called resonance phenomenon, when the dancers touch a certain harmony between music and movement, between the artistic image and the spectators.

Thus, choreographic art in general and dance in particular, as artistic values, are part of the system of one or another culture and, in this respect, bear values and value orientations, possessing inexhaustible opportunities, both in terms of content and in processual (artistic) plan.

2.1. Peculiarities of Forming Value Orientations For Students Through Choreographic Art

The pedagogical peculiarities of forming value orientations for students can be identified, auditioned and interpreted from several perspectives, namely: *theory of knowledge* (scientific/theoretical knowledge, impirical/ experimental knowledge, artistic knowledge); *new education theory* (education through values and for values); *theological theory* (attitudes as finalities); *education theory* (content and strategies of forming attitudes).

At the same time, these peculiarities are reflections of the origin and nature of the values, of the context and cultural content in which these values are produced and function.

This article is concerned with the choreographic art.

The formation of value orientations through the prism of *the theory of scientific cognition* is determined by the reflection of the "*object*" of knowledge, which is separate from the subject of knowledge, it exists outside the man or as part of one of his/her biological, intellectual, spiritual beings (M. Hadîrcă, T. Callo, L. Cuznețov L. et.al., 2014).

Through scientific cognition the subject of knowledge does not change (or changes insignificantly); but our representations about it are changed, i.e. the cognitive subject is changed. Although in the scientific knowledge value has an objective-subjective character, and in this epistemological context value is a thing that lies not only outside the man, but also within him/her, because value is not indifferent to the human individual (the ethnic/social group); it being an object of desire (T. Vianu, 1968).

The formation of value orientations from the perspective of *the theory of empirical/praxiological cognition* focuses on understanding value as something useful, costly and corresponding to social and individual needs. In this sense, the dancing as a value and carrier of values has been constituted and developed mostly in an empiric way.

The formation of value orientations from the perspective of *the theory of artistic cognition* is largely determined by the specificity of the subjective-objective relationship. In this sense, as the researcher V. Pâslaru states "in artistic cognition, the value is even closer to the human being. It is identifying itself with the cognitive subject" (M. Hadîrcă, V. Pâslaru, T. Callo, N. Silistraru et.al., 2011).

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In this respect, more authors (R. Ingarden, 1983; R. Barthes, 1994; M. Corti, 1981; T. Vianu, 1968; C. Radu, 1989; Vl. Pâslaru, 2011) state that the origin of the artistic work lies in its subjective-objective character of cognition.

As an object of cognition, the work of art does not exist outside the cognitive subject other than in the conventional way. The work of art begins its true existence only when it is received, the cognitive subject recreating it through perception, imagination and artistic thinking. In artistic cognition, the object of knowledge (the artwork) is thus recreated by the cognitive subject. The artwork does not exist, it *becomes* as such due to the action of cognition of the receiver. Respectively, the truth (value) in artistic cognition is not outside of the man but *is produced* by him/her (M. Hadîrcă, V. Pâslaru, T. Callo, N. Silistraru et.al., 2011).

At the same time, these authors and others, in the context of these theories, highlight two important aspects for the pedagogical construction of training value orientations in the respective subjects. The first aspect is about knowing the values, and the second one about their creation by the man.

In fact, all values are created by man through reference to the surrounding environment and to his own self. In all cases, the creation of values is determined by personal motivation.

"In the framework of "the given" values the individual-nature, the values created by mankind, these are defined as values based on the attitudes that an individual elaborates for them, the attitudes being recognized as acts of creation, because namely they certify the fact of some novelties in the being of the one who elaborates them" (M. Hadîrcă, V. Pâslaru, T. Callo, N. Silistraru et.al., 2011).

In this respect, the specifics of choreographic art presupposes, first of all, the cognition of the choreographic art values, secondly, the production (setting up, creation) of the choreographic art values (the choreographic work in different forms of manifestation), and, thirdly, the cognition/ assimilation of human values through choreographic art. Choreographic art, as many researchers claim, represents an important factor/tool in forming an integral personality.

It is important for us to analyse the teleological framework of training value orientations for students. The teleological sense of this process is imprinted by the fact that the system of values possible to be formed through the choreographic art transforms into the system of finalities, expressions of some sociocultural and even individual determinations.

At present, it has become more a more conspicuous to approach a paradigm of finalities, reflected by a competence system (we note that at the present stage there is a variety of approaches, even contradictory ones, of the "composition" concept, the analysis of which is not part of our research objectives). From the perspective of our research, we find in the specialty literature several approaches to the finalities, one of which focuses on the concept of "axiological/value composition" (J. Bruner, C. Cucoş, V. Pâslaru, Geissler).

In C. Cucoş's view, "axiological competence does not reside only in the capacity to accurately discriminate the value, but presupposes the operative setting up of grids and value points from the perspective of which various cultural products are reported and interpreted" (C. Cucoş, 2014).

The axiological competence is not limited only to the cognition and training of some values, but also presupposes the ability to create new values, new connections in the value systems. The axiological competence in general, but that specific to choreographic art, may have different forms of manifestation, depending on the characteristics of the vital value area. The concretized axiological composition (the dimension of choreographic art) is manifested through the ability, in the given case of the student choreographer, to approach the artistic valences of choreographic art (as well as the new ones), to integrate them into personal experience, to propose them and also passes on to others.

Another reference approach to setting the finalities from the point of view of forming value orientations for student choreographers is the notion of attitudes. As in the case of "competencies", the issue of "attitudes" have been and remains controversial and debated in the specialty literature. "Attitudes", in the vision of V. Pâslaru, "unlike knowledge and capacities, are less understood and less traced in the educational action, although namely they represent the main acquisitions of education" (M. Hadîrcă, V. Pâslaru, T. Callo, N. Silistraru et.al., 2011). In a pedagogical sense, attitude denotes the property of forming a correct position of the individual, provides a necessary reference to solve behavioural problems in different situations. T. Callo believes that attitude as a finality is a fundamental dimension, which is formed by the following: knowing the reality and the world; awareness and production of values; increased awareness towards things, events, facts, situations, etc. (M. Hadîrcă, T. Callo, L. Cuznețov L. et.al., 2014).

Attitudes as significant references of the individual towards the world phenomena from his/her outside and towards the phenomena of his/her intimate universe are part of the competencies structure (including the axiological ones), together with knowledge and capacities.

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In fact, attitudes in behavioural domain encompass all precedents, but they are not reduced to them, having the specificity of manifestation at different stages of life (M. Hadîrcă, V. Pâslaru, T. Callo, N. Silistraru et.al., 2011).

Attitudes also have a number of properties, such as: *polarity, intensity, accessibility*. Attitude is characterized by *centrality*, that is to the ability of each person to become aware of the values at personal consciousness level. Also thanks to them, helped by cognitive activity, it is possible to realize the inner self. With their help we accept what we are and understand who we are.

Attitudes are also *the storages of norms*, beliefs that are used in the content of conduct. They have the role of setting these norms, rules, values. (M. Hadîrcă, T. Callo, L. Cuznețov L. et.al., 2014).

Therefore, the axiological/value and attitude concepts as key elements in their structure are regarded as the finalities in training value orientations for student choreographers. The configuration of axiological competencies in the system of finalities can be achieved by elaborating the axiological reference. The concept introduced by C. Cucoş, in whose view it "represents the totality of individual mobilities and over-individual norms, interiorized by the subject which is updated in any act of valorising" [4, p.53].

Another aspect that largely determines the particularities of training value orientations for students is procedural. If we start from the acceptance of the finalities in this process in terms of axiological skills and attitudes as their structural elements, then those steps/modalities/actions that lead to the training of these finalities are valid.

This aspect can be analysed from three perspectives: from the perspective of new education, from the perspective of postmodern education philosophy, and from a technological/instrumental/actional perspective.

Without analysing different approaches and meanings with reference to the *New Education*, we deduce from the analysis of the specialized literature (C. Cucoş, T. Callo, Vl. Guțu, N. Silistraru, M. Hadîrcă etc.) the following postulates:

- Training value orientations through arts is part of the concept of education through values and for values.
- Education through values and for values falls within the structure of *New Education*, which emerged as a necessity to respond to the problematics of the contemporary world. The specificity of *New Education* consists in an emphasized orientation on a set of values from different areas of life, being a condition and a need to ensure quality education. In this context, we note that in the processual plan the training of value orientations for students focuses on the general strategies of *New Education*, and also on the specifics of the cultural dimension (the area of choreographic art).

On the other hand, the processual framework of training value orientations for students is guided by the postmodern philosophy of education which does the following: provides openness to the sense of human life - *self-fulfillment and freedom*; discovers the triadic unity of the human being - *biological, intellectual, spiritual*; provides education with an axiological system consisting of: *values given* to man (nature, space, universe, capacity to become a being, ability to make an option), *values created* by man, *humanity's fundamental values* (Truth, Good, Beauty, Justice, Freedom), *national values, contextual values* of each type of activity, *personal values*; indicates the way of their becoming developed beings - *the cognition and training in interaction of the outer universe/the intimate universe* of life (M. Hadîrcă, V. Pâslaru, T. Callo, N. Silistraru et.al., 2011).

In relation to these aims the educational strategies (methods, techniques, actions, etc.) are addressed and described in the specialty literature.

Vl. Guțu classifies the educational strategies into three categories: *strategies of training consciousness and behaviour; strategies of organizing educational activity/actions; strategies of behaviour stimulation.*

- *Strategies of training consciousness and behaviour* have a dominant role in the educational process. They influence social norms and the formation of students' beliefs. Having the art of persuasion allows the realization of different educational objectives. The formed beliefs stimulate and determine the efficiency of self-education, behaviour patterns.
- *Strategies of organizing educational activity* are aimed at ensuring unity of conscience and behaviour. Because this process is long lasting, the result of applying this type of strategy is evaluated over time.
- The practical work of students constitutes the essence of this kind of educational strategies, which, in their turn, consist of specific actions and operations. The educational process, in this sense, includes the transition from the management of operations to the management of actions and then to the management of students' activity. This

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strategy presupposes the multiple repetition of some actions until the training of some abilities and habits as constant forms of behaviour.

- *Educational stimulation strategies* are designed: to help students become aware of their own qualities/values, but also shortcomings; to stimulate an adequate behaviour; to develop the ability to self-control. At the same time, they are oriented towards developing students' self-regulation, reflexing abilities in relation to the appreciations given from outside to their own deeds/actions (Vl. Guțu, 2014).

2.2. Context and Level of Manifestation / Perception of Aesthetic Values by Students Choreographers

According to the theoretical concept of the study, the orienting-value activity is realized or can be achieved at the level of aesthetic and artistic perception of the choreographic work, at the level of assimilation and interpretation of the choreographic work, at the level of creation and staging the own choreographic work. These three levels fall into three circular modules: *scientific-cognitive* (to know the choreographic and aesthetic values and the ways of their manifestation, and also the ways of training value orientations through choreographic art); *orienting-value* (the system of artistic and aesthetic values of the choreographic art as a source of training the respective value orientations, the system of orienting-value activities); *creative-constructive* (creative perception of the choreographic work, assimilation and creative interpretation of the choreographic work, creation and staging of the choreographic works from axiological and concretely esthetical perspective).

Below we present some data on the perception of aesthetic values by student choreographers: year II - 12 students, year III - 14 students (see Tables 1-4).

Table 1. Aspiration Towards Beauty in Choreographic Art

Students	Aspiration Towards Beauty in Choreographic Art			
	I am inspired by choreographic work as a whole	*I am inspired by beauty of choreographic image*	*I am inspired by beauty of movements in rhythm with music*	*I am inspired by beauty of costumes*
"Choreography" Specialty	80%	76%	86%	68%
"Dance Pedagogy" Specialty	82%	72%	84%	60%

The analysis of the results presented in Table 1 allows us to state that the students of both specialties show practically the same level of aspiration to beauty in choreographic art.

It is important to mention that students perceive the beauty of a choreographic work as a whole ("Choreography" Specialty - 80%, "Dance Pedagogy" Specialty - 82%). At the same time, they emphasize the aesthetics of movements in rhythm with music ("Choreography" Specialty - 86%, "Dance Pedagogy" Specialty - 84%). Although the choreographic image largely determines the aesthetic framework of the choreographic work, the students placed this indicator on the third place ("Choreography" Specialty - 76%, "Dance Pedagogy" Specialty - 72%). Below in the list was appreciated the beauty of costumes ("Choreography" Specialty - 68%, "Dance Pedagogy" Specialty - 60%).

Table 2. Preference to a Certain Genre of Choreographic Art

Students	Preference to a Certain Genre of Choreographic Art			
	Ballet Dance	*Popular Scenic Dance*	*Sport Dance*	*Gala Dance*
"Choreography" Specialty	40%	68%	26%	70%
"Dance Pedagogy" Specialty	48%	70%	34%	62%

Each genre of choreographic art has different aesthetic valences, but also a training potential. In order to establish students' preferences regarding different genres of choreography, we applied the respective questionnaire and obtained the following results (see Table 2): "Choreography" Specialty - 68%, "Dance Pedagogy" Specialty - 70%: placed first of the preferences *Popular Scenic Dance* and the second - *Gala Dance* ("Choreography" Specialty - 80%, "Dance

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Pedagogy" Specialty - 62%).

At the same time, the lowest preferences were for *Sport Dance* ("Choreography" Specialty - 26%, "Dance Pedagogy" Specialty - 34%) and *Ballet Dance*, which in the preferences of students is not at the first place. Only 40% at "Choreography" Specialty and 48% at "Dance Pedagogy" Specialty mentioned *Ballet Dance* as a preference. An explanation is required here. Students did not place *Ballet Dance* in their preference group from the professional/occupational point of view and not in terms of aesthetic and artistic value. In this sense, most students have as a field of activity - *Popular Scenic Dance*.

Table 3. Emotional Perception of Choreographic Work

Students	Emotional Perception of Choreographic Work		
	to a great extent	*to a lesser extent*	*to a small extent*
"Choreography" Specialty	64%	32%	4%
"Dance Pedagogy" Specialty	58%	36%	6%

Satisfaction and emotional perception of the choreographic work can be regarded as a dominant variable, as well as the essence and destination of choreographic art. Students choreographers in this context are also consumers of choreographic art, as well as creators of choreographic works. On the one hand, they are prone to the emotional perception of choreographic works of value, on the other hand they are creators of choreographic works, which, in their turn, will awaken the emotional perception of the spectators.

Thus, we have tried to establish the level of emotional perception of choreographic works by students from both specialties. This does not refer to the emotional perception of a certain choreographic work, but to the state of emotional perception of choreographic works in general (by emotional memory). In this regard, we mention that 64% of students from "Choreography" Specialty and 58% of students from "Dance Pedagogy" Specialty exhibited a high level of emotional perception of value choreographic works and only 5% of students at "Choreography" Specialty and 6% of those at "Dance Pedagogy" Specialty showed a low level of emotional perception of choreographic works.

It is important to mention two aspects of the emotional perception of the choreographic work by the students.

The first aspect concerns the situation when the student choreographer is a spectator and receiver of a choreographic work of value, staged at a high level of professionalism, and when the student is a receiver of a choreographic staging by another student choreographer.

Table 4. Value (Aesthetic) Appreciation of Popular Scenic Dance

Students	Value (Aesthetic) Appreciation of Popular Scenic Dance		
	High	*Medium*	*Satisfactory*
"Choreography" Specialty	75%	20%	5%
"Dance Pedagogy" Specialty	73%	22%	5%

In the second case, students focus more on the perception of form, movements, conception of the choreographic image, and less focus on the emotional perception of this work. But it is certain that the ability to emotionally perceive choreographic art and also to create a choreographic work that would excite spectators are characteristic of a specialist in choreography.

The aesthetic appreciation of the choreographic work in general, and in particular of *the Popular Scenic Dance*, represents a basic indicator, as well as the emotional perception one, of the choreographic art, referring to the level of value orientations manifestation of the student choreographers. In this respect, all the students mentioned the aesthetic value of the choreography art in general, its role in forming the personality of man, etc. At the same time, each choreographic work apart, regardless of genre and form of manifestation, is characterized by its own aesthetic potential, which can be perceived differently by student choreographers depending on the level of their value/aesthetic orientations.

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3. Conclusions

1. The aspirations of student choreographers towards beauty in choreographic art were also the reason for choosing the profession, but also the reason to produce/create the beautiful. At the same time, we can ascertain that the aesthetic taste of student choreographers from both specialties is very diverse: some enter the essence of the choreographic work and perceive it as a whole, others are inspired by the beauty of the movements in the rhythm with the music or the beauty of the costumes. At the same time, some students prefer popular scenic dance, others gala dance, and some - ballet dance or sport dance. In fact, students' aspirations and preferences for one or another type of choreographic art are largely determined by the initial studies (National Choreography College, Popular Dance Circle, Sports Dance Circle, etc.).
2. Students choreographers also manifest different preferences regarding the genres of popular scenic dance. It is important to note that, in this respect, students determine their preferences not so much from the point of view of the aesthetic value of the respective dance, but in terms of rhythm, movement, music.
3. The emotional perception of the choreographic work represents the dominant variable in the general structure of the choreographic framework of the choreographic art. The peculiarities of the emotional perception of the choreographic work by the student choreographers are related to the following:

- students choreographers can be, at the same time, the consumers of choreographic art as spectators and as professionals (the perception of choreographic art as a way of professional training);
- student choreographers with their own staging also aim to emotionally influence the spectator.

Some student choreographers have mentioned that the professional approach to the choreographic work during the performance becomes an obstacle to the emotional perception of the choreographic work, because the attention is focused on the form, details and not on the aesthetic dimension of the choreographic work.
4. The specificity and artistic value of popular scenic dances also determines the level of their aesthetic appreciation. At the same time, the results show that the student's aesthetic taste directs it towards choreographic works of value. It is known that in this case the aesthetic taste is trained and developed.
5. The following conclusions were drawn in the process of determining the aesthetic value of students' choreographic staging:

- aesthetic values/orientations, characteristic of choreographic art, were not the point of reference in staging their own choreographic works;
- student choreographers were not able to appreciate the aesthetic taste, which was spontaneously formed during the years/during the choreographic activity.

6. Therefore, the esthetic values (esthetic guidelines) are part of the system of human values, alongside moral, professional ones, etc. At the same time, esthetic values are in a continuous interconnection with the other categories of valorization.
7. We mention, that through the choreographic art can be trained all categories of values at different level of manifestation, general human, professional, educational etc. In this context, the *esthetic values* have a special role in the professional training of choreographers and choreography teachers.

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Skills and values in adult education and lifelong learning. Comparing commitments, documents and recommendations at global level

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Abstract

This article has an adult education and lifelong learning orientation and looks at processes, outcomes and documents abbreviated as CONFINTEA, EFA, MDG, SDG, RALE, and RTVET (explanations to follow) in order to identify areas they have in common, where they are aiming at similar objectives, and where because of certain circumstances offer different perspectives. Aspects of knowledge, competencies and skills as well as attitudes and values in these documents will be analyzed. The presentation has a personal touch as it is closely related to my professional biography. During the four decades of being involved in local, national and global adult education, especially with leading positions in DVV International, I have kept an interest in comparative studies for international cooperation as well as global policy making, from my first participation in a UNESCO conference in 1975 on structures of adult education, till most recently in October 2017 for the CONFINTEA Mid-Term Review Conference in Korea.

Keywords: adult education, cooperation, lifelong learning, professional biography, skills, sustainable development.

1. Introduction

There are four main documents chosen for the purpose of this presentation and discussion which derive from recent processes in which UNESCO has played a key role, either directly, or via the UIL (UNESCO Institute for Lifelong Learning), or within the architecture of the wider UN family, thus in cooperation with a broad range of stakeholders from governments, civil society, academia, from national, regional and international contexts, belonging to different frameworks and systems.

Let us look at this from two angels. On the one hand, the international frameworks for action are developed and decided by UN member states following a process of preparation and negotiation on a regional and global level. How later to translate the recommendations and commitments into national level systems and implementation is a process which needs full support and attention by the diversity of country stakeholders involved. However, it seems that it works best where already in the preparatory processes, in the membership of delegations, in consultations with civil society and in broader public-private-partnerships representations of the wider spectrum of the education system and its stakeholders are in place.

A short note on comparison in cooperation may help. In simplified wording we look at communalities, similarities, and differences, knowing that much more in-depth analysis will be needed to identify the causes for being similar or different, and even more so when trying to identify reasons why something is so different. Therefore, we have to be careful in our judgment with only limited and selective insights. To be involved is more than a witness, it can help in understanding, but at the same time it shapes your view and reflection. As such this is work in progress, and maybe more will be found later. The documents could be further analysed in the steadily growing number and availability of official documents, monitoring reports, and statistical data that are in reach via specialized institutions and available via internet.

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Why can we call this work in progress? As Honorary Fellow of the UNESCO Institute for Lifelong Learning (UIL) I try to keep concerned and involved with its priorities and activities. One of my current researches is to look deeper into these four documents, the related processes of identifying and agreeing on indicators, and their monitoring in the decade to come. Another area is what is featured quite prominently as 'Global Citizenship Education', originating as a slogan from the UN Secretary General GEFI (Global Education First Initiative) in 2012. This is now taken forward in a variety of forms as an important component of all educational levels – when it comes to tackle an ever growing imbalanced world, full of war and conflict, inequalities and injustice, environmental destruction and still accelerating impact of climate change.

This interest and concern related to issues of global learning in adult education and cooperation is grounded in roots nurtured by two organisations in which I have been involved ever since the mid-1970s. This started 1975 with my participation in a UNESCO supported *International Seminar on Comparative Structures of Adult Education in Developing Countries* in Kenya, on which I wrote a report for the journal *Adult Education and Development*, published by what today is called DVV International, and which I joined as a full-time professional in 1977. My doctoral thesis on *Adult Education and Development in Tanzania* at the University of Heidelberg was a solid foundational stone, later and till today teaching and researching at so many universities. I served DVV International twice as Director for the institutional management, worked as Country Director in Sierra Leone and in Hungary, and for a final round as Regional Director of DVV International for South- and Southeast Asia based in Laos. In between I was a member of UN Literacy Decade Expert Group, the CONFINTEA VI Consultative Group, and on the German Delegation for the World Education Forum in 2000 as well as 2015. Additionally, I served civil society as a Vice-President for the International Council for Adult Education (ICAE), and the European Association for the Education of Adults (EAEA).

2. UNESCO – Reviewing and Rethinking Education

It should be noted at the beginning that there are major reports supported by UNESCO reviewing the global situation of education, and turned out to be landmarks in their substance of information and reflection. All of them were and still are, at least in the background, important for the processes and documents analyzed as they more or less were looking at education as a human right from a lifelong learning for all perspective. They covered many of the themes in the selected documents, but discussed them in a deep, broad and reflective way beyond the need to provide the consensus that final declarations or recommendations of UN member state meetings require. The reports are also products of their time, and therefore issues related to knowledge, competencies and skills, attitudes and values are seen through a lens of their historical context.

Learning to be: The world of education today and tomorrow, in short the Faure Report from 1972, brought together living and learning: "If learning involves all of one's life, in the sense of both life-span and diversity, and all of society, including its social and economic as well as its educational resources, then we must go even further than the necessary overhaul of 'educational systems' until we reach the stage of a learning society." (Faure, Preamble, quoted in Carlsen, Haddad 2013, 312)

Learning: the treasure within. Report to UNESCO of the International Commission on Education for the 21st Century, in short the Delors Report from 1996, came up with the four pillars of learning as learning to know, learning to do, learning to be, and learning to live together. The Delors Report was based on a wide consultation of stakeholders, including ICAE, and I recall working on its submission titled *Adult education and lifelong learning: Issues, concerns and recommendations* for the International Commission which even included the following statement: "The code of conduct of our profession asks for a lifelong perspective in the training of trainers, teachers, and organizers involved in adult education. They have to update their knowledge, to improve and broaden their skills, and learn to cope with frustrations on the job long before burn-out occurs." (ICAE, 1994, 421)

Rethinking Education. Towards a global common good? was published by UNESCO in 2015 and written in a parallel process reflecting achievements from EFA 2000 to the development of SDG4-Education 2030. It is a concise and concerned text that reflects a number of issues in current global, national and local development, especially related to the right to education beyond the basic level as a common good, and the growing privatization of education. "This discussion, inspired by a central concern for sustainable human and social development, outlines the trends, tensions and contradictions in global social transformation, as well as the new knowledge horizons offered. It highlights the importance of exploring alternative approaches to human well-being and the diversity of worldviews and knowledge

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systems, and the need to sustain them. It reaffirms a humanistic education, which calls for an integrated approach based on renewed ethical and moral foundations. It points towards an educational process that is inclusive and does not simply reproduce inequalities: a process in which fairness and accountability are ensured. It emphasizes that the role of teachers and other educators remains central to foster critical thinking and independent judgment, instead of unreflective conformity." (UNESCO, 2015d, 83)

What those reports have in common is a strong emphasis on the human right to education in a lifelong learning perspective for all which is now captured in the orientation "leave no one behind" of the sustainable development agenda where quality education and related attitudes and skills are set to play a key role.

3. CONFINTEA, the International Conferences on Adult Education

They are excellent opportunities to inform and meet at regular intervals of twelve years to take stock of achievements and lessons learned. The first was shortly after the establishment of UNESCO in Helsingör in 1949, with a post-war message, and CONFINTEA II in 1960 in Montreal was highly influenced by post-colonial thinking. CONFINTEA III in Tokyo in 1972 was most important for adult education in its attempt to become more of a profession; it was followed by the first UNESCO Recommendations on Adult Education in 1976. CONFINTEA IV was at the high time of the cold war, which had ended and was left behind as a political context when in Hamburg 1997 CONFINTEA V created a new milestone for the development of adult education within lifelong learning, and had a strong influence of civil society organisations. (Knoll, 2014)

CONFINTEA VI in December 2009 came up with the *Belem Framework for Action (BFA)* which is a guiding and binding document for the international adult education community today (UIL, 2010 a; Ireland, Spezia, 2014). It happened to be one of the important events in my professional career also as I was invited to join the CONFINTEA VI Consultative Group which had its start-up meeting in the memorable place of the Folk High School of Helsingör. In close cooperation with UIL and the Planning Committee in Brazil the Consultative Group through its international participation steered the whole process of orientation, content, themes, invitation, and management. The Drafting Group later harvested the ideas and suggestions from the plenaries and working sessions, and generated the BFA what was subsequently oriented towards "from rhetoric to action".

The BFA explicitly mentions and calls for "from cradle to grave", and as member of the Drafting Group I recall statements on how important good early childhood education is for successful adult education, and vice versa the importance of adult learning and education for children as parents, teachers, and the majority of society are adults. The paradigm shift to "lifelong, lifewide, and lifedeep" was then even reflected in a name change: The UNESCO Institute for Education became the UNESCO Institute for Lifelong Learning. Numerous documents by UIL followed since then, like the contributions to a Special Issue: The Future of Lifelong Learning (Carlsen, Haddad 2013), inviting also Jacques Delors to reflect on *The treasure within*, fifteen years after.

The BFA points to lifelong learning as based on "inclusive, emancipatory, humanistic, and democratic values", and argues further "that adult learning and education equip people with the necessary knowledge, capabilities, skills, competences and values to exercise and advance their rights and take control of their destinies." The earlier understanding of literacy is now seen as a continuum and a foundational stone for lifelong learning, and it therefore requires "developing literacy provision that is relevant and adapted to learners' needs and leads to functional and sustainable knowledge, skills and competence of participants empowering them to continue as lifelong learners whose achievement is recognised through appropriate assessment methods and instruments". (UIL 2010a, 5)

The BFA called for a monitoring process (national, regional, global levels) based on "clear benchmarks and indicators", by "establishing a regular monitoring mechanism to assess the implementation of the commitments to CONFINTEA VI", and "to produce, on this basis, the *Global Report on Adult Learning and Education* (*GRALE*) at regular intervals". (UIL 2010 a, 9) The most recent attempt to monitor the BFA is the *3rd GRALE*, published in 2016 under the title *The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life.* (UIL, 2016) It is of highest importance as it is based on 139 monitoring surveys from UNESCO member states as a commitment made in the BFA. On a side note: All these monitoring reports are available on the UIL website, a rich resource for further comparative analysis.

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4. SDG4-Education 2030 and the Sustainable Development Goals

The Sustainable Development Goals (SDG) are the most recent culmination of a longer and overarching process. Education for All (EFA) had been proclaimed by the World Education Forum in Dakar 2000. To achieve Universal Primary Education was included in the Millennium Development Goals (MDG) which was the result of the UN Summit in 2000. Both had as a time lime the years 2000 – 2015. A process of post-2015 looking at achievements and challenges for the future finally led to the *Education 2030 Agenda* of the World Education Forum in Incheon in 2015, which in turn was fully integrated as Goal 4 into the 17 Sustainable Development Goals (SDG) of the UN Sustainable Development Summit in September 2015 as "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The other globally agreed SDGs are related to all areas of development, such as poverty, health, gender, inequality, water, energy, work, climate, cities, peace and partnerships, and aiming at people, planet and prosperity. (UNESCO, 2015a)

To bring the different strands together, and to provide sufficient background and a common understanding for the post-2015 process within a lifelong learning perspective, UIL provided a paper *Towards an operational definition of lifelong learning* which proposes: "Lifelong learning is rooted in the integration of learning and living. It covers learning activities for people of all ages (children, young people, adults and older adults) in all life-wide contexts (families, schools, communities, workplaces, etc.) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems that promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels of education in order to ensure the provision of learning opportunities for all individuals." (UIL, 2015, 1) How it is implemented in different country contexts can also be found on the UIL website where they have a special section with examples of lifelong learning strategies and systems from a variety of countries.

The SDG4-Education 2030 goal has 7 targets covering the full sector of education with early childhood, schooling, university, technical training – and all of this in a lifelong learning perspective. Several of the targets in goal 4 are related to skills: In "4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work, and entrepreneurship", and it is therefore "imperative to increase and diversify learning opportunities, using a wide range of education and training modalities, so that all youth and adults, especially girls and women, can acquire relevant knowledge, skills, and competencies for decent work and life". In light of the sustainability agenda special attention should be given to "4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development", and where as indicative strategy it is called for: "Provide learners of both sexes and of ages with opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful, healthy and sustainable societies." (UNESCO 2015 a)

Looking at education, training and learning for sustainable development requires going beyond the traditional view on the importance of mostly technical skills only. Attitudes and values are under estimated and do not play a sufficient role and part in most of the institutions, curricula and programmes. "Critical skills for promoting sustainable development include communicating appropriately and effectively with people from other cultures or countries; comprehending other people´s thoughts, beliefs and feeling and seeing the world from their perspective; adjusting one`s thoughts, feelings or behaviours to fit new contexts and situations; and analysing and thinking critically in order to scrutinize and appraise information and meanings." (UNESCO, 2016, 303)

This has also a lot to do with the question on how to prepare well for increasingly complex situations people live in. Globalisation and digitalization have an impact on sustainability of development and lifestyles. In a recent UNESCO publication on *Education for Sustainable Development Goals. Learning Outcomes* this complexity is taken up in respect to the competencies needed to cope and engage successfully: "There is general agreement that sustainability citizens need to have certain key competencies that allow them to engage constructively and responsibly with today's world. Competencies describe the specific attributes individuals need for action and self-organization in various complex contexts and situations. They include cognitive, affective, volitional and motivational elements; hence they are an interplay of knowledge, capacities and skills, motives and affective dispositions. Competencies cannot be taught, but have to be developed by the learners themselves." (UNESCO, 2017a, 9)

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A few words on monitoring and indicators: How difficult it can be to develop a set of indicators that fit well to agreed targets and an overarching goal could be seen in the post-2015 process. During the last two years those institutions who were in the lead like the UIS (UNESCO Institute of Statistics) and UIL as well as those responsible for regular monitoring like the GEM (Global Education Monitoring Report), those with special thematic interests, or those with education watch functions, they all got involved in an attempt to agree on indicators, which then got annexed into the SDG4-Education 2030 document. But the decision of what finally will be possible to be taken as the global, regional, national, and thematic indicators, caused a heated debate especially as it is argued that for many of them in most countries there are no robust baseline data, even more so when the education goal is considered in the context of all the other 16 SDG.

Knowing More, Doing Better. Challenges for CONFINTEA VI from Monitoring EFA in Non-formal Youth and Adult Education was an attempt to do a secondary analysis of national EFA reports that had featured non-formal education prominently, at a time when CONFINTEA VI was approaching. (Duke, Hinzen, 2008) It captured already an issue that was more intensively discussed almost ten years later when during the CONFINTEA VI Mid-Term Review conference again the need to bring these two agendas and their goals, targets, and indicators closer in a joint monitoring process. But even more important would be a stronger support to all opportunities for adult learning education. "ALE as a key component of education and lifelong learning is critical for the achievement of the SDGs. Therefore, putting ALE and lifelong learning into practice remains critical in addressing global education issues and challenges. However, ALE is not sufficiently articulated in the 2030 Agenda for Sustainable Development and is the least supported link in the lifelong learning chain." (UIL 2017a, 5)

The GEM 2016 *Education for people and planet: Creating sustainable future for all* has a chapter heading called "Lifelong learning as a factor contributing across the SDG`s", which sounds quite positive, but followed by a disillusioning paragraph: "Fulfilling the SDG agenda will require a massive and rapid transformation. As formal schooling systems receive most of the attention, behaviour change – crucial for achieving the SDGs – appear to be neglected. Thus, despite the reference in the SDG 4 goal formulation, the critical role of adult education and learning has been overlooked in the other targets." (UNESCO 2016, 373)

5. RALE, the Recommendation on Adult Learning and Education

This was adopted by the UNESCO General Conference in Paris in November 2015. Actually, this was called for during CONFINTEA VI, as a task in the BFA "to review and update, by 2012, the *Recommendation on the Development of Adult Education* adopted in Nairobi (1976)". RALE starts by pointing at the "significant role of adult learning and education in the 2030 Agenda for Sustainable Development", acknowledges the Incheon Declaration, and enumerates the last three CONFINTEA conferences as important arenas to look at achievements since 1976. In the Preamble of RALE, also the Recommendation Concerning Technical and Vocational Education and Training (RTVET) is explicitly mentioned in order to underline "the relevance of improving technical and vocational education and training … which contains specific provisions for continuing training and professional development". (UNESCO, 2015b, 1)

Four areas of RALE should be mentioned here:

- "Adult learning and education is a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies. Adult learning and education involves sustained activities and processes of acquiring, recognizing, exchanging, and adapting capabilities…
- Literacy is a key component of adult learning and education. It involves a continuum of learning and proficiency levels which allows citizens to engage in lifelong learning and participate fully in community, workplace and wider society. It includes the ability to read and write, to identify, understand, interpret, create, communicate and compute, using printed and written materials, as well as the ability to solve problems in an increasingly technological and information-rich environment. Literacy is an essential means of building people's knowledge, skills and competencies to cope with the evolving challenges and complexities of life, culture, economy and society…

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- Information and communication technologies (ICT) are seen as holding great potential for improving access by adults to a variety of learning opportunities and promoting equity and inclusion. They offer various innovative possibilities for realizing lifelong learning, reducing the dependence on traditional formal structures of education and permitting individualized learning. Through mobile devices, electronic networking, social media and online courses, adult learners can have access to opportunities to learn anytime and anywhere. Information and communication technologies have also considerable capacity for facilitating access to education for people with disabilities permitting their fuller integration into society, as well as for other marginalized or disadvantaged groups…
- …addressing learners' needs and aspirations with adult learning approaches which respect and reflect the diversity of learners' languages and heritage, including indigenous culture and values, create bridges between different groups and reinforce integrative capacities within communities…" (UNESCO, 2015b, 2, 3)

Both documents, RALE and RTVET, have in common that they were drafted in a longer consultative processes of concerned institutions and stakeholders, based on the review and revision of earlier documents. Both were then taken to the authoritative body of UNESCO, the General Conference, where all member states are represented, and then adopted as the new recommendations, replacing the former ones. The most frequent note is to start by "Member States should…" which indicates that they are not legally binding documents that could go beyond the level of a recommendation. CONFINTEA and the earlier EFA and now SDG processes have in common that they are following certain timelines for 12 or 15 years respectively, culminating in a world conference. They set targets that should be achieved, and remind the education and development communities how far they have reached, and at the same time they mobilize to continue.

6. RTVET, the Recommendation Concerning Technical and Vocational Education and Training

This Recommendation is looking at education for work and life also in a lifelong learning perspective, and was adopted in the same UNESCO General Conference in 2015. It had a predecessor with the 2001 *Revised Recommendation for Technical and Vocational Education*. RTVET reflects findings from the 2004 *Bonn Declaration on Learning for Work, Citizenship, and Sustainability* and recommendations from the Third International Congress in Shanghai on Technical and Vocational Education and Training, *Transforming TVET: Building Skills for Work and Life*. The expanded concept, much beyond a limited earlier view on vocational skills runs like a thread through the RTVET: "Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET." (UNESCO, 2015c, 2)

"Continuing training and professional development is a fundamental element in a continuum of learning that equips adults with the knowledge, skills and competencies to fully engage in rapidly-changing societal and working environments. The UNESCO Recommendation concerning Technical and Vocational Education and Training (2015) contains relevant provisions in this area." This point raised in RALE somehow invites to look at both documents almost like twins, and actually none can do properly without the other. One could call it overlapping, but maybe in this context we should see it as reinforcing.

Four areas of RTVET should be mentioned here:

- "TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET…
- TVET contributes to developing knowledge, skills and competencies of individuals for their employment, careers, livelihoods and lifelong learning. TVET helps individuals to make transitions between education and the world of work, to combine learning and working, to sustain their employability, to make informed choices and to fulfil their aspirations…
- TVET contributes to the equality of learning opportunities and socio-economic outcomes including gender equality. TVET creates attractive and relevant learning opportunities for populations of all social, economic and cultural backgrounds. TVET is inclusive and does not tolerate any form of discrimination. TVET contributes to

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developing knowledge, skills and competencies that promote responsible citizenship and democratic participation…

- TVET integrates principles of environmental sustainability and fosters environmental responsibility through the promotion of a critical understanding of the relations between society and the environment so as to promote sustainable consumption and production patterns. TVET contributes to the development of knowledge, skills and competencies for green occupations, economies and societies. TVET contributes to the development of innovations and technological solutions needed to address climate change and to preserve environmental integrity." (UNESCO, 2015c, 2, 3)

It should be noted that especially in the final phase of EFA when it was getting clearer that despite of huge achievements in several areas most of the overall goals would not be reached a number of interesting studies were coming up looking for reasons. That led to a deeper understanding which was helpful in preparing for the post-2015 period that is now covered by the SDGs. This was certainly true for what was commonly understood when talking about skills. Here is one example from Asia-Pacific: "This study uses the term 'transferable skills', as coined by the Education for All Global Monitoring Report (EFA GMR) 2012. The Report defines three types of skills, (1) foundation skills, (2) transferable skills and (3) technical and vocational skills, all of which are required for youth to access gainful employment." It refers to foundation skills, at their most fundamental, as "literacy and numeracy skills necessary for getting work that pays enough to meet daily needs"; transferable skills as "a broad range of skills that can be transferred and adapted to different work needs and environments", and technical and vocational skills that can be considered "specific technical know-how". (UNESCO, 2012, 171-172, quoted in UNESCO 2014, 4)

Reflecting some of the debates in those processes and their outcome documents then from an adult education perspective there still seems to be a much stronger emphasis needed on the adult part of life in the lifelong learning cycle which is by far the longest period compared to childhood and youth, and often outside formal education. "Preparing young people for their entry into the labour market with upfront education and training is only one facet of skills development; working-age adults also need to develop their skills so that they can progress their careers, meet the changing demands of the labour market, and don`t lose the skills they already have acquired. A wide spectrum of full- or part-time adult learning activities needs to be available: from work-related employee training, formal education for adults, second-chance courses to obtain a minimum qualification or basic literacy and numeracy skills, language training for immigrants, and labour-market training programmes for job-seekers, to learning activities for self-improvement and leisure." (Schleicher, 2016, 12)

7. Outlook

The presentation and preliminary analysis of the processes, documents and outcomes that have shaped the policy and practice of adult learning and education in both spheres of life and work for employability and citizenship in a lifelong learning perspective has shown that frequently knowledge, skills and competencies are mentioned whereas attitudes and values are hardly to be seen. This seems to be problematic as skills are not necessarily neutral, and the use of skills should be based on values and attitudes, even more so when implementing a sustainable development agenda where human rights, peace, environment are of key concern.

This is getting more attention than before only slwoly. A classic example is PISA, the OECD initiated Programme for International Student Assessment that started around the mid-90s with pupils around the age of 15 on reading, writing and counting competencies and skills. Now there are preparations under way for the next round of PISA tests in 2018 which will include global competences for the first time. "Global competence is a multidimensional learning domain compassing three dimensions needed to engage in productive and respectful relationships with people from different cultures; knowledge and understanding, skills, and attitudes. It is defined as the capacity to analyse global and intercultural issues critically and from multiple perspectives; to understand how differences affect perceptions, judgements and ideas of self and others; and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity." (UNESCO, 2016, 303)

What is now gaining recognition in PISA should also be reflected when considering a new round of PIAAC, the Programme for International Assessment of Adult Competencies which came up with significant findings on the low level of basic skills, including literacy in a number of the industrialised countries. This was helpful as a number of follow-up initiatives were initiated. What about looking at such global competencies of adults also?

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"The cognitive assessment in the 2018 PISA currently proposed by the OECD aims to build a single scale to test knowledge, understanding and analytical and critical thinking in a problem-solving context concerning a global or intercultural issue… The questionnaire would also include self-reported components on the dimension of knowledge and understanding – for instance how familiar students are with global issues such as climate change and global warming, global health and population growth – and on linguistic, communication and behavioural skills required to interact respectfully, appropriately and effectively with others. Student´s flexibility, empathy, openness to and respect for cultural otherness, global mindedness and responsibility will also be assessed." (UNESCO, 2016, 304)

To sum up I may want to point at four areas which seem to be of highest importance when working on knowledge, competencies, skills, attitude and values:

Policy, legislation, and financing: This is almost like a golden triangle, and only if all three are receiving the same attention it will work. Too often in the past there have been policy papers which are not more than policy on paper without any relevance and commitment for implementation. This is even more so for our sector of adult learning and education, often heavily under-financed, and without legal provision. Legislation for schools and universities are a common practice, but for the adult education sector we have been reading again and again – not needed, too complicated, too diverse, too much non-government. In this respect the new documents are stronger, at least in words. But the situation of education financing is still far away from where it should be. The BFA called for 6% of the GDP for investing into education, which is hardly reached anywhere, and the share for adult learning and education is nowhere sufficient. International support for education is either lacking, or at least too small. The EFA GMR 2015 even states: "The Dakar pledge that no country should be thwarted in achieving the EFA goals due to lack of resources has been one of the biggest failures of the EFA period." (UNESCO, 2015, 279) There is no indication that the BFA, nor the SDG4-Education 2030, has a better future in respect to international financial backing.

Formal, non-formal, and informal: The definition of lifelong learning calls these three different modalities, all of them needed, and actually areas where boundaries are fluid. Often adult education is put into the non-formal education corner, but actually it is more as there are also many aspects that are usually seen as formal, like certificates in testing levels of language proficiency or master degrees in adult education at universities. No doubt, it seems that the growing availability of learning opportunities via the internet due to processes of digitalization will increase the importance of informal education, and at the same time foster integration and building bridges between them.

Recognition, validation, and accreditation: 'Recognition of prior learning' has almost become a statement which needs no further argument. However, on the implementation stage it is almost 'back to square one', unless there are strong institutions and their stakeholders that have at the same time created mechanisms for validation and accreditation of courses, programs, tests, certificates, and all what is around qualification frameworks. Fortunately there are good examples on national level, and the *UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning* (UIL, 2012) were a big step forward.

Knowledge, skills, and competencies: What are the skills needed for the 21st century? This question will continue to be frequently asked and combined with issues related to skills-gap and skills-mismatch in a fast changing environment. Similar points could be raised when looking at knowledge and competencies. The documents and reports discuss and reflect were we are now, and point to the future which is unknown. It is a welcome feature that additionally the required attitudes and values are more often mentioned, even more so when it comes to join activities towards sustainable development.

This journey through some of the important processes on adult education within lifelong learning for sustainable development is coming to an end by looking at the most recent documents from the CONFINTEA VI Mid-Term 2017. It has again a strong biographical touch as I participated actively in and alongside the sessions. The conference report is available by now and it is a rich resource of the breadth and depth of the concerns of issues tabled and discussed. (UNESCO 2017b) The meeting however concluded with the Suwon-Osan Statement which we prepared in the Drafting Group, and got acclaimed by the participants. It has a final call as the last sentence:

"UNESCO, Member States, UN agencies and non-governmental and civil-society organizations, as well as social and private partners, to organize the Seventh International Conference on Adult Education (CONFINTEA VII) in 2021, and to undertake relevant preparatory work. CONFINTEA VII should highlight the contribution of ALE to sustainable development. For this to happen, it is crucial to have the necessary data to report on the progress being made and to support implementation. Therefore, we call upon Member States and partners to provide all relevant information and data on progress made for the preparation of CONFINTEA VII." (UNESCO 2017a)

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Family and Sport: Between Values and Lifelong Learning

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Abstract

The main aim of our study is to reflect on the role of the family as a primary moral and educational agency aimed at promoting sports values in the context of contemporary education. After defining the concept of sport as a set of human values and rights, we will focus on family and its influence on the perception of physical and sports activities in the youth. In this regard, we will show some data regarding this influence collected through a questionnaire administered to a group of Romanian students. After that, we will identify the strategies through which families can promote sports values in daughters and sons. In particular, we will stress the importance of communication as a means and strategy to implement these values and make them lasting and able to change children and young people`s lifestyles by developing new models of health, education, and social coexistence. In conclusion, our study will sketch a possible scheme for implementation and development of sports values in which family, collaborating with other social, educational agencies, acts as a primary lifelong and adult education agency in the context of Romanian and European society.
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Keywords: family; continuous education; sport.

1. Introduction

In recent years, several investigations have highlighted the importance of family and parents as primary social and educational agents who contribute, more than others, to the promotion of sport and influence its perception as a healthy, recreational and competitive activity based on a ludic dimension in young people. Also, the same investigations have shown how family affects massively and permanently, from the earliest age to adulthood, the choice of practicing sports activities in people.

Family plays a fundamental role in the development and implementation of sports education. This kind of education must be seen as a complex socialization system in which the family, coaches and physical education teachers represent the primary educational agents who, working together and through their active involvement, permanently influence young people's socialization and their lifestyles. From social pedagogy and the theory of lifelong learning's point of view, sport has to be seen always as an instrument that is neutral regarding aims and purposes it intends to pursue. Actually, sport in itself does not promote any educational or social value. However, we know that sport has in itself, by its very nature, internal virtues that emerge as an implication of its agonal structure.

The issues dealing with how to extricate these virtues and transform them into permanent attitudes and behaviors in the life of people are investigated by sports pedagogy as an interdisciplinary science aimed to contribute to the lifelong education of people.

This pedagogy is committed to removing the ethical and social ambiguity of sport by identifying not only the primary agents that can promote its virtues but also by developing the methodologies through which such agents can do it in the best possible way. The implementation of ethical and social virtues of sport goes through a set of multiple

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actions in which educational and social agents are primarily involved. In this context, it is evident the fundamental importance of the role and functions of agents such as the family, school, church, associations and sports federations.

One research conducted in Italy and focused on university students have demonstrated that family impacts on the choice of sports practice in young people more than other educational agencies, with a broad influence lasting until the adulthood (Isidori, De Santis, Ramos Echazarreta, 2014).

Studies and researchers, in fact, always show that family influences massively and permanently, from the early age, the choice of practicing or not sports activities in young people. The family plays a crucial role in the development and implementation of sports education as it promotes what is called "social capital" and the social skills that are so crucial for the correct perception and enjoyment of sport by the youth.

2. Family and sports education: between patterns and conditioning

It has been said that the family is one of the fundamental components of so-called "educational triangle of sport" in which the other two main are the school and the coach (Gimeno, 2003). The family represents the educational agent who meets the psychological needs of the human being at any stage of life by providing emotional help, protection, and satisfaction and playing a pivotal role in the formation of values and patterns of behavior, especially during childhood and adolescence. The family is an open system that interacts permanently with all subsystems of society. Family is an integral part of the society and culture: it belongs to it and at the same time influences and conditions the perception of its values. It represents the present and future of the sport as an active form of human education. Actually, it is the family to guarantee the conditions for the full education of children.

In this essential education, sport always plays a crucial role because it helps transform implicit values of sports practice into social virtues that are the prelude to good citizenship and solidarity. In fact, the family as a sub-social system is capable of transmitting the cultural and ethical values of the sport more efficiently than other educational agents. This happens because the family can turn them into concrete behaviors, attitudes and everyday practices in the life of people.

We could say that family "personalizes" the sport by giving each person the principles (which are nothing but "orientations") to later build – in a personal way – the perceived values of sport as a premise for the implementation and putting into practice of its ethical and social "virtues". When family relationships are based on a mutual understanding and favor the positive development of personal sphere, they become valuable means to develop sport as social capital. "Social capital" means a social structure composed of several elements (social relations, communication possibilities, heritage and cultural resources) which are capable of developing attitudes and behaviors of trust, cooperation, and mutual understanding among people. Sport is a fundamental tool that contributes to the development of this capital. But to achieve this, it must be already developed within the family and implemented from values linked to cooperation, friendship, and solidarity. Society, to not to turn into something inhuman and self-destructing, needs to achieve the values of respect, loyalty, friendship, peace, solidarity. All these values must be present in the family's primary relationships.

The social values and attitudes embodied by the family are the basis of secondary social capital represented by networks and associations. Actually, sport represents the possibility of building the first social capital and acting by reinforcing the secondary one. The very contribution of the family to the sport as a social capital comes from the relationship between parents and children and the relationships with all other agents of sports socialization. For the promotion of sport as social capital in the family, therefore, the presence, motivation and parents' interest in it is essential. The absence and lack of interest of parents and adults in the sporting practice of their children within the family determine the structural deficiencies and failure of the family itself as an educational agent of the sport. These interests and motivations whether present or absent, scarce or strong, are closely related to children's success in the sport. "Success" has not to be regarded as significant results in competitions but as a qualitatively consistent sporting practice level and the transformation of the values involved in it into permanent positive behaviors, healthy lifestyle and wellness.

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3. Educational and communication strategies for the involvement of the family

One of the main problems dealing with the relation between family and sport concerns the strategies and intervention to help younger athletes' families have a positive influence on them, reducing or eliminating all factors that can foster a negative climate. Possible interventions that can be implemented at the psycho-pedagogical level can be:

1) To encourage families to participate, together with coaches and managers of sports clubs or federations, in fixing the goals they want to achieve for their children, showing what pedagogical models they intend to adhere and what educational strategies to use.
2) To involve parents in participating as observers and supporters in their children's competitions, comforting them in case of an athletic defeat.
3) To monitor, through dialogic feedbacks, the effective communication of so-called sports triangle (family, trainer, and sports club/federation). This triangle must be established for mutual understanding, support and love.
4) To involve the family in handling and solving problems such as hygiene, food, compliance with a proper rest and sleep regimen, and preventing or rehabilitating any injuries resulting from the training or athletic performance. In this context, the family, along with the coach and the sports physician, play a fundamental role in this prevention and care activities.

Therefore, to adequately involve the family and help it to have a positive influence on the personal and professional development of their children as athletes, it is necessary to build an orientation and tutoring system capable of motivating all the actors within the "triangle" of the sport. The goal of this policy is to provide the young athlete with resources and help her/him develop appropriate skills to successfully cope the complexity of sports life, taking advantage of all the possible benefits coming from the relationship with her/his family. This guidance system should help young athletes interact with the family, making decisions independently and preventing conflicts that can alter their emotional balance between family's expectations and theirs.

The strategies and intervention through which family can contribute to the development process of an active sports triangle need to be studied and deepened through an interdisciplinary research methodology, and there is always a need for a global, never-reducing approach to the problem to identify all variables and factors that can come into play in this process. There always exists a close link between parent actions, motivation and children's interest in sports practice and the extensive network of social relationships that depend on the socialization of both parents and children. To understand the function of the family in children's socialization and its role as primary sports education agent, it is necessary to develop a holistic perspective and approach to the problem.

In young people, the family determines the economic background that influences dispositions, values, behaviors, attitudes, prejudices, and beliefs about sport in the young athlete. In the family and parents, young people find behavioral models, attitudes, and values that will influence the formation of their personality from the earliest age.

Therefore, parents as educational agents affecting the practice of children and youths play a crucial role in what we can call "social sports education." The purpose of this education is to develop the socialization of young people by initiating, motivating and developing in them an interest in sports practice, being it recreational, health-oriented and competitive, maintaining them continuously throughout their life. It is also necessary to consider the fact that the family, with parents representing the core of this cell, contributes both positively and negatively to the development and implementation of sports education programs in the school.

In a nutshell, it is the family, even before the school, the social agent that contributes to the success, failure or total failure of any educational project, and therefore also of sports education. This is because in the family happens the first socialization and often first encounter of children with the intrinsic values of sport synthesized in the fair play. The family, however, to become an active sports education agent, needs to be sensitized and formed to an authentically pedagogical culture of sport: a culture that promotes and prioritizes sports as a form of ethics, community well-being, and social inclusion (Boixadós et al., 1998). The family represents the first scenario in which girls and children can observe the behaviors of their parents, siblings and other family-related adults, influencing the choice of the physical and sports activities model they practice (Mennesson, Bertrand, & Court, 2017).

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Some studies have shown that if a person within the context of her/his family is enthusiastic with to practice one or more sport and this practice is rewarded, it is most likely that such disposition to the sport becomes a permanent habit.For this reason, it is important that when children or teenagers practice a sport, families use a system of educational communication and emotional gratifications or other means to promote this practice, inviting and encouraging the sports participation model (Piech et al., 2016).This is easier and more effective if the parents had practiced sports when they were young and did not experience any distorted experience of sports activities that can cause projection of possible frustrations on their sons and daughters.

Scholars have shown how a sport-oriented environment in which parents propose themselves as a positive and active participation model promotes the participation of girls (Dixon, Warner & Bruening, 2008). Also, the economic variables from family influence the choices related to sport and permanent attitudes of the youngsters towards sport. Families with higher incomes and higher economic availability are those who tend to promote more effectively the sporting practice in their daughters and ensure them the enjoyment of qualitatively better and more meaningful sports activities (Nielsen et al., 2012).

The family as a sports agent is more influential than the peer group and the school. Some studies have highlighted, for example, the importance of parents' influence on both children's preference and interest in certain sports when they are in the family (Siekańska, 2012). Parents influence the choice related to the sports practice in their daughters and sons through:

1) Their communication behaviors;
2) Providing them with the possibility to get access or not to a daily sporting practice;
3) Support and encouragement.

Scholars have shown in their investigations that, in the case of girls, the influence of the family was significant during childhood and continued to have the same level of influence also during adulthood. In these same investigations conducted on young female athletes, it was found that the influence of teachers and coaches was significant during adolescence, while that of peers (in the form of aid, support, and encouragement to sports practice) was important between childhood and adulthood.

The family influences, through communication, both the intrinsic and extrinsic motivation of the youngsters to the sport. The first is linked to the satisfaction of needs and personal interests tied to the sport in the context of a life project. The second one, it is related to social recognition, awards, and individual and social gratifications. Parents always act as a model whose imitation by their daughters and children determines their active involvement or the total rejection of physical activity and sports in the life-course (Canal-Domínguez, Muñiz, & Suárez-Pandiello, 2017).The type of family communication they are involved in influences permanent and lifelong participation of youngsters. This partnership and involvement is a crucial variable for the initiation and consolidation of the habit and the interest in sporting practice by children (Timperio et al., 2013). However, if one wants to transform the family into an active sports educational agent, it is necessary to design, develop and implement (theoretically, methodologically and practically) appropriate actions capable of supporting real policies for promoting the sports education. In this regard, the family must cooperate with the school and all other sports agencies and enhance its leading role within the systemic structure of sports education. Without the recognition of the centrality of the family and its position within the context of sports education, the sport will never become an ethical project, and a means to promote social inclusion.

4. The family and its perception by young Romanians and the strategies to promote sport in their lifespan

A recent research conducted on a sample of 750 young Romanians between 14 and 18 years of age (363 females and 387 males) in rural and urban areas of Transylvania Region in Romania has shown the importance of family as the primary educational agent capable of influencing the sports practice. The Likert-scale based questionnaire aimed to detect this influence on the regular practice of sport and physical activity (level of agreement: 1= at all 2=less; 3= moderate;4=much; 5=very much) has shown the following results:

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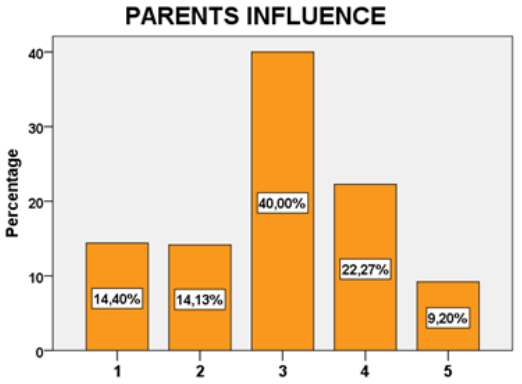


Fig. 1. Parents' influence on sports practice of Romanian children.

Also, some items from the same questionnaire aimed to detect the influence relating to who has influenced more the start of sports practice in the young Romanians have shown again how parents have been more influential than other agents (Codification of answers: A=Thanks to my parents, who have motivated me tojoin clubs, associations or sports circles; B=In the school through the participation in extracurricular activities; C= Through the suggestion of friends who practiced various sports activities; D=Through my physical education teacher; E=Thanks to the sports offered within the town council; F=Thanks to the sports offered at county or national level; G=Other).Compared to other social agencies, parents have influenced in a significant way the choosing of the type of sport and physical activity practiced by the same sample of young Romanians object of the research (A=Parents; B=Brothers or sisters; C=My physical education teacher; D=Another teacher; E=A coach; F=My friends; G=Church; H=Somebody else); see Fig.1, pictures "a", and "b".

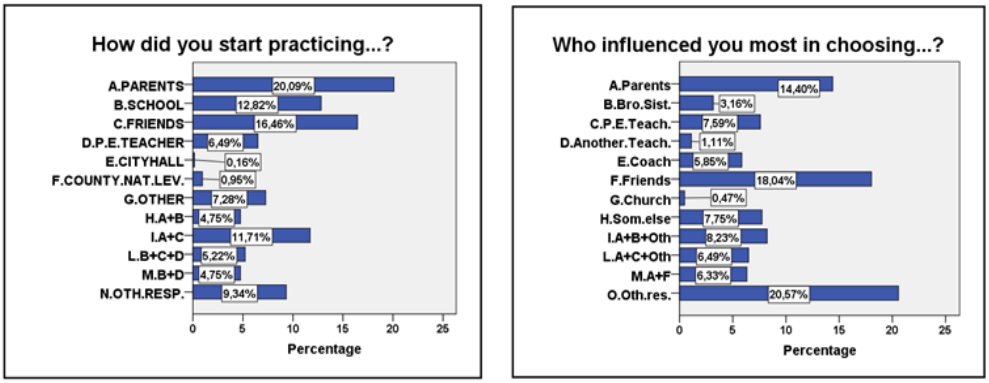


Fig. 2 (a, b) First and second pictures: main influencers of sports practice in Romanian youths

Other data from the same research show how young Romanian males affirm to be less influenced by their parents in their regular physical activity and sports practice. Instead, females state to be profoundly influenced by them. The same happens for boys and girls who live in a rural environment. Compared to those who live in urban environments, most of them think that the influence of their parents on their preference for sport and physical activity has been and is still highly relevant. This shows a trend in line with other investigations (Trussell, 2018).

The results from the regional study we have briefly shown here confirm a general trend of all main contemporary investigations about the high influence of family and parents on the practice of sport and physical activity of their daughters and sons.

As shown by the data presented above, the family is the starting point of sport education policies and needs to be supported through help strategies. These strategies must be aimed to help parents to take awareness of their role as educational agents. Through communication, which we have seen to be the key to solving problems arising from the

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interaction between the components of so-called "sports triangle," it is necessary that parents put into places actions aimed to:

1) Promote sport as a ludic and playful activity and not just as a means to meet parents' ambitions.
2) Acknowledge and appreciate the value, importance, and role of coaches and instructors who devote their time and effort to train their sons and daughters. Parents must never replace them in the function.
3) Help children accept their limits and show them that the energy and dedication to sports are more important than victory. By doing so, they educate their children to what we can call the "pedagogy of winning and losing." Through this pedagogy, the performance in sport, whether it leads to a victory or a defeat, will always be accepted without disappointment or frustration by children.
4) Accept victories and defeats, transforming the latter into a resource and showing their children that achieving the victory in sport is always the result of a long and hard effort based on sportsmanship and fair play. Both must be conceived of as the capacity of facing the challenges from competitions in a peaceful and friendly manner. In this regard, parents must never reproach or diminish their children for their mistakes in the sports competition.
5) Teach their children the self-control and present themselves as models to imitate. For this reason, it is always necessary to give their children positive reinforcements to demonstrate commitment and respect for the rules.
6) Be together with their sons and daughters when they are trained by coaches or instructors and help them achieve realistic goals, letting them feel free to make their individual decisions for their life in full freedom.

Within these strategies, which aim to encourage specific pedagogic and lifelong learning actions, it is essential that sport to be conceived of as an activity that finds its meaning and its reason to exist in fair play and ludicity. Parents must understand that without these two values there will never be any educational value in sport.

From an ethical and pedagogical point of view, ludicity should be considered as the most critical and relevant value in sport. Without this value, sport stops being "sport" and becomes something else that can be harmful to humans. The ludicity (being it both play and game) contains all values to sports excellence. Pedagogy teaches us that play and game are forms of human learning. In the play and game, human beings learn and evolve by interpreting different roles. The play and game give human beings the possibility of taking other points of view on the world and others. The fundamental feature of sport as a "game" is to be characterized by rules and norms associated with human values and respect for the person. The objective of sports ethics and education is to monitor and promote such a dimension in any context in high-level and professional sports. Teaching the parents of young athletes the value of "pedagogy of ludicity" is one of the enormous challenges that characterize the social and lifelong pedagogy of contemporary sport. In this regard, the social pedagogy of sport must be transformed into a family and socio-educational project of sport.

The involvement of the parents in the educational project of sport developed by the school or other educational agents make the lifestyles, moral habits, values and virtues of children/young athletes more stable and lasting. The lack of collaboration with the family often makes ineffective the whole educational project that the society intends to implement through sport for the new generations.

The effectiveness of this project depends not only on the level of interaction and collaboration achieved by traditional educational agents (firstly, the family and school) but also by the ability of social agents to become educational agents of sport within the lifespan. Among these educational agents there are mainly:

1) Associations, clubs, sports schools that promote recreational and competitive sporting activities. These agents are growing in importance in the sports education of young generations and seem to be more influential than public system education.
2) Mass media, which nowadays play a fundamental role in the transmission of the values of sports practice and socialization. Their importance in socialization as educational agents has been growing in recent years due to the diffusion of new communication technologies.
3) The peer group, which plays a significant role in the socialization of young people, children and girls, both as regards the construction and diffusion of the meanings attributed to sport in youth culture as well as its practice.
4) Spectators and fans who create pressure groups and influence the perception of young people's cultural models and values regarding imagination, ideologies, attitudes, beliefs, and behaviors.

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5. Conclusion

Social pedagogy, along with family, provides precious help in implementing the socio-educational and political project represented by sport in our society. Sport is a tool that the family can use for educating children and transmitting social values. It has not to act as an obstacle to the development of those values. It is, therefore, necessary for the family and parents to understand that sport is at the service of their sons and daughters and not the other way around. Social pedagogy must make parents aware not only of their educational role, but also enforce their children's right to practice sport by learning from what the "pedagogy of losing" without any psychological pressure (Romans, Petrus, & Trilla, 2000).

We are convinced that, as we have said before, an adequate communication based on educational values could reinforce the sports socialization in children and foster a positive experience of sport as a set of values for the lifelong learning. Also, this communication led by family can structure a system of values and strategies capable of helping the child to achieve her/his success in sport. Family fosters so-called "sports triangle". Moreover, it is the family, although it is the main sports education agency, to be responsible for the ethical and educational distortions that often can affect the sports practice. For this reason, it is only by intervening on it, involving the family in an efficient communication system with all other sports promotion and educational agents, that one can aim for transforming sport into a human practice bearer of educational and social values within the lifelong learning of everyone.

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Analyzing the Types of the Values in the Books Written for the Preschoolers

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Abstract

Early childhood is a critic period when the basic values are acquired in line with the other developmental domains as the physical, cognitive, psychomotor, and social-emotional and language develop, as well. The basic values gained in this period also shape the children's characters in the future. It is believed that values taught in preschool period develop ethical judgment of an individual and employ values such as friendship, sharing, collaboration, responsibility, respect and honesty. It is also quite important to teach the values to the preschoolers in a specific context by instilling in the story books in this period. In this descriptive study, firstly, the research made on value education of the preschoolers is detected. Secondly, the common values are determined and collected from the researches in Turkish context. Thirdly, the values determined are searched in the story books for the preschoolers. Fourthly, the rate and the types of the values taken place in the story books written for the preschoolers are detected and scrutinized. 30 story books 15 books written by the Turkish authors 15 books by foreign authors are analyzed and compared regarding values taken place. As a last remark, some suggestions are made to the teachers and the parents about the importance of the values and values education

Keywords: Preschoolers, Storybooks, Values education, Turkish context, Basic values.

1. Introduction

Values are the effective cultural tools which shape the elements around the point of view of individuals, members of a community that holds together in the society in which they are universal and ethical. Value education helps people to develop values and should be the part of formal education to help children gain more universal human mind (Doganay, 2006; Kirschenbaum, 1995). It is crucial for the children at early years to develop universal basic values. Values education starts from families and continuous at schools with the help of teachers and educators. Therefore, families, teachers and educational programs are crucial for values education. The preschool period is a critical period for the formation of children's personality. Therefore, the foundations of personality and moral attitudes are laid in this period. S/he learns mother tongue, love, respect, tolerance, responsibility and customs, good or bad values from their family, from the people around him. As a social reality, every family tries to transfer their values to their children. Both education and value education have an important place in the children's' acquisition of ethical behavior.

It is known that a good moral character does not form itself. It requires the child to learn, guide, direct and face appropriate role models. It is only by educating the students who gain the knowledge and skills that they will not lose their values while adapting to the rapidly changing world that can sustain the development and survival of the society. We need some vehicles to attain this process. The child literature is one of the real effective tools to attain this aim. For this reason, literary work has a target volume which conveys a message to the audience. Children's literary products can be used as a vehicle usually to teach to the children behavior patterns and the rules that must be observed

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in society; to gain values such as love, respect, goodness, honesty and help. In summary, the aim is to prepare the child for his or her life. Therefore, every child literature written for this purpose is devoid of product-related messages and is trying to get a place in the child's world (Arseven, 2005: 42). There is abundance of research made on values in early period of the children. Illustrated story books have previously been investigated in various aspects (Turan & Ulutas, 2016, Işıtan, 2014, Kepenekçi and Aslan, 2011, Akyol, 2012, Gönen, Uludağ, Tüfekçi and Tanrıbuyurdu, 2014). However, There is hardly ever any research on the subject of the features of the most frequently used picture story books used by teachers in kindergartens, the educational environments in terms of illustrated story books, the availability of education for teachers' illustrated story books and the provision and use of them. According to Samur (2011), the value education program has contributed positively to children's sense of well-being, readability, social confidence, social and emotional development, and a remarkable increase in their scores. By the results obtained from the research of Nesliturk (2013), it can be said that the mother values education program is effective on children's social skills scores such as communication, cooperation, responsibility, empathy, self-expression, acting with group, self-control. In the study, it is deduced that preschool teachers think that priority should be given to respect, love, sharing, tolerance and assistance values in preschool education (Erkuş, 2012). As a result of the research of Cevherli (2014), religious and moral education in pre-school education institutions should be determined as a field of education and the experts in the field should prepare programs suitable for their ages. Sapsağlam (2015) has conducted a study that examines the effect of the social values education program on children attending the nursery on the social skills of children. It has been determined that a positive effect on the social skills achievement of the children attending the kindergarten of the Social Values Education program in this direction. Additionally, Ipek (2014) found that the value education program for five-year-old children who were continuing to pre-primary education institutions positively changed the social and emotional adjustment levels of children. Apart from this, Bayram (2014) taught through Montessori Method to bring important values to children such as love and peace, respect, responsibility, justice, helpfulness, trusting, tolerance, honesty, humility, hard work, perseverance and patience. Erikli (2016) conducted a survey to examine the effects of pre-school values education programs for the children who are attending to the primary purpose nursery program on values of respect for children, responsibility, honesty, cooperation, sharing and friendship. Besides this, Ada (2016) conducted a research that examined the effect of creative drama on intentional early childhood values education. Moreover, Temur and Yuvacı (2013) conducted a research on examining selected values and activities from pre-school value-added schools. It is the teachers who carry out the value education to be the model for the children and try to do them as they tell them. This situation is seen to be effective for children. According to Ogelman and Sarikaya (2014), in a survey to reveal the opinions of preschool teachers about their values education, the first three values that can be easily attained for children are listed; respect, responsibility, love comes from the most difficult to be earned, fairness, justice, patience comes. The domestic and foreign production lines are the most favored watched films in Turkish television teaching values to the children in the study conducted by (Sevim, 2013). Pekdoğan and Korkmaz (2017) said that teachers taught the children the most love, help, tolerance and respect values in a study examining the teachers' opinions on the education of values given to the children of 5-6 years old. Dawn, Yuvacı and Şirin (2013) pointed out that Behavior Enhancement Centered Learning Method is effective in attaining behavior in children. Additionally, Atabey (2014) found out that "Social Values Education Program" is effective in the social values of children and its effect is quite permanent. Long and Köse (2017) stated that pre-school teachers want to organize in-service training seminars and course-type studies on value education, and some measures like duplication of materials to contribute students' values, reduction of crowded classroom presentations, and emphasis on family education should be taken.

"Emotive time intervals" or "magical years of life" are very important for the children in terms of the assimilation of the information for about 70% obtained in the preschool period and in the whole life of the child. At this point, in this age, the story is of utmost importance in the information and values read and communicated to them in the reading center in preschool institutions. At this point, how the socio-cultural and moral values to children are presented in both the domestic and translated storybooks abroad is quite important to examine.

The aim of this study is to compare the values depicted in the story books written by foreign and Turkish authors read in Turkish language activities in preschool preschools in the book reading centers of the preschool institutions.

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2. Model

This is an explanatory type of research work which will be conducted in inductive method. As statistical data is not its main inputs, it is a study of qualitative approach that has used secondary source of data materials through content analysis. The data was collected from the story books written for the children by domestic and foreign authors, journal articles, and books. The survey model is a research approach aimed at describing in the past or as if an existing situation exists. In this model, it is defined as an event, an individual or an object, which is the subject of the research, as it is within its own conditions. No attempt is made to alter or influence them in any way (Karasar, 2010: 77).

First, ten values were defined as "***love, respect, friendship, cooperation, honesty, responsibility, tolerance, happiness, cooperation, justice***" as to what values were taught in preschool institutions from related researches and UNESCO (2005) list of values. Then, it was compared how these values are found in children's reading story books, 30 story books; 15 works written by Turkish authors and 15 translated story books from the library of a pre-school institution were included in the research by randomly. Survey model was used to examine the values that are discussed in selected stories and the elements related to these values.

2.1. Data collection

The necessary data for the research were taken from the Elementary School preschool library in Şanlıurfa province. The stories written by foreign and Turkish authors were analysed by content analysis and 10 values determined by the investigated researches and UNESCO values list were coded with 15 translated and 15 domestic with the total of 30 story books randomly selected by content analysis techniques. The values of the mentioned 30 story books were examined, the ways of giving values were determined, and the stories written by foreign and Turkish writers were examined comparatively.

3. Findings

The following table shows how many times the values of "***cooperation***" are repeated with the expressions of "help, help, help" in the examined stories. Apart from this, examples given in the tables emphasize the value given.

Table 1. Frequency of the value "***cooperativeness***" in translated and homemade story books

Home-made national stories	Translated stories
*... "I should **help** you," he thought.* *... the pink rabbit was crying and yelling "help!" (Hedgehog Piko)* *... Mothers decided to **help** (Fog).* *... who wants to **help**? ... ü-ürü! You see I feed my stomach. (Who?)* *I cannot **help**, "he said. ... find yourself another **helper**, he barked. (Kim?) ...*	*While the little boy was **helping** the kitchen while cleaning his mother's fish. (The match Girl)* *... the animals thanked Sinco very much and gave him the name "Sinco". (Sinco Playful Squirrel)* *... The finger boy wanted to **help** his family with these magic boots. (Tom Thumb)* *... **helped** them to go to the shore against a beautiful swan, who pity them (Hansel and Gretel)*
24	**8**

When the stories are analysed, as in the table, 24 % of the "**help**" values in the homemade stories are expressed, while in the translation stories this rate is 8 %. Despite the fact that the value of "**helping**" is not spoken verbally, these values are included in the emphasizing sentences indirectly. Example: "*... if you are hungry, I can tell you where to find delicious insects*. (Fox and Grapes) "," *... I carry a little bit of that mine*. " (Friends of fox).

The following table shows how many times the values of love are repeated with the expressions of "love, love, love" in the examined stories. Apart from this, examples given in the tables emphasize the value given.

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Table 2. Frequency of the value "***Love***" in translated and homemade story books

Home-made national stories	Translated stories
*... these **lovers** of people were attracted to other vehicles (Abdominal Pain of Yellow Vosvos).* *... on a sunny, warm mother's day, an unhappy happiness is shared with **love** (Mother's Day* *... the mothers **love** all their children... (Brotherly Love)*	*... they cannot stand to suffer for **loving** it (Beautiful and Ugly)... they always looked forward to seeing their **favourite** park (Mrs. Bug and Mr. Bee)* *... he **liked** blue ice cream (Cute Dwarf)* *... "my **dear** little boy," he laughed in his bosom (Ugly Duckling)*
30	**14**

When the stories are examined, the value of "***love***" in home-made stories is expressed as 30 % as in the table 2, whereas in the translated stories this rate is found as 14 %. Despite the fact that the value of "***love***" is not spoken directly, these values are included in the emphasizing sentences. Example: ... beautiful, she realized she was in ***love*** with her. They ***kiss*** each other. (Beautiful and Ugly) "," ... the mother rabbit immediately ***hugged*** and ***sniffed*** and ***kissed*** her. (Mother Rabbit and Little Puppy) ".

The following table shows how the "***respect***" values are repeated with the words "respect, count" in the examined stories. Apart from this, examples given in the tables emphasize the value "***respect***".

Table 3. Frequency of the value "***Respect***" in translated and homemade story books

Home-made national stories	Translated stories
*... I said, I like this because of my **respect** for you. (Friends of fox)* *... the swallow wants to warn once again those small birds who have no experience, never experienced **respect** (Traveling Swallow and Little Birds).* *... the young swallows pay the price of not **respecting** the wisdom and experience with their freedom (the traveller swallow and the small birds).*	*... "the **respected** lion," said the giraffe, who began to speak (Leo and Mosquito)* *... **master** dwarf, my deputy, please ask the experts? Is it better to buy yellow ice cream or red ice cream? "(Charming Dwarf)*
3	**2**

When the table is examined, it is seen that 3% of the home-made stories have a value of **respect** and 2 % of the translated stories have it. It shows that the value of respect is almost the same both in the domestic and the translated stories as such "*... we apologize, sir. But we need to talk to you.* "

The following table shows how many times the friendship value is repeated with the expression "***friend***" in the stories examined. Apart from this, examples given in the table emphasize the value "***friendship***".

Table 4. Frequency of the value "***Friendship***" in translated and homemade story books

Home-made national stories	Translated stories
*... do not share a lot with your **friends**? ... one day a classmate from school joyfully entered class (Sibling love)* *... the ears of the ears are many **friends**. ... all of them were **friends** with wheat. (The Advent of Wheat)* *... puppy Minnosh is thought to be **friends** with the greyhound by this close (Mother Rabbit and Little Puppy)*	*... along with my **friend**, we had a terrible way to lion down as we were on the road in time (Lion and Rabbit)* *... your **friends** are so understanding that they are happy with the talented gazelle (Sinco Playful Squirrel).* *... they have become very good **friends**. (Beautiful and Ugly)* *... and then went back and bragged to his **friends** about those who passed by. (Leo and Mosquito)*
17	**22**

When the stories are examined, as in the table 4, the friendship value in the home made stories is expressed as 17 %. as in the table 4, whereas this rate is 22% in the translated stories. Although the value of friendship is not

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determined directly, it is emphasized indirectly on this value as in the examples "*... they invited all their friends in the forest to their weddings and they were always happy.*" (Snow White and the Seven Dwarfs), *"... can I play with you?*" said Marley (Mrs. Bug and Mr. Bee).

The following table shows how many times the ***cooperation*** value is repeated with the expression "***cooperation***" in the stories examined. Apart from this, examples given in the table emphasize the value "***cooperation"***.

Table 5. Frequency of the value "***cooperation***" in translated and homemade story books

Home-made national stories	Translated stories
*They had a nice job section **between them** (Mik and Rob) ... they gathered all the garbage **together** (together with the lecture given at the picnic) ... **together** they started looking for the octopus*	*... each animal **had a mission** in this forest. (Sinco Playful Squirrel) ... we **made a business section** on the farm ... (Sinco Playful Squirrel) ... looked at the nuts pockets and nutrition pouch **together** (Naughty Hazelnut)*
2	**1**

When the stories are examined, as in the table 5, the ***cooperation*** value in the home made stories is expressed as 2 %. as in the table 4, 1 % in the translated stories almost the same as emphasized *"... forest workers and children work hard* ".

The following table shows how many times the ***happiness*** value is repeated with the expression "***happiness***" in the stories examined. Apart from this, examples given in the table emphasize the value "***happiness"***.

Table 6. Frequency of the value "***happiness***" in translated and homemade story books

Home-made national stories	Translated stories
*... I am so **happy**. ... but my friend was very **happy** (Sibling Love) ... they said that it makes us **happy** to see you **happy** (Baby seal)* *... the mother and the baby rabbit were so **happy** that their **happiness** would make the other animals in the paddle worse. (Mother Rabbit and Little baby)*	*... and the lead soldier was very **happy** to have the ballerina girl again. (Lead Soldier)* *... Cotton princess was very **happy** when she accepted this proposal (Snow White and Seven Dwarfs)* *... they all lived together very **happily.** (Hansel and Gretel)*
8	**8**

When the stories are examined, as in the table 6, the ***happiness*** value in the home made stories is expressed as 8 %. as in the table 6, and is 8 % in the translated stories almost the same. Although the value of ***happiness*** is not determined directly, it is emphasized indirectly on this value as in the examples *"... when the frog saw him, he gladly got rid of him and tasted the sun*. (Mosquito with Leo) "," ... August beetle is always cheerful. " *... the fingers laughed at them while the others were afraid.* ", " *... they joyfully embraced their fathers and told them what the finger kid had done.* " " *... rushed into the house with joy.* "(Finger Kid).

The following table shows how many times the ***responsibility*** value is repeated with the expression "responsibility" in the stories examined. Apart from this, examples given in the table emphasize the value "***responsibility"***.

Table 7. Frequency of the value "***responsibility***" in translated and homemade story books

Home-made national stories	Translated stories
*This is what our **task** is, Mrs. Fuk ... (Baby seal) ... is it y**our job** to prepare breakfast? (Mother Day). if a person **does something important**, she forgets all her troubles. Do you want your son to get rid of his annoyance? So **give him a job**. (Şehzade ile Bilgin) - - -*	----------
9	**--**

In the table 7, the value of ***responsibility*** is not verbally expressed in home-made and translation works. Although, "***Responsibility***" is mentioned indirectly as in the examples in the table 7 in home-made story books it is not

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determined either directly or indirectly in the translated stories. It is found that the left of the values included in the value list mentioned above like ***tolerance, honesty***, and ***justice*** are not emphasized either in home-made or translation story books.

4. Conclusion and Discussion

Children are extremely important individuals in terms of the future of society. Therefore, the books written for children should be carefully prepared. Educational values in the books should be focused on positive contributions to the child. It can be said that books in the level of pre-school and first level of primary education aim to educate children in general, when the values are in the context of children's literature. In the light of this information, the 10 values examined in the home made stories were emphasized 84 times as verbal expressions in total, while they were repeated 51 times in the translated stories.

While the highest value of ***love*** (30) is handled in the home made stories, it follows the values of ***helping*** (24), ***friendship*** (17), ***happiness*** (8), ***and respect*** (2). Although the value of ***responsibility*** is not expressed directly, it is emphasized 9 times on this value. The expression of ***tolerance*** is not expressed verbally; nonetheless, it was mentioned 2 times indirectly in the story books. Erdal (2009) explained that the most frequently discussed topics in children's books are ***industriousness, doing good, helping others, cooperation, knowing the worth of their hand, obedience, being clean and loving animals***. When all of these are handled one by one, they are confronted as essential values that a human being must possess. The researchers (Tillman & Hsu, 2000; Uyanik Balat et al., 2012) also stated that children should be taught universal values such as ***respect, love, peace, honesty, love of nature, responsibility, cooperation, peace, tolerance***. In line with this, in their researches (Pekdoğan, & Korkmaz, 2017), values of ***love, respect and tolerance*** are among the most taught values. Furthermore, Günindi (2015) analysed the ***love*** perceptions of preschool children via their drawings and observed that they portrayed elements like family members, friends, flowers, balloons, clouds and hearts concerning the value of ***love***. Due to the fact that these basic values are taught to children in early childhood years is important for the child's future years to be productive by supporting the instinct of self-regulation, self-regulation, self-expression, development of creativity, curiosity and learning instinct. The teachers first think of teaching values in education as ***respect, love, tolerance, responsibility, helping, honesty, cooperation and courtesy.*** They are in the favor of the first three values that can be easily attained to children; ***respect, responsibility, love, tolerance, sharing, honesty, cooperation***, as the children have in their inner capacities and their families (Ogelman & Erten Sarıkaya, 2015). Furhermore, Şahin (2017) put forward that children respectively acquire ***friendship, sharing, collaboration, responsibility, respect and honesty*** values in addition to this, test scores of the girls are significantly higher than those of the boys. In line with this, Erdal (2009) also suggested that every individual should see ***love, tolerance, respect, righteousness*** as part of the personality of benevolence, which constitutes a kind of goodness. It is very important for people to be aware of their talents and beauties in terms of self-confidence.

The value ***cooperation*** is expressed only once directly, while it was mentioned 8 times indirectly in the story books. In the study Viadero (2003), stated that children's problem behaviors were reduced and academic achievement increased in the class of values education program involving ***cooperation, responsibility, empathy***, etc.,

Although the values of ***justice*** and ***honesty*** are important part of the values in the value list, there are no expressions that emphasize these values. Ogelman & Erten Sarıkaya (2015) explained that children can be most difficult to gain are loyalty, justice, patience, empathy, sacrifice and national values as they are associated with their abstract nature, the developmental characteristics of children, and the lack of material that can be reinforced.

While the value ***friendship*** is mentioned (21) times, it is followed by ***love*** (13), ***happiness*** (8), ***assistance*** / ***help*** (8), ***respect*** (2) and ***cooperation*** (1) times in translated story books. The values of ***responsibility, honesty, justice,*** and ***tolerance*** were mentioned by neither direct nor indirect expressions. Some researchers are of the opinion that "responsibility" value is among the values to be acquired by preschool children (Atabey & Ömeroğlu, 2016; Neslitürk, 2013; Sapsağlam, 2015). In addition to this, the values of ***honesty, benevolence and sharing*** were told to the nursery school children and then the children could draw the main theme and the characters after a discussion process (Bacigalupa, 2005). Helpfulness is an important form of behavior in children's books in which children often find goodness to do well, "giving the children a favor". Erdal (2009) stated that helping what is in trouble is a virtue that good people have while arrogant heroes in children's books often fail in what they claim to be superior. So the humble person is exalted. Books that emphasize the evil of self-consciousness end with the fall of the self-sacrificing hero.

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Oruç (2010) also emphasized the fact that children take responsibility to better understand and internalize values contributes to their moral value development. Responsibilities are effective in internalizing values. He continued that the values that exist at the level of knowledge without the responsibility are not long term. Moreover, it was found in the study that the lowest average score is values of honesty, respect and responsibility. Therefore, the study largely have parallel outcome with the studies carried out on values that can be gained children and that are hard to gain them in the research literature (Şahin, 2017). Contrarily, examining both visual and verbal findings in the study, Sapsağlam (2017) observed that children in the age groups of three, four and five visually and accurately expressed "***responsibility***" value via both their drawings and concepts by concerning "***responsibility***" value had a positive content

As a result, the values selected in home-made stories are not mentioned directly they are emphasized indirectly except ***justice and honesty***. It is found out that the value mentioned directly is not emphasized indirectly and there is no expression to associate with it in any part of the in translated story books. As a concluding remark the values in the list are mentioned and emphasized more frequently in home-made story books than translated story books. Furthermore, value levels can be increased by preparing education programs towards value education just by revising and focusing on the books written by local and foreign authors in schools. Families are the first source of information so they should be careful about their behavior and attitudes as children see them as a model. Cooperation within families and teachers is very important for the thing that affects the children most is what the teacher does in classroom. Therefore, Educational programs for parents can be prepared to contribute to the increase children's value level.

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Personality Traits and Emotional Intelligence in Adult Education

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Abstract

This study aimed to investigate the relationship between the five personality traits (Costa & McCrae, 1992) and the levels of emotional intelligence (Bar-On, 1997) in order to draw some conclusions that would benefit adults who want to increase their job performance in terms of soft skills. Our exploratory focus was also motivated by the scarcity of studies on these issues in the Romanian context. The results revealed that introversion-extraversion factor influences the level of emotional intelligence, that there are differences between the extremes of the big five dimensions due to different levels of EI; that there is a correlation between the extraversion and consciousness factors and EI; that personality factors interact among them to influence the levels of emotional intelligence. The findings may be used to teach adults how to understand themselves better, to train leaders to understand their personnel and the dynamics of their group.

Keywords: emotional intelligence, personality factors, adult education, soft skills.

1. Introduction

If young learners are ready to learn whatever the school says they ought to learn (by means of pedagogy), adult learners become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems and in order to achieve their full potential in life (by means of andragogy) (Knowles, 1970). Nowadays one of the skills an adult is aware one should master in order to achieve better in one's job is soft skills, that is to increase one's emotional intelligence, a combination of interpersonal and intrapersonal intelligence (Gardner, 1983) and also to prove traits of personality like extraversion, agreeableness, conscientiousness and openness to experience that would recommend one as a good co-worker or team leader.

2. Literature Review

2.1. Emotional Intelligence

Emotional intelligence is a relatively new and quite controversial concept. Salovey and Mayer (1990) were among the first authors who suggested the term emotional intelligence to refer to the ability of a person to deal with his or her emotions. They defined EI as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). Later, the same researchers defined EI as a set of interrelated skills that can be classified within the following four dimensions: "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." (Mayer & Salovey, 1997, p. 10). One of the latest definition in the domain refers to EI as being an ability to deal with oneself but also with others: "EI describes ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups" (Serrat, 2017, p.330).

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The multiple implications in humans' lives: family, profession, relationships that EI has make it extremely important to any person. Adults' daily activities imply physical and psychological efforts that increase men's stress that generate feelings of anxiety, problematic relationships with others. So, Mayer & Salovey (1997) mention EI as being important because it helps people empathize with others and have healthy relationships. Bagshaw (2000) states that emotional intelligence contributes in a positive business improving teamworking, customer service and the managing of diversity. Clarke (2006) underlines the importance of soft-skills training in the workplace. Also, research examining the utility of emotional intelligence in predicting effective leaders is gaining momentum in psychology. Emotionally intelligent leaders are thought to be happier and more committed to their organisation (Abraham, 2000), achieve greater success (Miller, 1999), perform better in the workplace (Goleman, 1998a,b; Watkin, 2000), take advantage of and use positive emotions to envision major improvements in organizational functioning (George, 2000), and use emotions to improve their decision making and instil a sense of enthusiasm, trust and co-operation in other employees through interpersonal relationships (George, 2000).

Being such a complex and required type of intelligence people asked themselves whether it can be taught and learnt. Mayer and Salovey (1995) were of the opinion that emotionally intelligent individuals are "more likely to have been raised by socioemotionally sensitive parents" who encouraged them to communicate and discuss feelings, to be non-defensive, to be able to cope with emotions effectively, to have more moral or ethical responsiveness, to involve in social problem solving, to grow as leaders and experience spiritual feelings. Still, this critical personal resource can be improved through appropriate coaching and training. For example, Slask & Cartwright (2003) found that training resulted in increased EI and improved health and well being. It is considered that personality traits should be also taken into account when training an adult to become more emotionally intelligent.

2.2. The Big Five Personality Traits

When specialists define personality, they tend to use terms that refer mainly to the traits of personality, trying to comprise them in as few dimensions as possible. Still, Allport (1931) mentions that psychologists should not mistake personality for its traits and also, traits of personality should not be confused with qualities or quantities of intelligence, physique, or temperament.

As stated above, specialists (Allport, 1937; Cattell, 1943; Fiske, 1949) have always asked themselves what are the basic dimensions of personality, the most important ways in which individuals differ in their enduring emotional, interpersonal, experiential, attitudinal, and motivational styles. This is how researchers (Tupes and Christal, 1961; Norman, 1963; Eysenk, 1964; Goldberg 1990; Costa & McCrae, 1992; Wiggins, 1995) attempted to construct a five-factor model of personality that is a hierarchical organization of personality traits in terms of five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience.

Neuroticism represents the tendency to exhibit poor emotional adjustment and experience negative affects, such as anxiety, insecurity, and hostility. Extraversion represents the tendency to be sociable, assertive, active, and to experience positive affects, such as energy and zeal. Openness to Experience is the disposition to be imaginative, nonconforming, unconventional, and autonomous. Agreeableness is the tendency to be trusting, compliant, caring, and gentle. Conscientiousness is comprised of two related facets: achievement and dependability, this type of people being well-organized, focused on work, with a strong consciousness.

Big five has a variety of applications among which we mention: vocational interests- career related; health and longevity; psychiatric diagnosis; psychological treatments. One of the most popular applications of the five-factor model has been in the area of job performance, in which many meta-analyses have been conducted (Anderson & Viswesvaran, 1998; Barrick & Mount, 1991; Hough, Ones, & Viswesvaran, 1998; Hurtz & Donovan, 2000; Robertson & Kinder, 1993; Salgado, 1997, 1998; Tett, Jackson, & Rothstein, 1991; Thoresen et al., 2004) whose results are of great importance in research and practice in personnel psychology, especially in the subfields of personnel selection, training and development, and performance appraisal. Taking into account that there are some personality traits that are more required in certain jobs, scholars asked themselves whether it is possible or not to improve some of a person's personality traits. Though some researchers (Costa & McCrae, 1988; Digman, 1989) consider that the Big Five personality traits are heritable and stable over time, McCrae and Costa's (1999) state that these same traits are the result of the dynamic mixture between endogenous basic tendencies and external influences (e.g., cultural norms and expectations) and therefore, conclude Roberts et al. (2006) can be changed over time. This is also assessed by the

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new findings in neuroplasticity that affirms that training produces changes in the brain. Kempermann (2002) also states that a sustained active and challenging life can diminish the neuronal aging even if stimulation started at medium age. So, both emotional intelligence and some personality traits can be learnt and improved in adulthood through training.

3.Methodology

3.1. Objective

The present paper aims at measuring and interpreting the relationship between emotional intelligence and the five personality traits in order to extract some conclusions that would benefit adult education for people who want to increase their job performance in terms of soft skills. Our exploratory focus was also motivated by the lack of previous research on these issues in the Romanian context.

3.2. Sample and procedure

The subjects in this study were 235 students, 55% male (130) and 45% female (105), with ages ranging from 20 to 23 (M=22.35, SD=1.71). The participation in the research project was entirely voluntary and guaranteed anonymity. The adult student subjects completed the paper-and-pencil questionnaires with instructions given in writing.

3.3. Research Tools

The NEO PI-R scale. For assessing the five personality traits there was used the big-five scale NEO PI-R (Costa & McCrae, 1992) that was translated into Romanian, presented to 5 experts for validation and then checked its internal consistency. The results were alpha-Cronbach=0.7758 for the general test and α-Cronbach for all the five factors: Extraversion (α=0.77.92), Consciousness (0.6693), Nevrotism (α=0.5958), Openness (α=0.5712), Agreeableness (α=0.5901), all values bigger than 0.57. Respondents answered a seven-point Likert scale, where 1= "very"+ one adjective that describes one extreme of the five factors and 7="very" + one adjective that describes the other extreme of the same factor. 7 items were assigned for each factor, a total of 35 items for the whole test.

The Emotional Intelligence Scale. The present study used the EI Test offered by Roco (2001) after she had adapted it according to Bar-On Emotional Quotient Inventory (Bar-On, 1997). The inventory presents 10 situations with 4 possible answers that receive each a different number of points. As in the pretesting stage the respondents' answers proved that some items had not been clearly formulated and had not followed a clear and logical algorithm the inventory was presented to 5 experts. According to their proposals some items were slightly reformulated and a new quantification was applied: indifference=5 points, avoidance=10 points, anxiety=10 points and EI=15 points. Scores between 0-110 are considered low ones, those between 11-120 medium ones and those between 121-200 high ones for EI. The internal consistency of the test is α-Cronbach=0.6984.

4. Results

Statistics

Introversion-extraversion factor influences the level of emotional intelligence

The possible influence of an independent variable (big five traits of personality) on the dependent one (emotional intelligence) was tested with *Anova univariate* test and found out there is a main effect only for extraversion (p=0.03, df=2, F=5.11).

Differences between the extremes of the big five dimensions due to different levels of EI

The *Anova oneway* test for continuous values was applied to see whether there is any difference between the two extremes of the personality factors and *the t-test* to see the direction of the difference in sample means.

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Table 1. The results for the Anova oneway test

Personality Traits	**F**	**df**	**p**
openness - closeness	3.47	232	.033
extraversion - introversion	9.34	232	.000
conscientiousness - lack of direction	4.16	232	.017

Table 2. The means of the scores for EI given by the subjects from the 2 extremes of the personality factors.

extraversion	SD	introversion	SD
116.9	**11.23**	**109.0**	**11.23**
openness		closeness	
114.4	**13.55**	**110.0**	**11.11**
conscientiousness		lack of direction	
114.8	**12.05**	**109.8**	**11.26**

Table 3. The values of *p*, *df* and *F* for the personality traits, t- test.

Personality Traits	**t**	**df**	**p**
openness - closeness	2.18	152	.0031
extraversion - introversion	4.36	153	.000
conscientiousness - lack of direction	2.80	172	.006

The three values of "p" for the three factors are lower than 0.05 so, there is a significant difference between the two extremes of each of these three factors for the value of the EI. The direction of the difference is that the extroverts, the ones who are open to change and the conscientious ones are more emotionally intelligent than those who are at the other extremes.

There is a correlation between the extraversion and consciousness factors and EI

The *Pearson correlation* was applied to all the five factors in order to see if there is a correlation between them and EI.

Table 4. The correlations between extraversion and consciousness factors and EI.

	r	**p**
extraversion	-0.297	.000
consciousness	-0.145	.026

The results of the Pearson correlation show that there is a relevant inverse correlation ($p<0.05$) only for extraversion and consciousness factors and that these correlations have not a very big effect ($r<0.3$).

Women are more emotionally intelligent than men

T-test was applied to see if there are differences between male and female participants in the study and if yes, towards what direction.

The means of the two groups differ (the EI mean for the male subjects is 1.75, the EI mean for the female subjects is 2.07) significantly ($p=0.006$, $F=0.039$, $df=233$), in the direction that female participants are more emotionally intelligent than male ones.

Do personality factors interact among them to influence emotional intelligence?

Univariate Anova was used to establish the effect of the interaction of pairs of personality factors on EI. There was also considered the middle value of a factor according to Costa and McCrae (1992). For example, for the

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Agreeableness factor there are three types of personality: the Challenger (-), the Negotiator (=), the Adaptive (+); for the Openness-to-change factor there are also three types of personality: the Conservationist (-), the Moderate (=), the Explorer (+).

The results showed there is an effect of the interaction between agreeableness and openness-to-change on EI (df=9, F=120.22, p=0.000). This effect can be seen in the below graph:

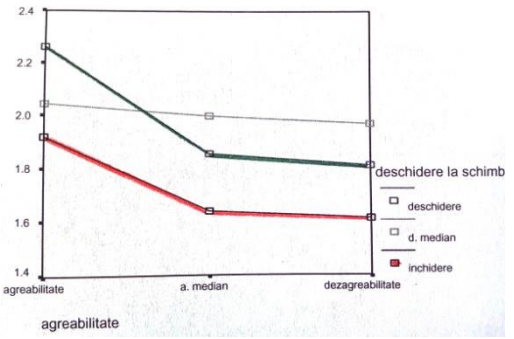


Figure 1. The interaction of openness to change and agreeableness on EI

Closeness to change, when it interacts with disagreeableness, determines the lowest level of EI; and openness to change, when it interacts with agreeableness, determines the highest level of EI.

Disagreeableness, when it interacts with medium openness to change determines a higher EI than when it interacts with the other degrees of openness.

Medium openness when it interacts with the three degrees of agreeableness does not determine a significant variation of EI. But both openness and closeness determine an increased EI when it interacts with degrees of higher agreeableness.

Closeness in interaction with any degree of openness determines decreased values of EI constantly.

5. Discussion and conclusion

Emotional intelligence is mainly influenced by the introversion-extraversion factor. This can be explained by the fact that optimism, assertiveness, hyperactivity, warmth are personality traits an emotionally intelligent person is mainly characterized by. Extraversion means openness to others, empathy, communicativeness, humour, all ingredients that are necessary in an efficient and emotionally intelligent communication with others. Adult education should create programs through which people could be more encouraged to see the better side of things, to be more assertive, to exercise empathy in different situations though increasing one's chances to acquire these soft skills.

The difference between extroverts and introverts is due to the fact that the extroverts tend to execute the leader roles more, to be physically and verbally more active, to be friendlier and more sociable and all this practice makes them more emotionally intelligent. The introverts tend to be more reserved and to enjoy staying alone more time. This is why, especially for these last ones, adult education should comprise exercising getting out from one's comfort zone and do activities that engage them socially more.

The open person has larger interests and is interested in one's inner life compared to the more conventional and less self-reflexive close person. So, in order to increase EI in close-to-change persons, adult education should also contain exercising meditation on the self and creativity.

The conscientious one has a higher self-control and focus better on one's own personal and job-related targets than the lack-of-direction person who has a weaker control on one's impulses. Adult education could improve a person's both EI and lacking direction through helping such persons establish a clear list of personal and job-related targets and a step-by-step method to achieve them.

The correlation between extraversion/consciousness and EI underlines once more the relationship between these two factors and EI. The more extrovert/conscious a person is the more emotionally intelligent. So, again, adult education should focus more on increasing these two traits in people who want to become better in their soft skills.

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Women are more emotionally intelligent than men because they are usually more empathetic, they communicate more about their emotions, are more supportive and generally more sociable. A 2010 study from the University of Michigan analysed data from 1979 to 2009 and found that students' empathy had decreased an impressive 40% since the study began, with the most pronounced dip occurring mostly in samples from after 2000 (Konrath et al., 2011). Such a worrying situation could be solved by educating children and also adults to value more those traits that seem to be found more in women like empathy, showing compassion and expressing emotions.

People are naturally a combination of all the five personality factors in different degrees and it is interesting to see how they combine these factors in order to determine different degrees of EI. A disagreeable and close to change person is the least emotionally intelligent one. This is explained by the fact that the combination between *the Challenger*, who is more interested in one's own needs than in those of the group, and *the Conservationist*, who is more conventional, determines a personality profile which is not compatible with EI. On the other extreme, an agreeable and open to change person has the highest EI. This is explainable taking into account that within the same person there is a combination of *The Explorer* who is interested in one's own emotional life, open to new, is intellectually curious and *the Adaptive* who is ready to give up one's own needs for the benefit and harmony of the group. Adult education that targets to increase emotional intelligence should try to develop both *the Explorer*, by teaching people how to observe their own emotions better, how to exercise their curiosity and *the Adaptive* by educating them to observe and respect others' needs.

It is interesting that the combination of medium openness and disagreeableness determines a pretty high EI, higher than the one resulted from the interaction between disagreeableness and high or low openness. *The Challenger* who is not that involved in the group's activities, is sceptical and shows his superiority in an aggressive manner is tamed by *the Moderate* who does not permit the other side of the personality to express oneself against the group's interest and even more, it converts the former one's toughness into pioneering for the whole group. Closeness to change implies a too conservationist person and too curved towards one's own inner self to cooperate with the other persons efficiently. If this person is also agreeable, this person is also too dependent on the group, unable to develop personally, therefore with a low EI.

The information these results present may be used for training people to understand themselves better; for educating people to become a better version of themselves by using their personality traits to their full and by increasing their EI; for training leaders to understand their personnel and the dynamics of their group and to know how to deal with them in different situations and how to coordinate them, how to combine them in order to have a cohesive team.

6. Limitations and Recommendations for Future Research

This study used only self reporting questionnaires to collect data; a further study may also collect data from peers about the same person. Also, a further study could test categories of people like leaders, teachers etc to see how personality traits interact with each other to create different levels of EI in these persons and use these findings to teach adults in becoming better leaders, teachers etc.

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Perspective on the role of the basic and general values in Justice conceptual systems

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Abstract

In order to improve the social relations' efficiency, human kind made continuous efforts in increasing the quality of their understanding and management of ever present conflictual states and situations, one of those leading to the development of various types of norms consisting of, based on or at least in connection with basic and general values. The importance of values comes not only from the fact that those became over time instruments in understanding and managing conflicts, building blocks used in the construction of social norms, but also from the fact that those are one of the ever present and significant reasons for which inner and interpersonal conflicts arise. While Justice is the most evident social sector involved in the administration and solving of conflicts, a brief evaluation on the role of values is proposed over two of the most present conceptual systems in conflict management: the Classic or Retributive and Restorative - and its subsequent Alternative Dispute Resolution - systems.
This paper offers a brief perspective on the role that basic and general values have in the conflict resolution's normative system and practice.
Some of the conclusions possible to be drawn over the presented information is that both conceptual systems have common basic and general values imbedded in their fabric, even if some of their allocated meanings, priorities and use is more or less different and that values should be taken into more serious consideration by both the members of the general public and professionals involved in the management of conflictual states and situations arising in the different sectors of the social system while those are to be found in or connected to each and every social norm.

Keywords: Basic and General Values; Norms; Conflict Management; Restorative Justice; Alternative Dispute Resolution.

Value concept and its representations are not just frequently present but central in all sciences concerned in human behavior and are of outmost importance and generally used - more or less conscientiously - in defining what is really important for and about interdependent human beings while engaged in their efforts to cover individual and social needs. During time and due to the importance allocated to this concept, there were a lot of propositions made in order to define it; one of the many figured out values as a large range of briefly formulated and highly subjective beliefs and suppositions transcending specific individuals, processes and contexts, which are – across different cultures and during rather long periods of time - commonly constructed, recognized, shared, valorized and promoted by numbers of individuals and - while defining desirable goals or situations – used both for motivational purposes and as base for coding and decoding of different types of social norms – from those set-up at individual and private up to mass and public levels. It is plausible to believe that values emerged as a first practical response to the human need to create a form of wide spread and mutual recognizable, acceptable, predictable, adequate, efficient, equal, coherent, accessible, impartial way and instrument to be applied in managing inherent conflicts generated by the dynamic differences found inside and between individuals unable to self exist and sustain and who are forced by their nature to be interdependent one to each other.

Considering documentary resources it is to be seen that along with humans' evolution, values increasingly assumed a direct normative role and also became base for other types of norms; accordingly large inventories of values were generated and that lead inclusively to the need of making classifications in order to increasing the efficiency in working with those. If only choosing two of the different propositions, it is to remark that one of those classified the expressions

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of this concept according to the main area of exercised influence in: basic human, general moral, social & political and professional values (Leithwood, Begley & Cousins, 1994, on the basis of Beck, 1993). Another proposed perspective on the same subject and adding to the previous one was based on the type of motivational goal which was seen as the paramount element that makes difference among values. As a result, a number of ten basic, generic and distinct values were defined considering the congruent and contradictory/conflicting requirements humans have to respond to while covering own individual and group or social needs when those do not overlap. Those basic values are universalism (as priority offered to human kind and nature), benevolence (priority over oneself given to the needs and interests of the belonging group), tradition (priority over oneself offered to traditional culture), conformity (priority over oneself given to social expectation and norms), security (engagement for safety, stability, predictability of the social system, group and of oneself), power (own potential to control others, relations and environment for altruistic goals and for self), achievement (own success and social gratification), hedonism (own pleasure and gratification), stimulation (challenge offered by new people, situations, environments and goals), self-determination (high degree in decision making). It is to be outlined that on the basis of each basic values' characteristics, the pursuit of some of those can also be congruent (like in the cases of universalism, benevolence, tradition, conformity, security and power, or like in those of power, security, achievement, hedonism, stimulation, self-determination) or contradictory /conflicting (like in the case of self-determination vs. conformity, stimulation vs. security, universalism and benevolence vs. hedonism where individuals pursuing own needs and interests might harm other individuals, groups and/or the social system) – it is to emphasize that all those ten basic or core values present in Schwartz's Value Inventory Scale are present in almost all human cultures (Shalom H.. 1994, *50,* 19–45).

It is assumed that values have emerged both as a secondary effect of direct observation and further conceptualization of practical activities and/or as results of theoretical purposely driven processes and they have been naturally used and/or consciously meant to be used as basic norms and as fundament for other types of norms in order to optimize the continuous efforts done by private individuals and/or social systems toward solving problems raised by ever-present conflictual states and/or situations generated by conflicting differences.

One or more of those values were and still are currently integrated as building-blocks into stand-alone or inventories of norms of different types and levels - including principles, good practices, customary rules, standards, professional rules, national, supranational and international laws, etc. - with different types, forms and objectives, but all - once

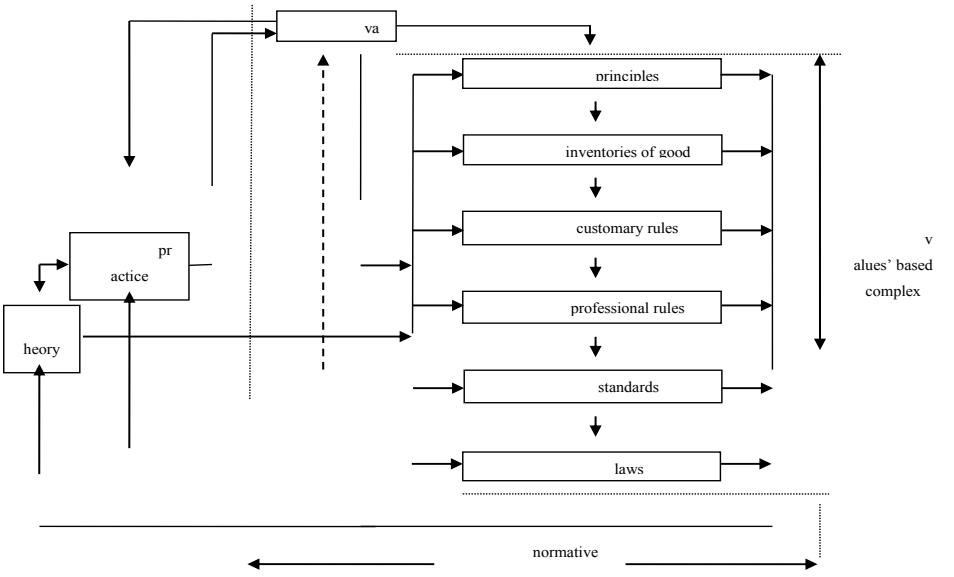


Fig. 1. Simplified representation of val 1

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considered together - constituting the normative system that defines, describes, explains, ordinates, recommends or imposes models to be considered in order to make the social system and its composing elements work together in an long term sustainable manner.

A lot of the values tend to have a wide spread or even universal character (Shalom H.. 1994, *50,* 19–45), being known, rather similarly understood, assumed, internalized, considered and applied by populaces of the same or even different culture even if values in general - and consequently all other norms based on those - are characterized by dynamicity (even with a relatively long term stability, in rather long significant periods of time, some of those may appear or disappear, vary in form, in their general allocated meaning and importance), relativity (due to individuality character and to the fact that there is no intrinsic, permanent defined and self standing concept, fact, state, situation or entity all being relative to at least another one, something or someone else, each allocated meaning and importance may vary in time for the same individual and at the same time from individual to individual according to relevant given individualization and particularization characteristics), congruence (according to their specificity two or more values can be pursued simultaneously by and/or in the same system), and by contradictoriality (according to their specificity, two or more values can't be pursued simultaneously by the same person or group, without generating tensions and conflictual forms).

Both empiric and scientific evaluations on humans' behavior evidenced that every and each individual behaves according to a bigger or smaller inventory of norms which are conceptualized, learned, trained and/or educated, coded and decoded, understood, valorized, prioritized, accepted, internalized and used in a rather personalized manner, even if there is a wide or general common manner of doing all that which is imposed, recommended or at least expected by the social administrative system, masses of individuals, groups and/or other individuals; in this conditions still, it is obvious to see that in the vast majority of cases, humans' behaviors are rather congruent one to another and the social fabric of relations remains in a relative functional balance. One of the possible reasons that allows that is the fact that a continuously present and common values backbone is always to be found there and that at least one of those values is to be found - implicitly or explicitly, more or less - at the core of every and each social norm and accordingly to stay at the origin, influencing or at least linked to every and each process of human social interaction, behavior, conscientious decision and even un-conscious reaction.

From one of the macro-level sociological perspectives – the Theory of conflict – all human interaction is in a normal, permanent and unavoidable state of conflict which is generated by inequities or differences always existing among the constituent elements of the social system. Considering that, it would not be far stretched to assume that all differences within, between and/or among social and natural systems might be considered as potential sources for different types of conflictual processes, fact that leads to the idea that conflictual states, situations and relations are always and any were present. One manner of understanding conflicts might be as communication processes unfolded in social and natural environments consisting of series of transactions that always generate results perceived by observers and evaluators as changes and differences between initial and latter realities, affecting individuals, their relations with relevant social and natural system elements, and some of those very elements. Whatever those results might be, they are always interpreted by individuals involved in, affected or just interested by the conflict according to their dynamic individualization and particularization characteristics, and using – more or less consciously – common accepted and/or their own values and representations on those values.

Due to the overwhelming importance allocated to conflicts in understanding social processes, a special attention was also given to the reasons that generate conflictual relations, states and situations and some of the possible explications were based on the idea that conflicts are basically fired-up by the intrapersonal and relational tensions generated by significant differences affecting involved individuals, as in the absence or the insufficient coverage of individual needs - frequently including vital physiological, social integration, conformation, appreciation and esteem, accomplishment, development, recognition, sensorial stimulation, variety, knowledge, exploring, etc. - and interests whatever if those are a real or just perceived difference between the desired, intentioned, previewed level of response and the realistic and possible one. Among other frequently mentioned sources of conflictual states and situations are those involving communication and its quality, methodologies, structures, information and - not at least – the inherent values; here it is to be outlined that both empirical and theoretical approaches find values to be one of the most present sources of conflict, once tensions frequently appear as a result of real or just perceived differences in choices of values, allocated meanings and priorities made by interdependent individuals involved into a relationship.

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Values are of an outmost importance not only for the efforts of understanding conflictual states, situations and relations, but also for the design and unfold of the processes meant to manage and/or solve intra and/or interpersonal conflicts, no matter if those processes are more or less complex, are seldom or currently performed, are more or less consciously performed by lay people or delivered - mandatory or based on request - by professionals with competencies and relevant experience in various fields of knowledge and practice – as in medical, psychological, social, public relations, justice.

If only considering the justice field of theory and practice – which from a sociological perspective can be seen as an inventory of conflict management concepts and processes including requested or mandatory social services delivered to beneficiaries unable or untitled to administrate and/or solve generic or specific but relevant conflictual states, situations and/or relations and unfolded by persons with specific competencies and experience working independently or as a part of the social administrative systems– it is to remark that values are or would be the founding elements for all normative systems of the domain.

During the entire human existence there was a continuous interest and effort in finding better ways to manage conflictual matters, one of the most prominent being associated with the concept of justice; this quest generated numbers of conceptual systems as those of Social Justice (considered to be the widest covering category of justice while involving the justice concept at the entire social system and being based on human rights, equality of opportunities, access to social resources and services, economic equalities for each individual, at all social levels), of Classic/Retributive Justice (considering deeds as offences against the State and having as declared objective the imposing, keeping, defending of the social order according to the law as resulting from the limited interpretation of specialized, mandatory, predefined, punitive/retributive, rigid, generic sets of norms and based on limited prevention of unlawful behaviours, on extrinsic responsibilisation, on the repression and punishment of the wrongdoers, on low levels of self-determination of the process beneficiaries and on highest decision making status allocated to the most powerful process participants and/or State), Restorative Justice (the deed is considered as a behaviour generating losses for all interested parties; the conceptual system is based on needs and interests, empowerment, inclusiveness in decision making processes and collaboration of all involved, affected and interested parties aiming amiable decision making, on re-balance of intra and interpersonal systems disturbed by deviant and delinquent behaviours, on intrinsic responsibility and personal involvement in giving best possible responses for covering losses generated by the conflict, on changes of harmful behaviours and on norms negotiated and assumed by the parties), Transformative Justice (based on redefining intra, interpersonal and social relations unbalanced by the harmful behaviours, on assuming systemic changes at all accessible levels, on general and special prevention based on social competencies development), Distributive Justice (based on just and proportional allocation of all liberties according to just criteria, social benefits and constraints according to norms, on human dignity and rights, on principles of equity, equality, common welfare, individuals' responsibility towards others and social responsibility towards individuals), Procedural Justice (based on just decisional processes of conflict resolution and resources distribution, unfolded according to different models: one involving system independent criteria defining what a just procedure result should be and the existence of a „perfect" procedure to deliver that kind of result, another one „unperfected" involving the existence of the system independent criteria but without a specific procedure meant to deliver that result, and a third one, „pure" from the procedural perspective, which do not have criteria defining what a just procedural result might be, but this one is delivered by the procedure itself), etc.

While - even superficially - evaluating all mainstream conceptual systems of justice as social products it is easy to observe that all of them are one way or another, more or less based or at least influenced by basic human, general moral, social & political and professional values. This finding is more than obvious while observing that all conflict management processes use sets of principles, practices, cultural, professional and other general social norms and have the same generic objective consisting in the finding and solving in an efficient, acceptable, implementable and sustainable manner of as many problems as possible so to ease up what is really important for and about interdependent human beings engaged in their efforts to cover individual and/or common social needs. On the other hand, once considering the previously mentioned ten basic values it is also obvious to find out that all of them can be found or at least associated to every and each justice conceptual system which states its foundation on principles, the only differences consisting mainly in values' allocated meaning, importance and priority or, in rather rare cases, in the exclusion of one or of some of them as an effect of their contradictory/conflicting character or of the specific characteristics that one conceptual system of justice might have – this fact can be outlined by taking into consideration

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some of the principles common to the majority of the main stream justice conceptual systems, like necessity, morality, balance, fairness, celerity, equity, proportionality, safety, efficiency, trust, accuracy, opportunity, accessibility, predictability, impartiality, consistency, coherency, educative role of the social response, responsiveness towards needs and interests, legality, etc.

Just for quick exemplification purposes and in order to emphasize that all of the basic values have a continuous presence and a paramount role in justice and conflict management conceptual systems, two of the most known of those might be considered and compared (*see Table 1)*: the Classic/Retributive system - probably the most wide spread, common and frequently used until few decades ago - and the Restorative/Alternative one – a rather new system which spreads significantly all over the world.

Table 1. Basic values and their generic representation in two of the Justice conceptual systems

Basic values	**Classic / Retributive Justice System**	**Restorative Justice** and **Alternative** (Appropriate) **Conflict Resolution Methods**
universalism - as priority offered to human kind and nature	gives highest priority to the law and the interests of the social system, community, groups and eventually to other individuals over specific beneficiaries' private needs, interests and desires; the priority is imposed on the beneficiaries through means of systemic power	gives highest priority to the common welfare, to the needs and interests of all involved, affected and interested parties in conflict over selfish individual or group interests or pre-existent general coverage normative texts; the priority is self assumed and frequently internalized by the participants while based on prior informing, explaining and acceptance
benevolence - priority over oneself given to the needs and interests of the belonging group	gives highest priority to the law and to the interests of the social system, of legally entitled groups and individuals over specific beneficiaries' needs, interests and desires; the priority is imposed on the beneficiaries through means of systemic power	gives highest priority to the common needs and interests of all involved, affected and interested parties in conflict over selfish individual interests and desires or pre-existent general coverage legal texts; the priority is self assumed and frequently internalized by the participants while based on prior informing, explaining and acceptance
tradition - priority over oneself offered to traditional culture	gives high consideration to legal tradition and low interest and space for individuals to observe/exercise their traditional culture, except the right to swear according to their religious believes in front of the courts of law and the access to translation services if needed; the priority is imposed on the beneficiaries through means of systemic power	gives high priority to traditional culture of the parties involved in the processes; more on that, there are RJ and ADR specific methods and models which are based on traditional culture (Customary Systems of Dispute Resolution category includes Value Based and Humanistic Mediation, Victim Sensitive Mediation and Dialogue, Restorative Justice Participatory, Sentencing, Family, Group, Circles and Conferences, Peer Review Panels, etc.); the priority is self assumed and frequently internalized by the participants while based on prior informing, explaining and acceptance
conformity - priority over oneself given to social expectation and norms	gives highest priority to the law - as pre-existent general coverage legal norms and procedures - over individuals' needs and interests; the priority is imposed on the beneficiaries through means of systemic power	gives low to moderate interest and priority to pre-existent general coverage legal norms, procedures and to general social expectations and highest priority to rules negotiated and/or mutually agreed and assumed by the participants in the specific processes
security - engagement for safety, stability, predictability of the social system, group and of one self	gives highest priority to procedural security (imposed through means of systemic power) but obtains rather low quality results while the services' beneficiaries are excluded from the decision making processes and are highly and negatively motivated to strictly obey mandatory decisions which do not respond efficiently to their specific needs and interests; the priority is imposed on the beneficiaries through means of systemic power	gives highest priority to beneficiaries' security and high effective and quality results while the services' beneficiaries are positively motivated, empowered and continuously included in decision making and implementation processes and while those decisions are giving best possible solutions to their needs and interests; the engagement is self assumed and frequently internalized by the participants while based on prior informing, explaining and acceptance
power - own potential to control others, relations and environment for altruistic goals and for self	high levels of power are used by the justice systems and its representatives to control and negatively motivate the services' beneficiaries; those are given low or limited power to control over processes and results, own needs and interests coverage or over other process participants; different sources of power are used to control others, relations and environment in own interest and an eventual priority for altruistic goals is imposed to participant parties through means of power	gives highest priority to the beneficiaries' empowerment in order to understand, collaborate, continuously and actively control processes, relations and outcomes according to mutually accepted rules, procedures and goals defined according to common needs and interests; the priority is self assumed and frequently internalized by the participants while based on prior informing, explaining and acceptance

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stimulation - challenge offered by new people, situations, environments and goals	high declarative/theoretical interest given by the system to stimulation through the educational role of the justice process, but the results are modest or even negative in some cases due to improper competitive, avoiding or giving in strategies the system is based on; in a limited number of cases, what seems to offer potential positive results might appear only when one overcomes own limitations and system's imposed conditions	gives highest priority and obtains high efficiency in identifying, understanding, controlling and overcoming significant challenges given by the conflictual state, situation and relations which is transformed into a source of positive stimulation and results; positive stimulation can appear also while the negative perception over conflictual situation, status, relations and management process partners turns to positive when good partial and final results are obtained; participants also gain new social competencies and practice while this type of processes usually include inventories of activities dedicated to develop conflict management and general social competencies
achievement - own success and social gratification	high declarative/theoretical interest given to achievement, while the system is meant to solve significant problems affecting private and social relations; in practice achievement might be obtainable when and if the most powerful party' final and mandatory decision eventually overlaps beneficiaries' needs and interests; there are frequent cases in which justice services' beneficiaries suffer severe tangible and non-tangible loss, victimization, stigmatization and exclusion	gives highest priority and obtains high efficiency due to self-determination, empowerment and direct participation to decision processes, beneficiaries mutually build their own success and social gratification while they identify, evaluate, understand and positively solve problems of interest not just for them, but frequently also for the benefit of other affected and interested individuals, groups, communities or even for the benefit of entire social system
hedonism - own pleasure and gratification	theoretical interest while the system is meant to solve significant problems affecting private and social relations; pleasure and gratification are rarely achievable when it relates to positive, constructive objectives (which are more than frequently opposite to other direct and indirect participants' ones)	gives highest priority and obtains high efficiency - self determination, direct participation to the decisional processes and positive results obtained both at the end of the conflict resolution and in the implementation processes are susceptible to offer high levels of positive and constructive pleasure and gratification to all processes participants (and frequently to third parties also)
self-determination - degree of independence in decision making	theoretical interest while the system allows - in some cases - beneficiaries to initiate law procedures, but sets strict limitations on their participation on decision processes afterwards; generally, each party makes individual efforts to win against all other direct and indirect process participants	gives highest priority and obtains high efficiency while beneficiaries have high or the highest degree in decision making (like in standard mediation processes where assisted parties have the final decision over the procedure and total control over the results of the entire process)

On a general consideration on the information presented in the upper exemplification, it is obvious to find that all basic values are present in both conceptual systems and that those preserve their general character of congruence (as in the case of universalism, benevolence, tradition, conformity, security, power, or power, security, achievement, hedonism, stimulation, self-determination) and incongruence while being pursuit in the same system and/or approach (universalism and benevolence vs. self determination, conformity vs. self determination, security vs. stimulation).

On a more attentive scrutiny though it is to be observed that in practice - as in the cases of the two above presented justice conceptual systems - it is not the case to speak of a total incongruence or reciprocal exclusion of some of the basic values - even if theoretically the presence of some of them seems to exclude others - but of a relative incongruence given by the presence of a conflictual relation between them, which allows those to co-exist in certain conditions; the most frequently used approaches to solve this kind of conflict are those of allocating different levels of importance to the different conflicting values simultaneously present in the same system or approach and/or that of allocating nuanced meanings to the same basic value.

In the case of the Retributive conceptual system, an example of the first approach - that of allocating different levels of importance to different conflicting values - can be made out of the incongruence or conflict existing between universalism - generally seen as a priority offered to human kind and nature - and self-determination - generally seen as degree in decision making; in this case, in order to solve the potential conflict between the above mentioned values, the said conceptual system allocates to universalism highest priority while being a characteristic of the law defending through means of systemic power the interests of the social system, community, groups and eventually of other individuals over specific beneficiaries' private needs, interests and desires, while the relative conflicting basic value of self - determination has a theoretical interest and low level of practical allocated interest while the system allows - in some cases - beneficiaries just to initiate law procedures, but sets strict limitations on their participation on decision

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processes afterwards and each party makes individual efforts to win against all other direct and indirect process participants.

The other approach in solving conflicting relations - that of allocating nuanced meanings to the same basic value - is frequently used in the cases involving the same generic value, but belonging to different conceptual systems that might be used for the same purpose as that of managing conflictual states, situations and relations; in the case of Retributive and Restorative ones, for example, universalism - generally understood as priority imposed on the beneficiaries through means of systemic power and offered to human kind and nature - is seen by the first one as a highest priority given to the law and the interests of the social system, community, groups and eventually to other individuals over specific beneficiaries' needs, interests and desires, while the Restorative conceptual system see it also as a highest priority but self assumed and frequently internalized by the participants while based on prior informing, explaining and acceptance and given to the common welfare, to the needs and interests of all involved, affected and interested parties in conflict over selfish individual or group interests or pre-existent general coverage normative texts.

The congruency or relative in-congruency character between the understandings and priority allocated to the same basic value by different conceptual systems meant for the same purpose can also be used as significant criteria in order to identify common features defining a category including all respective conceptual systems (in the above presented case both conceptual systems are used in conflict management, are funded on same principles) and/or to individualize and emphasize the relevant differences between them - that can be observed in the case of the same value of universalism (present in both cases, but seen by the Classic/Retributive conceptual system as a highest priority given to the law and the interests of the social system, community, groups and eventually to other individuals over specific beneficiaries' needs, interests and desires, while the Restorative conceptual system see it also as a highest priority but self assumed and frequently internalized by the participants while based on prior informing, explaining and acceptance and given to the common welfare, to the needs and interests of all involved, affected and interested parties in conflict over selfish individual or group interests or pre-existent general coverage normative texts).

Values, their congruencies and conflicts, their allocated meanings and priorities are relevant elements to set both similarities and differences on the practice developed by different conceptual systems. Even if all of them are founded on and use all basic values there are a lot of differences to be seen. In the present case of Classic/Retributive Justice conceptual system, basic values are only seldom and briefly to be evidently found; they are rarely mentioned in some of the early courses delivered to Law students and later are also rarely mentioned during their further education, continuous professional development and career. More of that, even in the content of laws, procedures and practices basic and generic values are rarely present in an explicit manner, having frequently just a role of far-deep foundation for the principles frequently mentioned while studying, interpreting and applying mandatory legal norms. One of the possible explanations of those realities might be linked to the fact that this conceptual system gives priority to the most powerful participants' or state's interests, is based on pre-defined, highly generalized and mandatory norms of content and procedure applied alike in public interventions made on generic categories of cases, and leaving little room for interpretation, individualization and particularization. On the other hand, the role allocated to basic values in Restorative Justice conceptual system and its subsequent Alternative Dispute Resolution System is far more prominent while its vast majority of approaches, procedures, social response methods and models give priority to beneficiaries' needs and interests, the norms and results are highly individualized and particularized while being negotiable among the interested parties active in mainly confidential assisted processes. In such conditions, in order for the processes and results to respond to private and public interests, it is of the outmost importance that a common, predictable and coherent ground must always exist; in the case of this conceptual system that base consists in the mutually shared values' inventory on which all other norms are build on, no matter if those are principles, good practices, customary rules, standards, professional rules or national, supranational and international laws including or referring to Restorative concepts, institutions, approaches, methods and models. More of that, due to the high level of individualization and particularization of each process, many restorative and alternative approaches, processes, methods and models could not be subject of high level of generalization legally binding norms, so - once again - the only way to respond to predictability and quality expectations was found in mainly using standards, professional and customary rules, inventories of good practices, principles and - of course - basic human, general moral and professional, social, moral and basic human values.

As a conclusion that might be drown on the above information, discussions and results, not only in the Restorative conceptual system - which presents itself as a field with a particular high level of dependency on values and their

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interpretation - and mainstream Justice conceptual systems, but practically in all other systems used in the social sector, values are of paramount importance being not just an instrument of theoretical use, but having a permanent practical utility while practitioners delivering generic and specific services are expected not only to continuously work according to different types and categories of values, administrate and solve different types of problems, but also to endeavour toward developing basic and specific values in the benefit of their service beneficiaries while the entire social structure lies not only on pre-defined and mandatory norms and procedures – seldom known, accordingly interpreted or applied by individuals - but is fundamentally based on commonly accepted values.

Considering the importance basic and general values have, it is of paramount importance that values are to be taken into a much more serious consideration and use by both members of the general public and professionals involved in the prevention and the management of conflictual states and situations arising in the different sectors of the social system and to become an important subject to be included and outlined in all kinds and levels of training and education activities offered to those categories.

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Innovative Approach by the Center for Early Childhood Education

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Abstract

At Alexandru Ioan Cuza University of Iasi was established the first experiential learning center for early childhood education having as main goal increasing the quality of teacher training for the early childhood education via developing, testing and implementing innovative educational practices related to innovative pedagogical approaches to educate children aged 0-7. To achieve this purpose, as an experimental study, for the last two generations of students from Early Childhood Education Master Program, during 4 semesters there were implemented 14 session/semester of 4 hours of training courses molded on a specific experiential learning domain. The main topics of the sessions were focused on analysis and creation of resources for learning and teaching and learning space. All materials were designed to create a safe, diverse and developmentally appropriate learning environments that can stimulate and offer benefits across teaching and learning process, to increase the creativity and to apply curriculum on developmental areas for enhancing and exploring the variety of each basic sense and to encourage the interaction with the environment through exploring, experimenting, modelling, socializing, healing, and therapy. The impact for implementing this strategy could be reflected at least at three levels: 1. teacher training: increasing transversal competence of future and actual early childhood education teachers and making the classroom surroundings more appropriate to the children needs; 2. child development: developing a pro-learning attitude of children as future learners will help them to express or develop a sense of ownerships and tend to be more active and engage in direct learning; and 3.social context: increasing the social responsibility of future and actual teachers and parents to make a more secure and creative world for children. Peer-review under responsibility of the Alexandru Ioan Cuza University.

Keywords: experiential learning, teaching material, learning spaces, early childhood education.

1. Overview of the Early Childhood Education Center

1.1. Brief history of the Center

In December 2015, at Alexandru Ioan Cuza University of Iasi was established the first Center for Early Childhood Education through experiential learning. The idea of setting up this center has been built on the background of educational realities observed in various positions of trainer, evaluator, observer over the years in the early childhood education system. Firstly, I think the pre-service and in-service teacher training for preschool education does not sufficiently cover the needs of today's teachers. By establishing this center within the Alexandru Ioan Cuza University of Iasi, an informational support can be permanently offered and not only occasionally, generated by the participation in various courses or educational projects. For example, synchronization with the needs and particularities of current child generations needs to take into account several variables, like the aesthetics and functionality of the learning spaces that are so little talked about. In this regard, the results of a recent American study synthesized the idea that the development of dozens of training courses and projects involving hundreds of teachers has only 12% effect in optimizing the instructive-educational process if the spaces learning are designed just like 100 years ago. Also, another point of view that supports the idea to set up this center it is mentioned by Bob Pearlman (2006, p. 144), which analysed the 21st century learning environment in US and UK schools:

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"Most new construction schools in the United States and the United Kingdom continue to pour the "old wine into new bottles" with classrooms of 30 students, in a space of 900 square meters where the teacher is the one who is in the lead role and laying down rules. These environments will not support pupils' learning on 21st century skills and will be seen in the coming years as outdated learning places that will require a modernization of the building". So, it appears the question what could be done to come even further in support of today's children and teachers. We have often heard the words "today children are different than yesterday generation," "we do not have enough teaching materials," "the teaching materials we have are too outdated" etc. Practically, the teaching materials are not sufficiently reported, updated to the new learning-teaching-assessment currents, to the current needs of children and teachers. Therefore, I think that it is a necessity for our students, future teachers, to be taught to improve and design or redefine activities according to new learning environments. Another reason, regarding correlation between high pedagogical quality in early childhood education and developmental outcomes of young children, it is synthetized in a research of F. Egert, R.G. Fukkink & A.G. Eckhardt (2018) which emphasized the idea that the quality improvement is a key mechanism to accelerate the development of young children. Another strong argument for the establishment of this center is due to the need to provide new and different learning projects for learning. Our students need new models and new benchmarks for 21st century society. In support of this idea, I can offer the impetus of Elliot Washor (2003, p. 22), which calls for a top priority "to translate pedagogical models into concrete." Also, it is useful to remind that this Center for Early Childhood Education through experiential learning derives from a practical necessity generated by the results analysis of the project implementation Erasmus + KA2 Experiential Education Competence teaching children aged 3-12, a project that was implemented during 2013-2015 and aimed at strengthening the professional profile of current educators and students, future teachers by developing pedagogical guidelines on experiential learning, offering innovative educational tools transposed from the surrounding reality and improving curricula of preschool and primary education institutions. It is well known that there are implications regarding the dyadic nature of the teacher–child relationship as being a significant factor in young children's learning experiences (J. Albin-Clark, I. Shirley, M. Webster & C. Woolhouse, 2016). Therefore, learning spaces for early childhood education, and not only, should be designed to achieve a variety of educational purposes, practically the room to be able to be re/projected for small and large spaces with multifunctional space for multi-group collaboration areas, a presentation space (for graphics, art, manufacturing, biotechnology, engineering, technology, multimedia, digital arts, music and scientific laboratories), a work area for children, an extensive learning space, an art gallery. The future and current teachers should have access to more tools to develop an innovative educational process. They should benefit from more support in curriculum improvement for an optimal development of children and make the classroom environment more suited to the needs of children to develop a pro-learning attitude.

The necessity to set up and maintain such a Center for Early Childhood Education through experiential learning at the University level covers at least three perspectives (training, action, strategic) needs determined by:

- consolidating the professional profile of teachers and students, future teachers, by developing pedagogical guidelines in the field of early childhood education, providing a practical and applicative training framework for improving professional and communication skills;
- the requirement to adopt European standards regarding the facilities and quality of services provided to students by the University in order to improve the learning conditions in which they act;
- synchronizing the university offer to set up a center of innovation and know-how transfer in early childhood education by linking to similar centers in prestigious universities such as Stanford, Berkeley, Michigan, Illinois, New York, Minnesota, Tokyo etc.
- facilitating access to a space for developing scientific research in the field of early childhood education (Europe 2020 priority projects development axis);
- the need to connect with the requirements of the modern world by developing and implementing innovative educational practices on new pedagogical approaches based on experiential learning of children;
- fulfilling the real needs of the professional community by creating a mentoring network between students from undergraduate, masters and undergraduates to reduce the difficulties faced by students in their pedagogical practice and early years of professional career in education.

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Among the strengths, it is worth to mention that Alexandru Ioan Cuza University is the first university in the country that has a Center for Early Childhood Education through experiential learning, the idea being awarded for research at the 20th International Exhibition of Inventions, Research, Innovation and Transfer 2016; conceiving of more than 100 innovative teaching materials covering each experiential field and all are designed for integrated activities specific to early childhood education; changing the perception of approaching the instructive-educational process of current and future teachers by developing skills and qualities, such as creativity, flexibility, analytical ability, critical thinking development etc.; providing an effective framework for carrying out internships for students from the Early Childhood Education Master program; supporting weekly meetings with expert teachers.

1.2. Main purpose

The main purpose of this Center for Early Childhood Education through experiential learning derives from the need to increase the quality and relevance of teacher education for early childhood education through the development, testing and implementation of innovative educational practices related to the pedagogical approach to educate children aged 0-7. The focus of the Center focuses on strengthening the professional profile of future and current teachers for pre-school education by developing an innovative pedagogical approach to innovative sensory educational tools. They become concrete laboratories of living about visible learning, providing training to increase the transversal professional competencies of future preschool teachers, curricula of teacher education institutions in early childhood education. Another objective is also the promotion of international research and teaching projects that integrate the aspects of building, reflection and high awareness and / or change in professional behavior of the educational path of students. The activities offered will strengthen the standard of knowledge, abilities, skills and professional level of future and actual teachers as target group. This Center for Early Childhood Education through experiential learning wishes to be a bridge between the university, early education specialists, pre-school teachers, parents and their children, thus providing an informational and permanent training stream, always up to date with increasingly dynamic requirements.

1.3. Methodology

Currently, the Center for Early Childhood Education through experiential learning includes five methodological laboratories focused on theoretical and practical solutions on experiential learning spaces, especially projected to taught future teachers how to develop new teaching approaches. Having as support the opinion of Lewis and Williams (1994, p.5) “experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking”, with our students, future teachers for kindergarten, we have tried to develop new skills, new attitudes and new ways of thinking about approaching teaching process. Therefore, the entire applicative approach was based on interdisciplinary and constructivist learning as a foundation of experiential learning where our students, future teachers as “learners play a critical role in assessing their own learning” (Wurdinger, 2005, p. 69).

All five methodological laboratories were structured to develop innovative educational practices related to five areas of experimental learning: Language and Communication; Science field; Human and Society Domain; Aesthetic and Creative Domain and Psychomotricity Domain. To achieve this objective, as an experimental study, for the last two generations of M.A. students (62) of Early Childhood Education program (2013-2015; 2016-2018), during 4 semesters there were implemented 14 session/semester of 4 hours of teacher training courses molded on a specific experiential learning domain. The main topics of the sessions were focused on how to analyse the classroom environment, how to provide or built the most adequate resources for learning and teaching very young children and young children, how to apply learning space as an innovative pedagogical approach and how to design and create a special learning space - indoor and outdoor environment. After the provided lectures and workshops on experiential learning activities and space in early childhood education, knowledge and skills obtained were used to be written a handbook of theoretical and practical guidelines for practices and competence on experiential learning in early childhood education for teachers and parents.

During our teaching training sessions focused on experiential learning spaces it has been taken into account four types of variables:

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1. course specifics (structure of the program, length, specific activities, and the influence of the methodologists);
2. group characteristics (the attributes and characteristics of the individual students and as group);
3. situational impacts (specific and non-specific events as positive/negative effect on learning); and
4. frontloading for evaluation (a bias in which the instructors or students might alter the student results because of the evaluation process).

These variables were according to the opinion of Ewert & Sibthorp (2009) which presents some concomitant variables that often arise during an experiential activity experience that could influence the outcomes during, immediately or after that experience.

Regarding the assessment and in correlation with the definition of experiential learning activities as being as much about the means as about the ends by devising assessment methods to measure the learning success in both the process and the product, our students were challenged to conceive creative and rigorous a learning portfolio with a series of appropriate evidence for each experiential developmental domain developed during the laboratories. Therefore, keeping Zubizarreta's (2008) fundamental components of learning portfolio, we gave as a final assignment to our students, future and actual kindergarten teachers, to build up a learning portfolio on developed experiential learning activities, following next structure:

1. philosophy of learning - a reflective narrative report on the learning, process, learning style, values of learning of what, how, when, and why did they learn through educational practicum developed through the Center for Early Childhood Education through experiential learning;
2. achievements in learning – resume about what they have accomplished with their educational practicum;
3. evidence of learning – critical essays, participation with a paper to educational symposia or conferences, recorded didactic activities and photos of lab results on products and outcomes which demonstrate their learning;
4. assessment of learning – methodologist and colleagues feedback sheets on the recorded didactic activities, scores gained at oral presentations, involvement into research and educational projects and a self-assessment sheet on their teaching approach development;
5. relevance of learning – an introspective written exercise on what difference has learning made in their life about practical applications, leadership, relation of learning to personal and professional career, professional ethical/moral identity, affiliations to professional communities/groups, hobbies, affective value of learning etc.;
6. learning goals – a future plan on what do they to continue learning regarding career ambitions, apply learning, connections, plans to enhance their professional development; appendices: coherence of integrated evidence and other relevant materials that can prove their learning benefits.

1.4. Types of learning activities and target group

The foremost beneficiary of experiential learning activities structured at the level of the Center for Early Learning is the student, as a future or actual teacher for early childhood education. According to the experiential learning activities concept, the teacher training course developed through this center can be divided into two major categories: field-based experiences (internships, practicums, cooperative education, and service learning) and classroom-based experiential learning (role-playing, games, case studies, simulations, presentations, and various types of group work). Before structuring the experiential activities for our target group, there were three major planning steps:

1. analysing the needs of our students (future and actual kindergarten teachers);
2. identifying the appropriate course contents in the syllabus, instructional goals, methods, activities, opportunities and assessment ways to meet our students professional development needs;
3. identifying the potential issues (time, structure, partner institutions, human resource, space, overlapping their professional duties etc.) for that certain academic subject (educational practicum) for integrating the experiential learning activities.

Chapman et al (1995) listed some characteristics on different levels of mixture, engagement, encouragement, reflection, investment and values that should be present in order to define an activity as being experiential. From

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teacher training point of view and according to these characteristics, it can be underlined that activities designed into this early childhood education center challenged our students, future teachers for kindergarten, to develop next characteristics:

- *joint of content and process* - there was a balance between the experiential activities and the underlying content and theory regarding teaching practices.
- *engagement in purposeful efforts* - the students have participated to experiential learning activities which were meaningful to them, there was a clarity of purpose with tasks they undertake, and there were developed self-
- management skills necessary to work successfully both alone and in a group.
- *shortage of excessive judgment* - our involved methodologist teachers created a safe space for students to work through their own process of self-discovery.
- *depth reflection* – there were created certain situations for our students to reflect on their own learning, making connections between theory and practice and gaining insights;
- *encouraging the overall and long-term perspective* - all the scheduled experiential activities allowed to our future and actual kindergarten teachers to make connections between theoretical aspects and the real professional context; activities built to our students the ability to see connections between systems and find a concrete way to work within them;
- *pressing the learning outside one's perceived comfort zones* – through the designed activities, our students had the opportunity to go outside of their own perceived comfort zones; knowing the fact that investing in early education we invest in the future, we underlined their social responsibility as early childhood education teachers and make them more accountable for their actions, responsibilities, consequences and risks;
- *emotional investment* – there have been created some situations where our students were fully immersed in these experience which have reached a critical chord, central to the learners. It was important that they succeed to see the role of emotions in their learning process as well as reflect on how they have come to their new knowledge; *meaningful relationships* – as the same above idea, our students have made the connection with the whole image of their learning impact at each level: internal, micro and macro-level;
- *reconsideration of values* - by working within a space that has been made safe for self-exploration and self-development, students began to analyse and even alter their own values.

The activities in this Center for Early Childhood Education through experiential learning are addressed directly to students and teachers working in nurseries and kindergartens; children; teacher trainers, university researchers; parents and anyone interested in the education of children between 0 and 7 years of age. Types of activities are covered for three major categories of target group:

- students - on three levels: research, training and practical-applicative, from the perspective of improving the quality of professional development experiences and assuming an active role of the University by providing a scientific research area in the field of early childhood education; internships for pedagogical practice of students from undergraduate and masters programs; offering opportunities for insertion on the labour market, part-time, by involving students in the design and development of educational activities for children, parents and teachers; elaboration of new educational tools for the early childhood education field; the design of theoretical and practical-applied support materials in the field of applied didactics.
- teachers: training courses on early childhood education for teachers; summer/winter schools can target the following training modules: Outdoor education; Didactic design; Philosophy for children; Art of communication and acting techniques in the didactic act; Socio-emotional development of children; Neuro-linguistic programming etc; conferences/symposia; informational and didactic support, access to new teaching materials;
- parents: training and counselling programs, quality parenting education services on issues to define the best early education strategies.

2. Findings

2.1. Achieved materials

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All teaching materials were designed to create a safe, diversified and development-friendly learning environment that stimulates and provides benefits in teaching and learning, increases creativity, and applies curriculum by development areas to improve and explore the variety of every basic sense, to encourage interaction with the environment through exploration, experimentation, modelling, socializing, healing and therapy. All of these experimental learning materials were designed not only for a particular class but also for the use of all types of existing spaces in the kindergarten space as an extended learning area such as corridors (the floor could be a human skeleton or a historical scale etc.), alcoves such as small reading, communication or play centers), kindergarten yard etc. For each field of activity, an experimental laboratory was established where the students were helped to develop innovative teaching materials for each experienced field.

For example, for the Language and Communication experiential field, there were conceived and made over 20 sensory books with different themes (Universe, Seasons, Alphabet, Numbers, Colours, Instruments and Music Notes, Human Body, Emotions, Transport Types, City, My House) , In the park, Kindergarten, We dress, Pets, Wildlife, In the woods, On the lake, At sea, Underwater life, In the jungle, Insects, Flowers, Fruit, At the shop, At the South Pole etc.); giant sensory letters (for tactile memory), letter writing learning boards on different types of materials (for handwriting and capitalization); miniature books on emotions; books with translucent pages, soft furniture etc.

For the Sciences experimental field, there were materialized innovative materials in the form of learning panels for numbers, geometric shapes, numerical operations, number frequency, measurement, sensor materials for numbers, shapes, friction force, colour change, magnification and reduction, experimental substances, learning panels for seasons and various living environments, solar systems of different materials, sensory rockets, magnetic geographic maps and in case, sensory materials for the human body, various book templates etc.

For the Man and Society experimental field, there were designed puppets, models for puppet theatre, gigantic pieces, museum-themed learning panels At the park, In the zoo, People's races, giant sensory panels (seasons, food pyramid, vegetables, fruits and sweets) etc.

For the Aesthetic and Creative experimental field, there were conceived seasonal open and closed umbrellas, portable sensory musical notes, musical pseudo-instruments, various easels etc.

For the Psychomotor experimental domain, the designed materials aimed at the development of fine and coarse psychomotricity, the materials being grouped thematically, interdisciplinary or in different ages in the form of learning panels with different themes, labyrinths for individual activities or small groups etc.

Also, another creative and novelty product is the creation of a sensory didactic garden that was designed to create a diverse, safe and diverse learning environment adapted to the development of today's children.

2.2. Innovative aspects

Through this first Center for Early Childhood Education through experiential learning, from the Alexandru Ioan Cuza University of Iasi, there were developed five innovative aspects:

- *Research instruments* - there were conceived special tools for analysing and monitoring learning practices and competence of future and actual teachers for early childhood education.
- *Teaching Methodology.* In the 21st century learning a holistic approach and interdisciplinary integration are essential. To increase the transversal competences of future and actual teachers on early childhood education, there were been implementing an intensive teaching program for future and actual teachers. The main topics were on how to analyze the classroom environment, how to provide or built the most adequate resources for learning and teaching very young children and young children, how to apply learning space as an innovative pedagogical approach and how to design and create a special learning space - indoor and outdoor environment, such as a didactic sensory garden in each educational space. One of the novelty of this center is the designing of a didactic sensory garden to create a safe, diverse and developmentally appropriate learning environments that can stimulate and offer benefits across teaching and learning process, to increase the creativity and to apply curriculum on developmental areas for enhancing and exploring the variety of each basic sense and to encourage the interaction with the environment through exploring, experimenting, modeling, socializing, healing, and therapy.
- *Topics for the research laboratories focused on learning spaces investigation*. Our students were trained how to use this innovative research method and thought how to apply special instruments (assessments grids and interviews)

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to investigate the learning space from nursery and kindergarten involved, to make comparative analysis between learning process of children with low socio-economic status, and then according to the results obtained after the assessment of the specific educational context they designed and implemented learning space method as an innovative pedagogical tool. This kind of method implies all sensory senses which are so needed to be developed in early childhood education.

- *Large scale dissemination* of this experiential learning center results including parents, teachers, students and national authorities.
- *Wide multicultural context.* During the teacher training, students and teachers worked in various teams to conceive solutions to improve the learning process for very young children aged 0-7 which integrate the aspects of research and knowledge construction in the students' educational pathway for their professional development.

3. Impact and conclusions

This paper is more an applicative one regarding teacher education through an implementing a way of developing more the professional competences of future and actual teachers for early childhood education. On the Center for Early Childhood Education through experiential learning it is desired to increase the quality and relevance of teacher education for early childhood education through the development, testing and implementation of innovative educational practices related to the pedagogical approach to educate children aged 0-7.

Of course, it may arise the question why to do this through this center? The decision to increase more the professional competences of future kindergarten teachers through the activities developed by this center is grounded on a couple of successful key elements: a sufficient time for future and actual teachers to be motivated to invest in training and use the program as their professional development source. The analytical record of the discipline called Educational practicum in the early childhood education should be designed to make the students to be more engaged in their training to implement the new findings in their classroom and practice, substantial enough to be challenging even to experienced teachers. Because during their B.A. program, our students – future teachers - go through pedagogical practicum, during the M.A. program our students – future and actual teachers should have placement opportunities to be challenged at a different level on educational practicum then in B.A. program. Our experiential learning activities were designed to cover the needs of a heterogeneous group of future and actual teachers: teachers who are in their first early career years and need support; teachers who are working into traditional classroom and would like to learn about new ways to motivate children to learn; teachers who need the motivation of contextual learning to get them back into the professional development; teachers who need experiences to value a certain subject; teachers who needs an alternative learning way in order to succeed in teaching practice; future teachers at the beginning of the teaching road. identify the place in the curricula with great professional potential and a dearth of professional entry-level opportunities. Analysing their syllabus, there is no better place where our methodologist instructors for educational practicum of early childhood education master program could exercise and increase their competence then the allocated hours for educational practicum.

Therefore, the impact on the participants is a qualitative one and my joy is that the added value of this center is reflected, on the one hand, in the multiplication of the experiences developed in the Center at the level of several kindergartens and, on the other hand, in the multicultural awareness already visible in: improved professional skills of future and current teachers in pre-school education; in increasing intercultural awareness and communication capacities; (tolerance, empathy, efficiency, flexibility, teamwork). By reference to Moon ideas about external experiential learning activities (2004, p. 164), through developing this program of methodological laboratories by this Center, our students learned about: work and workplace practices; organizational work; communication skills and about working with people (colleagues, teachers, parents, administrators); personal work behaviour patterns; assessment of their own performance; working with feedback from others; their own career aspirations and professional development; teaching planning and designing projects; learning from experience; self-management; using the reflection and reflective practice; key employability (or other) skills; self-confidence and a willingness to take initiatives; enhancing their orientation toward lifelong learning.

A very positive feedback was also given by the experts from Belgium, France and Switzerland who visited this center and appreciated the existence of such a center under the aegis of the University, mentioning that they would like a collaboration with the University to replicate such a center and their universities.

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The efficiency of practicing internships and accessing students (from the Pedagogy of Preschool and Primary School Education B.A. module and those from Early Childhood Education M.A. program) was also appreciated at the pedagogical meetings and to the methodical commissions where it was found that attendance in this form improves the level the human resource for preschool education provided by the University, bringing added value to pre-service and in-service teacher training; provide support for updated learning environments for present generations of children, models that focus on sensory senses as a way to learn by doing through action; elaboration of methodical-scientific contents for three volumes of specialty for early childhood education; presenting to international events and publishing numerous scientific articles; expertise on early education through the development and implementation of institutional development projects and experimental research project.

Students enrolling in the Master's program Early Childhood Education in order to carry out internships in the Center where they benefit from direct and permanent collaboration with teachers, as well as the fact that the students of the Pedagogy of Preschool and Primary School Education and those from Didactics Applied for Primary School Education Master Program want to get involved in the replication of ideas, internships and activities of the Center for Early Childhood Education through experiential learning to primary school education is another argument that supports the idea of impact.

By developing this Center for Early Childhood Education through experiential learning, as an innovation and transfer of strong know-how in the field of early childhood education, the potential long-term benefits could be reflected at least at three levels:

- teacher training: increasing transversal competence of future and current teachers in early childhood education and primary school teachers;
- child development: developing a pro-learning attitude of children as future learners will help them express or develop a sense of ownership and tend to be more active and engage in direct learning;
- social context: increasing the social responsibility of future teachers and parents in order to create a safer and more creative world for children.

From the point of view of teacher training, experiential learning can help the university approach to stay relevant to students by providing them with the professional skills to transition into the workforce. As an argument for this point of view there is Cantor's opinion (1995) that experiential learning approach is helping the university to fulfill the need for higher education to be more closely interface between workforce and professional community economic development. Teacher training for future kindergarten teachers should focus more on at least two anchors of the teacher profile: improving the achievement of relevant and high-level basic and transversal competences from a lifelong learning perspective and improving quality early education. And through this center, I think we can increase the social responsibility of future and current teachers for early childhood education and parents to create a safer and more creative world for children.

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National values in the Romanian press in the second half of the 19th century

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Abstract

This study proposes an analysis of the main national values promoted by the Romanian press in the second decade of the 19th century, a period in which independence and national identity represented vital issues for most European states. The object of this research is one of the best known Romanian publications of that period: the newspaper "Timpul" (The Time). Our analytical approach targets the identification of national values promoted by the journalistic discourse, in relation to the social and political context of the time. The analysis of the articles emphasizes the journalists' preoccupation with the dissolution of traditional values such as language, culture, history, and faith, when confronted to the temptations brought about by external models. Without pleading for isolation within the borders of national history and culture, the press of the time suggests that institutions and attitudes built according to foreign models should be cautiously adapted to the Romanian realities.

Keywords: national values, the 19th century, Romanian journalism, "Timpul" newspaper.

1. Social and political micro- and macro- context

Labelled by historians "the century of the nationalities", the 19th century focuses on an issue regarded as urgent by most European nations – the issue of the national state. This is the time when Europe is challenged by ample social and political movements. The Romanians' fights for emancipation and liberation belong to a larger context of the efforts made by smaller states to earn their place on the map of a modern, independent Europe. The revolutionary moment of the year 1821, along with its subsequent political changes and the movements of 1848 announces a period of great transformations that would lead to the modernization of the Romanian state. In the second half of the 19th century, the years 1859 and 1877 stand out as important benchmarks of the Romanian people's modern history: the former is the year of the Small Union, when Moldavia and Wallachia become one, following the double election of Alexandru Ioan Cuza, while 1877 is the year when the Romanian state gains its independence on the battlefield. The double election of Alexandru Ioan Cuza, on the 5th of January 1859, in Moldavia and the 24th of January in Wallachia, opens the way for democratic reforms in the Principalities. The constitutional system introduced during Cuza's reign provides the premises for the inclusion of the Principalities among the most democratic modern structures of that time (Berindei 2002: 137). An important crisis for the country was the dismissing of Alexandru Ioan Cuza, in 1866, when a foreign prince was brought to rule the country. These events generate the danger of an imminent ottoman intervention leading to the annulment of the Union and fuels further issues caused by the diplomatic manoeuvres of the great powers. This crisis situation is overcome due to the implication of domestic politicians and the newly elected Romanian diplomats.

The decade between 1866 – the year when the Principalities are given a modern Constitution – and the moment when the great powers acknowledge the independence and sovereignty gained by entering the Russian-Turkish in 1877 is regarded by historians as a stage of preparation for a moment expected for centuries: the acknowledgment of Romanians as a free, independent, European nation (Berindei 2002: 49). Until the first half of the 19th century the only Romanian political aim was the recognition of our existence as a nation and a state. However, starting with the second

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half of the century we can speak of a genuine Romanian political life, once the Constitution was adopted in 1866. Created according to the model of the Belgian Constitution adopted in 1831(Berindei 2002: 10), the Romanian Constitution proclaims the Romanians' rights, emphasizes the principles of separation of powers within the state and ministerial responsibility, thus placing Romania among the most developed countries at the time. According to the constitutional regime appointed in 1866 by the sovereign, political parties took turns in forming the government, ensuring their majority in the Parliament and thus subordinating the local and central administrations.

The second half of the 19th century is characterized by an intensification of the unionist movement in the Principalities, as the union ideal becomes the core of political thinking at the time. Heterogeneous and marked by contrasts, the Romanian society of the time crosses a period of great transformation on its way to modernity, economic, political and social change. This period is regarded as an essential stage in the historical process of the formation of the modern Romanian state. The obsession for the national issue, reflected by the journalism of the time, is generated by the concern that national identity could be lost under the impact of foreign domination and the temptations brought on by Western models. Achieved according to the model of Western civilization democracy, the modernization of the Romanian society in the second half of the 19th century was extremely fast-paced. The precipitation of historical stages did not allow sufficient time for sedimentation. Consequently, the Romanian society of the time seems to lack harmony in several aspects. The theory of "forms without contents" unfortunately finds its best representation in this period in which foreign forms of political and administrative institutions were adopted regardless of their inadequacy with the country's domestic needs.

2. Romanian journalism in the 19th century

Despite the fact that manuscripts started circulating as early as the 18th century, one can actually speak about a proper Romanian press only beginning with the 19th century, when the transformations occurring in the economic, political, and cultural life of the Principalities provided the premises for the issue and development of Romanian periodicals. The beginnings of the press are also favoured by an intensification of cultural exchanges with foreign countries, by the circulation of material assets, and the permanent exchange of ideas made possible by young Romanian intellectuals who studied in Western European countries. The first Romanian publications are issued in Transylvania in close connection with the cultural activity of the Transylvanian School.

After Alexandru Ioan Cuza was elected as Romanian ruler, the political centre of the country is relocated in Bucharest where the most important political newspapers of the time are founded. A strong believer in the freedom of expression of the press, Cuza encourages the issue of Romanian publications, both as a means of reflecting public life and as an instrument of mass education. The first law of the press is elaborated under the reign of Cuza (1862), being subsequently consolidated by the Constitution of 1866, that provided the abolishment of censorship and proclaimed the freedom of expression of the press. The main political groups of the time, namely the Conservative and the Liberal parties, are well aware of the necessity to provide financial support to publications that could defend them and promote their interests. Thus, the conservative cause is supported by newspapers such as "Timpul" (*The Time*) (1876-1884), "Epoca" (*The Epoch*) (1885) and "Conservatorul" (*The Conservative*) (1900), while the liberal cause is supported by "Românul" (*The Romanian*), "L'Independence Roumaine" (*The Romanian Independence*) (1879), "Voința națională" (*The National Will*) (1884) and "Democrația" (*The Democracy*) (1888). The discourse cultivated by these publications mirrors closely the ideologies of the two political parties as well as the ideals of the young political class of the time.

Along with the thematic specialization of the Romanian press at the end of the 19th century (economic, juridical, literary, scientific, and military publications are issued, addressed to particular categories of readers) one can also witness the enrichment and diversification of information sources, as foreign press agencies open their branches in Bucharest. The specificity of the journalistic discourse in the 19th century is given, on the one hand, by the cultural character of the language, in a time when the norms of the Romanian language are not yet established, and on the other hand by the particularities of the political referential and the social and historical context that generates the contents. While the first Romanian publications have an eclectic character, including, along official news and communicates, translations from the foreign press, literary texts, letters, telegrams, advertisements, and the like, newspapers gradually start to structure their pages in separate columns, granting more space for domestic and foreign political issues. Important journalists start investing the journalistic discourse with authority, turning it into one of the most efficient weapons on the Romanian political battlefield.

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3. National values promoted by the journalistic discourse

3.1. Description of the journalistic corpus

The object of our analysis is the editorial archives of the "Timpul" newspaper from the period between 1877-1889, the selection of this newspaper being motivated by the fact that it was a representative publication with a huge impact at that time. Our analytical approach aims at identifying and analyzing the Romanian national values promoted by the publication in a time when the mirage of foreign models was regarded as a real threat against the preservation of national identity.

"Timpul", a political and literary newspaper is issued in Bucharest on the 15th of March 1876, being coordinated until 1877 by Gr. H. Grandea. Around its editorial debut, the newspaper has four weekly issues. In the periods 1876-1884 and 1889-1900 it turned into a daily newspaper. A new series is edited between the 2nd of March 1923 and the 7th of July 1924 (DGRL, s.v. *Timpul*). Founded during the conservative governing "Timpul" becomes the main opposition newspaper after the liberals take the power. At the beginning of the year 1877, the leadership of the newspaper is granted to Titu Maiorescu, while Ioan Slavici is appointed editor-in-chief, being responsible with the political material. At the end of April, when Maiorescu steps out from the leadership, the editorial responsibilities are taken on by Ioan Slavici and Gr. H. Grandea. Left alone after Grandea leaves the editorial office of "Timpul", Slavici requires that Mihai Eminescu joins the editorial board. At that time, Eminescu was an editor at "Curierul de Iaşi". The poet joins the conservative publication in October, being followed in January 1878 by I.L. Caragiale. In order to set limits to the polemic effusions of the three gazetteers, the conservatives appoint I.A. Cantacuzino as editor-in-chief in February 1878. Eminescu's freedom of expression and thought will bring him much trouble: the journalist gets into a conflict with Al. Lahovari, an influential conservative leader and ends up formulating tough criticism against the Junimea members. Starting with January 1882 Gr. C. Păucescu takes over the leadership of the newspaper. On the 16th of February 1883, Eminescu quits his position as editor-in-chief.

The editing board of "Timpul" hosted three outstanding personalities: Eminescu, Caragiale and Slavici. This triumvirate turned the conservative group's publication into one of the most important newspapers of the time. Even if their names do not appear on the frontispiece, they bear responsibility for the published materials. Slavici contributes with prose, reviews and notes, I.L. Caragiale writes editorials, parliamentary coverage, domestic and foreign news, notes, information, theatre chronicles, while Eminescu is responsible for articles on domestic and foreign politics. Eminescu's writings go beyond the conservative doctrine, reflecting the journalist's refusal to remain faithful to the political views of those who supported the newspaper financially whenever his own opinions were different from theirs. Eminescu gives value to the newspaper, turning it into a landmark of journalistic writing of that era.

3.2. Romanian identity values in the "Timpul" discourse

The young Romanian political class' haste in adopting Western models triggers Eminescu's bitter reaction. He states in the issue of "Timpul" on the 2nd of July 1881 that everything is limited to "the same hunt for positions and money, the same sacrifice of the country and of freedom for the sake of personal interests, the same dirt that can be fatal for a nation that starts its life with institutions borrowed from abroad or improvised by foreigners and that is unaware that real progress can only be related to its history and its past." (Eminescu 1985: 224).

Being an ardent defender of national specificity, Eminescu is accused of nationalism and xenophobia. However, Eminescu's "nationalism" should be understood in the social and historical context of his time. "His nationalism is not property-related, but contextual, and it is almost exclusively used as a weapon against liberalism, which the poet cunningly argues against, obstinately pursuing his objective – to defend conservative values" (Sereş 2000: 7). In close connection to his being labelled a nationalist, the accusation of xenophobia was generated in its turn by neglecting the social, political and economical context of the 19th century as well as the tendentious fragmentation of some of his articles. Behind his refusal of "foreignness" there is actually the journalist's preoccupation with the problems his country was facing and his concern for the loss of national identity. Motivated by these concerns, the journalist pleads in his articles for "Timpul" in favour of the respect for and preservation of the Romanian values, emphasizing the fact that history, language, culture, and religion remain the main means for the preservation of a people's identity. The next

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section aims at depicting the importance and effects of these identity values in the configuration of the Romanian people's spiritual profile, as they are often reflected in the journalistic discourse of "Timpul".

3.2.1. History

The past represents a fundamental landmark for Eminescu's journalistic work, his perspective being centred on it. In fact, he explicitly confesses about his fascination with the past and the fact that he feels closer to his forerunners than to his contemporaries. His predilection for the historical past is based on a good knowledge of the sources, the thorough study of old chronicles and manuscripts and his love for history makers. His connection with the past is mirrored, on the one hand, by his respect for the forerunners, and by his nostalgia regarding an ideal social model, on the other hand. As opposed to the vices and vanity of his contemporaries, history provides the journalist with the source of exemplary models and compensations for the lack of authenticity of contemporary values.

Frequently accused of projecting a bucolic perspective upon the past, the journalist turns history into a landmark he compares all present acts which, being absolutely convinced that the future is nothing but a continuation or at most a rectification of the past. Within his journalistic discourse, passéism becomes a sort of explanatory, heuristic commentary meant as a confirmation of genuine national values, in a time when the country's freedom and independence were just mere dreams. History acquires paradigmatic values, while the past is used to critically evaluate the present and identify efficient solutions for the country's political problems. This temporal expansion is based on the journalist's belief expressed in the issue of "Timpul" of January 10, namely that "the Romanian audience, like any audience in the world, live in the present, and few, very few of them are interested in the past of their country" (Opere XII, p. 22) and that ignoring their predecessors' experience prevents the modernization of the country.

The past is illustrated in the pages of "Timpul" by memorable historical characters and heroic deeds that gain exemplary value for the contemporary generation. Deeply disappointed by the actions of the Romanian political class, the gazetteer turns towards the past, perceived as a compensation, and expressed without hesitation his admiration for personalities such as Ştefan cel Mare, Mircea cel Bătrân, Matei Basarab and others. Such an attitude towards the past accuses him thus of being a reactionary. Eminescu responds to his accusers, in his articles, claiming that "real progress can only occur by means of conservation, on the one hand, and addition, on the other hand" (Opere IX, p. 417) and that "real progress, which is a natural connection between past and future, is inspired by the actions of the past, rejecting improvised innovation and hazardous adventures" (*ibidem*). Being well aware of the complex relationship between historical past and politics, the journalist perceives them as being complementary, since the past provides the premises for the present and politics should respect the old fundaments of society in order to adequate its objectives to the society's specificity.

3.2.2. Language

A means of preserving and cultivating national identity in a time in which the issue of independence is vital for many European states, language is an essential issue in journalism. By drawing attention on the necessity to establish norms and modernize the Romanian language Eminescu launches a virulent campaign against the "incomprehensible language" cultivated by the press of this time and the visible linguistic fluctuations of his fellow journalists' discourses. He claims that any novelty in the field of language must be based on tradition and emphasizes the dangers of hasty modernization. Without opposing novelty, Eminescu criticizes "empty forms" as well as the journalists that "manufacture new words, undermining the old edifice of the Romanian language, with the mere purpose of saying something and pretending they have a culture or faking abilities they were not actually endowed with" (Opere X, p. 441). In this context, his efforts regarding the cultivation of the literary Romanian language are part of his endeavour to fight against "forms without content" and the excesses they generate.

A comparative reading of Romanian publications at the time emphasizes the superiority of the journalistic discourse cultivated by "Timpul". When compared to the language of the press in the second half of the 19th century, the number of hesitant spellings and grammatical forms is obviously reduced in the pages of the conservatives' publication, proving that its gazetteers had a better mastery of the language. On the other hand, by using a significant number of neologisms and frequently introducing glossaries in their articles, journalists contribute to the education of their readers by making them aware of the norms and enriching the language, in a period when the general norms generate countless

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fluctuations in verbal expression. Eminescu emphasizes the role played by the church in building a unitary national language, claiming that "if there ever was a bias on the dialectalization of our language, it ceased when the church created the literary language, sanctified it and turned it into a sacred language of the state. From that moment on, the unity was expressed by language and nationality, whereas before that Romanians tended to mistake nationality with religion" (Opere XII, p. 363).

3.2.3. Culture

The beginnings of Mihai Eminescu career as a journalist are closely connected to the cultural and political life of the Romanian students studying abroad. After his debut as a journalist he collaborates for a few years with Iosif Vulcan's "Familia" (*The Family*), a collaboration that begins with *Repertoriul nostru teatral (Our Theatrical Repertoire)*, printed as an editorial in issue number 18 of the magazine on January, 30, 1870. The text is part of a larger campaign aimed at supporting the foundation of the national theatre and emphasizes the necessity of elaborating a national theatrical repertoire, as well as the necessity of founding a publication that would allow writers the opportunity to publish their literary works.

The journalist has a critical attitude towards young people who idealize borrowed Weastern European ideas without considering the historical contexts of the phenomena. Believing that the future should not be a mere continuation of the past, but rather the latter's rectification, Eminescu pleads for the adoption of new "forms" only provided that they are adapted to the national specificity. His journalistic debut reflects his maturity and freedom of thought in dealing with cultural issues, the power of his discourse and the solid argumentation of his viewpoints. In this respect, the journalist does not hesitate to start a well-known polemics with Titu Maiorescu, the Junimea mentor. Eminescu appreciates Titu Maiorescu's "valuable, clear style", yet he disregards his attempt to raise the Romanian culture and civilization to the European level in disregarding the realities of our country.

The journalist has nothing against introducing Western cultural institutions in our country, yet he emphasizes the danger of the "forms without content" in the context in which Western models were borrowed disregarding the nature and specificity of the Romanian society. He clearly expresses his belief that "real progress can only occur by means of conservation, on the one hand, and addition, on the other hand" (Eminescu 1984: 371).

3.2.4. Religion

The important granted by Eminescu, as a journalist, to the church in the process of national identity preservation is obvious even since he publishes the article entitled "It is said in the council…" issued in November 1876. This is a text in which the journalist expresses his indignation against Austro-Hungarian policies concerning the abolishment of national institutions in the states under occupation. The gazetteer pleads for Romanians' rights, claiming that "the church and the schools, that is all that Romanians request from the Austro-Hungarians, and by this they only want to preserve their nationality, and nothing more. In everything we do, especially in this century, we seem to have only one purpose: material needs and physical power; however, even the most materialistic of people work, against their own will or even without realizing it, for a higher purpose. Cultivated people sometimes seem to lack this consciousness that belongs to the people" (Opere IX, 252).

As opposed to national institutions such as the government, political parties or public administration, that are prone to harsh criticism from the journalist, church and school are regarded from a very different perspective. According to Eminescu the church supports and continues the educational process achieved by the school: "church is also a tool for development and its influence upon primary schools is most useful" (Opere X, p. 137). The school and the church play a vital part in configurating the spiritual profile of a people and in preserving its national identity.

Essential for the conservation of the Romanian nation, faith connects the generations and ensures their continuity:

„Our ancestors gave their lives to spread this religion amongst the pagans and they suffered and fought heroic battles in order to develop it. Every step I take in knowing the history of my country shows me once again how deeply rooted Christianity is in the very nature of our nation" (Opere X, p. 405).

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4. Conclusions

Covering a wide range of topics, from cultural issues to political editorials, from economic studies to pamphlets and ironic comments, the Romanian press in the 19th century depicts the complex issues of the time with a bias towards a rhetoric of identity in an era in which national independence represents one more desiderate. According to the journalists of the time, the preservation and cultivation of identity-related values – language, culture, religion, and history – represent the only solution for the rescue of our national being from "foreignness". In a world governed by relative values and the *eulogy of* difference, the study of the 19th century journalism gives one the sense of belonging to a community and a culture. The journalistic discourse emphasizes the fact that extremes (an obsessive concern for identity issues, nationalist, religious or cultural obtuseness on the one hand and the eulogy of cultural plurality, on the other hand) are equally harmful, because of the effects they generate at the level of national identity and the relationships with the others.

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The adult trainer. Possible skills and challenges of modernity

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Abstract

The present study aims to create a possible portrait of the adult educator, drawing attention to the features that it should have in order to form a genuine model for the educator and to bring efficiency and effectiveness to the educational act addressed to this category of age. A quality education, regardless of the trainer, is not an accident, but should be the result of intelligent, unintentional efforts, with quantifiable results. We are increasingly talking about the necessity of lifelong learning, a complex activity in which every individual of a given society is, or should be involved in, the educational act making essential contributions to the completion of the individual and the development of society. Such an institutional construction would not only solve the problem of the formation of the adult, but also contribute to the improvement of living at the age of wisdom through specific activities that are fit for non-formal education.

Regardless of the beneficiary of education (be it the individual or society), the educational act – we believe –cannot be conceived without a disciple and without a master who has a decisive role in ensuring progress and performance. The educated - educated relationship, as well as the portrait of the trainer, have been in the minds of thinkers and educators in all ages. Being an adult educator means having multiple and diverse skills in a society where education has a difficult mission to convey an accumulated culture for centuries, but also to prepare the individual for an unpredictable future, to paraphrase Jacques Delors.

In the present study we will highlight the personality traits and the skills that are necessary for the adult educator, putting them in relation with the challenges of the modern society, with the specificity of education at this age, but also with the necessary authority of the teacher who can orientate his disciple towards the authentic values. Moreover, the trainer, animated by the consciousness that feeds the intrinsic motivation, absolutely necessary for those who aim to model the personality of the peers, must also constitute a true academic, moral, social, professional and attitude model in a mentor - mentor of his disciple. The latter, living in the knowledge society, needs continuous education, delivered by authentic trainers, for whom keywords must be quality, innovation, creativity, performance, motivation, excellence, competitiveness, rigor, passion, assumption.

Keywords: trainer, mentor, skills, performance, adult education

1. Introduction

Education is a complex activity in which every individual of a life-long society is involved – or it should be - involved, the educational act making essential contributions to the perfection of the person. Education, regardless of the trainer, is not an accident, it rather should be the result of intelligent efforts with quantifiable results. Without such an education, the modern individual cannot cope with the challenges of the contemporary world, characterized by competitiveness, competition, speed, unprecedented information and technological avalanche, and cannot perform within it. That is why, for personal and professional progress, we need education, not a simple education, but a quality one with adequate resources (including human) capable of adapting to the specifics, challenges and rapid evolution of the knowledge society. Quality is nothing but a certain degree of excellence, merit or value, associated with an object, product, service, in our case the actual educational act (Iosifescu, Șt., 2005).

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Most of the people who have dealt with the study of the concept and the domain of reference agreed that education is not only the key to personal and professional success, but also to the social one. Indeed, education is the action of forming the individual for themselves, according to J. Fr. Herbart (Mauxion, M., 1906), but it is also designed to shape certain physical, intellectual or mental states necessary for the social life and environment in which the educator lives in. (Durkheim, E., 1926).

Regardless of the beneficiary of education (whether it is the individual or the society), it is believed that the educational act cannot be conceived without a disciple and without a master who has a decisive role in ensuring progress and performance. We cannot say that there is a field about a particular subject/topic and that everything has been written about. There are topics that can be written many things about, through various and diversified approaches. All the more so when it comes to a possible portrait of the teacher, characterized by a constantly dynamics, any new appearance causes interest, without being exhaustive itself. Even a work that had been arisen a few years ago, if carefully analysed, it will be found that it still needs reconsiderations, revisions, and updates.

The trainer must have a good initial training, that will be doubled throughout his entire professional life (and not only), by continuous training. When you respect yourself, when you respect the school and the noble vocation of a teacher, when you breed pedagogical love for those whose personality you are in charge of, you shall never stop studying, as Rousseau once said (Rousseau, J. J., 1966). Initial training in the knowledge society is no longer sufficient during a career. If you want performance, you have to prepare yourself permanently, driven by your consciousness, at your own will. Today's trainer needs training for himself in order to be a fulfilled person, but also needs to bring accomplishment to others in a beautiful and necessary spirit of communion, in a civic and professional duty.

We also add here the experience we have gained over time, the passion for the school institution, for the education and for the educated, but also for the hereditary dowry, that provides us specific inclinations which, if discovered and fructified in due time, contribute to achieving the performance in what you do. These are just a few features the teacher needs to be in possession of in order to be able to aspire to the ideal of his profession. In all epochs, many of those who dealt with the analysis of the educational phenomenon tried to cherish the portrait of the "ideal" teacher for those times, the features listed above, on which we will return to the following, all of them being unanimously accepted. Even if the ideal is sometimes a utopia, the trainer's traits are absolutely necessary to be known, because by referring to them, according to the specificity of each person's personality, we can achieve the performance more easily.

Moreover, education should be directed towards the development of skills (not just knowing, but knowing how to do it). The idea is not new, but we find it in the seventh decade of the last century when the conclusions of the famous 1968 Amiens colloquium showed that "in future training we will no longer be talking about acquiring knowledge or learning to learn, but to learn to become." (Mucchielli, R., 1982, p. 112). Becoming adults involves in training that our study refers to, including the need for professional reconversion, when society requires you with more or less hardness that you have to do this.

2. Adult education, a component of lifelong learning

There is a fact known and accepted by all actors in the socio-educational sphere, that the school, as the main responsible factor for the achievement of systematic and continuous education, cannot ensure the sufficient training of the individual (personal and professional) of their life. The modern man has to cope with the modern challenges of a fast and hardly predictable society in which people often face complex situations that they need preparation for, adaptability and decision-making.

Education (permanent) is the key to success in this social competition. The education, that includes, interdependently, all aspects and dimensions of education (including edification for the adult segment of the population), the resulting whole means more than the sum of the parts, it means that cumulation of influences exerted upon the individual who accepts and assumes the beneficial out of them (Lengrand, P., 1973, Păun, E., 1993). As a matter of fact, the main characteristic of education is that it only accepts the positive side of learning.

Unfortunately as far as we are concerned, we have not got a proper social and organizational culture for the implementation / development of permanent education. There is even a confusion between lifelong learning and adult education. This issue is also highlighted by the evidence that Romanians are citizens of the European Union with the lowest level of lifelong learning, as shown by the European Lifelong Learning Indicators study, which also measures

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how the economic and social well-being in a specific country are facilitated by the learning conditions. It is quite clear that the approach of permanent education (in all its forms of manifestation - formal, non-formal and informal) in the Romanian society it is a priority, especially a due the legislative foundation. Law on National Education no. 1/2011, which refers to lifelong learning in 32 chapters (328-359), stipulates that lifelong learning represents the totality of learning activities carried out by each individual throughout their lifetime, in formal, non-formal and informal contexts, in order to form or develop competences from a multiple perspective: personal, civic, social or occupational (Article 328, paragraph 2).

We note the need for a valid institutional construction in adult education (see Adults' Institutions (Palaces) from other European countries and beyond), which would solve not only the problem of training the contemporary adult, but also it would contribute to the improvement living in the age of wisdom, through specific activities, fit in the sphere of non-formal education, in the company of pleasant and dedicated people, who are convinced that these type of activities solve largely rigid problems (loneliness, the feeling of social futility, the need for affirmation / socialization etc.)

The idea of permanent education (for profession, for yourself, for improving the quality of your life - for this it is necessary to develop a quality culture on a personal and institutional level in Romanian society) must be inspired by the ongoing adult learner; Equally, the teacher must have it in mind. It should not be seen as a form of education, such as formal, non-formal or informal, or as a new type of education, but as a design of education in the perspective of its development in various forms (including self-education, that "with his own forces, aims at a goal that is materializing in a certain change" (Urbanczyk, F., 1975, p. 406) throughout all life. We would say that it is necessary to design this education, especially for adults, because the adult is "motivated" by his life plans, by his aspirations. The adult is an independent person (unlike a child who is dependent) and engages in an activity (for learning) only if there is a correlation between his life projects and the urgent desire to achieve them." (Neculau A., 2004, p. 49). The trainer should know how to motivate the adult to continue his / her training, to address new personal and professional challenges, aware of the issues that he / she needs to improve in his / her later work (Cross, K. P., 1981).

3. The teacher-promoter of the values

Not everyone can be an educator, especially nowadays, when the norms and values of the past intertwine with the new ones, some of them, questionable. In this context, the education should be oriented towards authentic values, while the trainer has to be a promoter, regardless of the age he is addressing to. The academician Ştefan Bârsănescu (1895-1984), in his general pedagogy course he held at Alexandru Ioan Cuza University in Iaşi in 1933, showed that education is "the conscious activity of influencing man through a triple work: care, guidance and cultivation, guiding their evolution in the direction of values." Vocational teachers impress, at all times, due to the authority that the old ones and our mentors in the pedagogy have been talking about, the authority that makes you become a model, a guide of behaviour, a stimulus in the process of change in which the followers have been interested in, being animated by love for the others, in order to develop their receptivity to values, because this is the only way we can advance to performance and educational ideal. The quality of education and educators is paramount because there is a risk of easy assimilation of both positive and “pseudo-values” when they are passed on as a model.

We live in a globalized, consuming society, in which the non-valued person is more and more often felt, is to be recognized and even appreciated - an equivalent of the upside-down world, which the lyrical poet Greek Arhilorh - (c. 680-645 BC) or 712-664, to whom the creation of the iambic verse is attributed and whose creation has prefigured that of Aristophanes and served as a model for the poet Sappho. In our modern time the man has got the feeling of an atypical world, stripped of the true values, whose modernism can produce major imbalances, both personal and social. We shall direct our thoughts towards antiquity, to the Athenian state model proposed by Plato. He used to believe that any new element that would penetrate Athens, would also lead to its decline. It was necessary, then, and now as well, for a moral transformation that could only be accomplished through education, a valuable one, once it is absent it could immediately be discussed the issue of the social disaster, as both the Greek ancients and the Christian pedagogues claimed (Marrou, H.I., 1997).

In such a society, where we need real benchmarks, our duty is to appeal and relate to unanimously acknowledged values, even if we sometimes have the impression that we belong to a minority. Quality- valorizing education is the

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key to social and personal success for today and always. And there is still a strong link between the two concepts: education and values, seen as the "way of being or acting, which a person or a community recognizes as ideal and that makes people, groups or behaviors to whom it is assigned to be considered good or respectable" (Ferréol, G., Jucquois, G., 2005), including moral and national-identity values. It is enough to think of Spiru Haret, his reform and his legislative and institutional constructions, Ghe. Asachi or Mihail Kogălniceanu, to realize that it was about promoting a true national character of the school, nowadays this aspect being still fully existent. There are people who have generated memorable facts in periods not long gone. The words who testified that history is a gain for all generations, shall make us more aware of the examples of history, because it keeps repeating. Or, sometimes it should repeat.

They are indisputable values, reference points, a viable alternative to the landmarks of a disorganized society that imposes certain standards that do not necessarily equate to the idea of well-being. Modern psychology also agrees that the lack of quality education leads to the disorganization of its personality and its harmonious structure, producing and accentuating social disorder. But to transmit the authentic values you have to identify yourself with them, assume them and internalize them, you must have the strong belief that they are necessary, so that due to them you can propose and succeed in changing attitudes, mentalities, behaviors, for a better individual, social, professional life (Neculau, A., 2004). We do not advocate unchangeability, especially in modern society, when change is sometimes necessary in accordance with social development or the needs of the individual. There are situations in which "teachers may fail to try to change some of their learners' non-productive behaviors because they do not maintain enough pressure on change ... and because they do not explain to students the importance of change for them." (Pânişoară, I.O., 2009, p. 291). But this change must not be rebutted by the principles and genuine values I have mentioned.

4. Particularities of the educator-educated relationship in adulthood

The educator - educated relationship has been in the minds of thinkers and teachers of all ages. Being an adult educator means taking into account a few characteristics, in keeping with the well-known teaching principle of respecting individual and age-specific peculiarities. Ever since the beginning of the last century, American educator E.C. Lindeman, who made remarkable contributions to adult education, drew attention to the fact that "adults want intelligence, strength, power, intense life, the expression of opinions, the freedom to create, the appreciation of others...they want to be taken into account, they want their talents to be capitalized ... in short, they want to improve." (Lindeman, E.C., 1926, pp. 13-14). The adult should be involved in the learning activity, depending on the success of the training act. It is necessary to encourage open communication and creative and innovative ideas, it is known that no one holds the absolute truth, which is also one of the general principles of quality management in education.

In this sense, the educator-educated relationship must be one of closeness and love, based on the elimination of constraints, it must be characterized by availability, tolerance and respect, it must be a relationship in which each one forgets and sees only the other, a hierarchy without distance. Education should not be perceived as a stressful act. On one condition: to be approached by both partners (educator and educated) with responsibility and professionalism, through a democratic relationship in which the adult learner becomes an "actor" who is actively involved in choosing and adapting to the act (Cucoş, C., 2002, p. 332), a "communion established between the educator and his pupils, motivating each other" (Şanta, G., 2001, p.183). It is important for the educated to be aware that it is not good to copy the trainer. Such an approach would have been doomed to failure. We can relate to certain features of our teachers that we have to go through our own filter, add to the peculiarities and style of each of us so that, ultimately, to triumph performance and originality.

The trainer must know the learner very well, with his / her peculiarities, so that he / she can intervene in the training process where appropriate and ensure an optimal relationship. This knowledge represents a "premise of educational success" (Stan, L., 1993, p.170). This requires observation, experiment, analysis, all duplicated by pedagogical tact and fine passion.

In establishing an effective relationship between the educator and the educated, a special role is played by the environment in which the training process is carried out, as an external condition, which must be a favorable, pleasant, attractive one that amplifies the educational influences.

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5. Adult trainer-some constitutive features

Ever since ancient times, Quintilinanus has shown that by way of example and through the educator's, the path will be shorter than only knowing the rules. Of course, the reference was about knowledge. In fact, the pedagogy of the positive pattern appears in all ages. The trainer should be an example model for his students, and there is no need to make a special plea for what the force of the example means in the educational process. We take ideas, strategies, attitudes from those we accept as models, without this meaning the renunciation of the personality of our personality. A teacher must be original in approach, sincerely and convincingly, s/he must guide and not impose a referential model as a unique approach; it is just a guide of conduct, a stimulus in the process of change in which the disciples hired.

The true trainer needs to know how to motivate the student, to awaken in them the desire for improvement. "Think permanently how to motivate your students and how to motivate yourself to have really attractive and motivating classes for the students." (Pânișoară, I.O. 2009, p. 155). The process of true teacher training is not the constraint of laws and regulations, but the impetus of the thirst for knowledge and the fascination for the personality of the latter. It is what we call authority with the vocation status of the educator.

One of the key performance features in adult work is related to the trainer's competence, which contributes to achieving quality, innovative and creative training, in line with the evolutionary challenges of modernity. The competence must be in its field, being constantly aware of developments in the field, as well as in the related fields, for the necessary interdisciplinary connections, which gives the necessary scientific authority. As a compulsory component, we add the general culture - Jacques Delors says that education has a difficult mission to convey an accumulated culture for centuries (Delors, J., 2000), a good knowledge of the didactics of the field he teaches, but also of pedagogy and psychology, that the educator has different personalities before him.

As mentioned above, initial training is not sufficient for performance throughout the professional career, which needs to be completed by continuous training and self-training. A proper conception of self-training must also be inspired by the adult learner - "A task of adult education is the training and guidance of adults and young people towards independent intellectual work" (Urbanczyk, F., 1975. p. 413) - but also to be a constant interior of the trainer, for a constant becoming.

The vocation teacher is an optimistic person, confident about of his disciples' success and the training act, in striving for good and values. We add the intellectual and moral courage to make decisions. "Having courage means making decisions; to decide is a difficult act because it does not only mean to say what is desired, but also what is not wanted, to say what goes wrong and what does not work, to appreciate the positive or negative activity..." (Gherguț, A., 2007, p. 18). Courage is also linked to the ambition not to give up, it aims at moving on, overcoming the limits. Any new activity, any new disciple, can be a challenge if the trainer creates passion and responsibility, seriousness, rigor and exigency.

Hereditary implications are the predisposing background of the individual to performance in a particular field. By heredity, we receive from our ancestors anatomic-morphological features that make us physically sow with them without a role in intellectual development. Some features of the nervous system and particularities of the sensory organs, the starting point for the development of skills and talents, are linked to the heredity, with their own effort and in the conditions of favorable quality education and environment, and in which they are discovered in time. It's that "something" that makes you part of a certain place or field and helps you ~~to~~ achieve success more easily. Hereditary theories emphasize hereditary dowry as a fundamental development. However, we will take into account the theories of the pedagogical optimism, which give the primary importance to education, which has an essential role in the transformation of the individual, appreciating, of course, the value of the hereditary inclinations. Last but not least, we draw attention to the importance of experience in training and passion for the noble vocation.

6. Discussion

The continuous training is an inevitable reality that we want to find beyond the rigors of the laws, regulations, methodologies that are more or less effective. In other words, beyond the constraints imposed by the obligation to do a certain thing. This permanent training must spring from the consciousness of every teacher who respects the school,

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the learner and who respects himself above all. The permanent training is seen as a carefully defined return to the good practices of the educational beginning, while the continuous training was individual, voluntary and "existing". The school itself recognizes the need for continuous training by providing only future teachers with initial training (including from a pedagogical and methodological point of view). However, we advocate for a valuable selection of lifelong learning opportunities, depending on the particularities of the pupil group, the personal needs of the educator, identified by him or suggested by mentors, scientific interests, loopholes, etc. Because a quality training awakens the desire to continue, it brings new training interests (Cristea, N., 2007, p. 17).

All these, along with the (permanent) self-training (internalized, assumed and raised to a value step and the results obtained, will bring to the methodological didactic the so-called scientific sequence of the educational authority. For a joyful authority, we need to pay attention to both moral authority and professional (recognition of the professional community, the reputation of the professional reputation, the value as a acknowledged specialist who has succeeded in his field) and social (recognition and respect in the community). The Authority, in all its forms, gives the teacher "the power" to educate and make learners “obey”.

All these trainer's features will lead to a qualitative educational process, an activity under the responsibility, reflective and interrogatory approach, competent approach, varied, innovative, adapted and flexible. The real trainer achieves the fullness of his career when he becomes a mentor, when he is a true academic, moral and attitudinal model when he offers value-based training that gives himself personal and social autonomy. The mentor trainer empathizes with the disciple, counsels and guides, offers competent and sincere advice, including personally, when he is asked. I have encountered, over time, mentor-discipleship relations in the category of relationships - destiny, and it is well-known that we need benchmarks throughout our existence.

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Own values and common values in the education of adults: (re)conception of spirit and identity and community behaviour

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Abstract

The considerable accent placed in the modern period on the formation of the professional pragmatism, social and individual one, eroded the value dimension of the education. The ascertainment is valid, especially for the Adults' Education from the Post-Soviet space, which addresses to a generation of centuries, called to live transformative experiences, or to approve the change with a low level of the social and individual security guarantee.

The value dimension, placed at the bottom of the educational step: to know to be, to know to be together with…, seems to be, in adults' education, a starting point for highlighting the knowles-ian respect for the adult, the experience and its essential concept.

The article presents a reflection of the andragogy, placed between itself-society-education, concerning the things about axiologically Adults' Education problems.

Keywords: values; transition; the dynamics of values; adult education; designing the axiological educational approach.

The Transition Period (official development model 1992-2018), marked by many changes with a major impact, coincided on the temporal axis with the profound changes of the Millennium (Globalization, Computerization, Digitization, Tech, Rapidity, Mobility, Diversity, News, the growth of the Innovation Volume, Knowledge, Social polarization and the amplification of the Differences, the diffusion of the Basic Values and the appearance of new Modern Values, the appearance of Digitized Teens' Generation), reality that increased the level of complexity of social, political, economic processes fulfilled by the country citizens during these 25 years, named Political Independence Consolidation years of the Republic of Moldova, Market Economy Development, Society Democratization and European Integration.

One of the first the major political, economic, social paradigm opening change was the population access to the economic values (material) (the increasing consumption) and the private property, so being produced an effacement of the moral values, in particular of the social values by the economical values, specifically liberal/individual. Also, according to the authors' study opinion,, How to get rid of post-Sovietness? 2013), Moldovan live major contradictions linked to soviet habits and current realities. If another time, humans found a collective answer to their individual problems, nowadays they are forced to find own solutions to daily challenges, while keeping the nostalgia of lost social unity. (Leonid Litra, Cornel Ciurea,Eduard Tugui, 2012)

According to the study, the post-soviet population (the conclusion makes reference to the population of three countries from the Eastern Partnership of UE: Moldova, Ukraine, Georgia) is characterised by next attitudes and social behaviours (Alyona Getmanchuk Zhanna Bezp'yatchuk et.al& Leonid Litra Cornel Ciurea Eduard Tugui& Teimuraz Kanchel, 2012):

*Attitude*s: Paternalism with respect to the country, The conformity as a Life Dominant Strategy, Delay Adoption of Innovation and Reform Topic, Intolerance, especially cultural, social, religious, sexual, the Denial of Identity, Social Alienation, Devalorizing Talents, Knowledge and Success.

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Behaviour: Values Marketing, Short-Term Planning and the Non-Habit of Investing in the Future, the „Prophylactic'' Disloyalty (Preventative Unfriendliness), Soviet Symbols Preservation in Infrastructure, the Irrational Consumption.

The Post-Soviet Generation of Young-Adult Population completes 25 years and represents 25 percent of the population on the 1-st of January 2014, being in a constant decrease (Teenagers in the Republic of Moldova, The National Statistical Office). We could presume that, born and educated in another Social, Economic and Political reality than that of the beginning of the 90's, last century, the Teens are bearers of a Value Set, different from that of generations educated in the soviet period.

The authors of the Study, Young People Involvement for a positive social change in the Republic of Moldova'' (2017) find out that Teens Value Profile is similar to the Population Average. They established that teenagers manifest a high level of intolerance towards minority groups considered, different'', which are usually associated with the Social Conservatism. This background, that is a patriarchal and political- cultural one, may be a powerful inhibitive of the programs that target the growth of participation. The teenagers reproduce the prejudices and the next generations' intolerance. (Ovidiu Voicu Victoria Cojocariu, 2017).

Another opening, on the way of the European Approach of the population from the Republic of Moldova, manifested specifically from the middle of the 90's of the last century, is the Mobility and the Liberalization of the Visa Regime. The external Eastern and Western Migration as the Internal one, from the village to the city, influenced the cultural and social level of development of the country and modified the population's value profile through modern assimilation of the democratic values. About 1/3 of population permanently live abroad and is in a circular labour migration, studies abroad or is involved in academic mobility, assimilating other cultures, specifically habitual ones, of living and European cohabitation. Through their transfer in the community of origin, people modernize Moldovan Life and Culture. The reported ones support the researchers' statements in the domain of social psychology and social phenomenology with reference to the imitative character of Moldovan' s behavioural model.

Both Reproduction and Imitation constitute Conservatorism or Traditionalism Elements, manifested by Moldovan, and this new Reality of this Century Beginning imposed a Breaking of the Boundaries in almost all the Bearings of the Existence, the Human being himself put in front of an almost unlimited Possibility of Transgression of old, space, temporal, knowledge and action Boundaries. (Mircea Bostan, 2011). In this case, we register a high level of Cognitive Dissonance in Adults over 40 years from Moldova, or an Axiologically- Crystallized Referential composed by Purpose-Values. The Mean-Values (Functional) are less manifested in their Behaviour, but present in Young Adults (22-25 years old)

From the Educational Perspective, both reproduction and imitation develop through educational influences, incidental and persistent ones. Summary quantified, during the lengh of the whole life, the Informal Education has the biggest curricular share, statistically confirmed fact. In the Republic of Moldova, the participation to the Education of Adults (formal, nonformal) in 2015 constituted 0,97% from the total Adult Population, registering an insignificant growth compared to the year 2006 (0,89%). Also, Statistics and Studies certify negative levels of the Education Indicator and Training Institutions (General Statistical Data related to the Education in the Republic of Moldova for the academic year 2016-2017).

The analytical approach axiologically constructivist aforesaid leads to the Time Identification as a Multiaspectual Value, both for the Subjects of Education and the Educational Phenomenon. For a human, the Time is his Life, the Yield and its Efficiency, Memories, Visions and Plans, the Culture of the Living and of the Relationships with others.

The Education is a kind of memory updating, a model of bringing back in the present an inexhaustible capital which is the humans'culture. It is a Temporal Phenomenology by excellence, that brings over time Spiritual Enrichment and Stage Personality Delineation. (Constantin Cucos, 2002).

According to Ricket, the value means Overcome, Transcending, it's not in opposition to the Non-Value but to the Existence. In 1967, Piajet affirmed in the context of Constructivist Education that the Knowledge doesn't approve the production of a reality copy but serves to adapt.

Both Time and Space Circumstances help to form the human representation on the idea of Individual, Social, Ontically, Historic, Axiologically Individual Existence and of its Referential Value.

The Genesis, The Dialectical Study of Values, Control Place as other Conceptual Perspective provide us an open and multiaspectual Gnoseological Framework of the Values. On the other hand, the Post-Modern Aspect more oriented

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towards Forms and Trans Forms (ation) assigned Superfluity to the Value Dimension. Petru Ilut mensioned in 1995 that the Value is set up in the Existential Frameworks of Culture and Civilization, that determine the joinder between the Impartial and Subjective, this being the Ontic Horizon of the Value Creation. The Construct of the Value has a special Existence in the Human World and Society, Building up clues for Creation and ,, Deep Motives for the Humans' Essential Forces''.

The Formation Andragogic Paradigm, oriented specifically to Adults closes a Cycle of XX century Society and Economy broom-cleaning and supports both the Force and Frailty of the new Century marked by Demographic Senectuites.

The Value Dimension, placed at the bottom of the Tetragonal Educational Approach: to know, to know how to do, to know to be together with, seems to be a starting point of the Valorisation and Capitalization of Knowles Respect towards Adults, the Experience and its Existential Concept. According to Knowles, the Adults are Independent, Self-Directed, have Life- Experience and Knowledge, are Purpose-Oriented and do Relevant Activities, are Practical and need to be treated with Respect (apud Dumitru Al. Ion, Iordache Marcel, 2002). Everything, within geometric logic. (Maslow Pyramid)

We mention that, during the Growing-Up Process, the human strives to Self-Determination, Self-Fulfilling, process that lasts differently man-to-man.

The Conceptualized idea of this Article concerns a possible point from that we could take up into the Formation Approach of Adults-*The Human Satisfaction of the Need of Esteem and Capitalization by the Trainee of Competences: to Know to be and to Know to live together.*

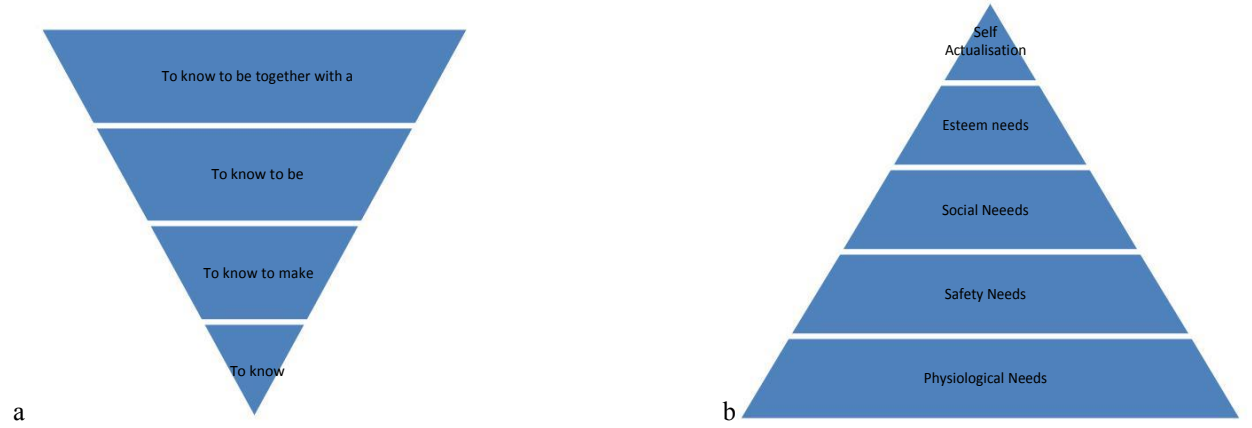


Fig.1. a) The Competences Pyramid, b) The Needs Pyramid

The Self-Development, a Feature of Adults, is determined by the Subjectivity Category, that means by the possibility of Development, based on the Internal Person's Activity. The Upward Human's Movement towards Himself, supported by Learning Resources depends on the Value Support from which it takes up, this being Liberal or Conservative, with Personal or Social Preponderance.

The State of Passage, Transition that has lasted in the Republic of Moldova for about 25 years developed Adults' Value Lability but also generated a Value Confusion. From our point of view, the Competitive Pragmatism Economically Oriented, Society and Education Implemented has become a Pseudo-Value which amplify the Adult Value Confusion and fuels the skepticism of teenagers and children, in relation to the Noneconomic sets of values (Social, Cultural, Christian). These and other conditions generating Social States are the basis of non Involvement, Absenteeism and Social Anomie in Moldova.

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To support the above, we pinpoint the Reflections of the Roman Researcher Petru Ilut with reference to the Dynamics of Contemporary Social Values:

- Between the Value System of a Society and and Other constituents subsist a Causal Circuit. So, Materialistic Values appear just at an Economic Safety Level (Inglehart, 1999) and their practice have positive effects in Terms of Economic Development.
- In the case of Values considered as General Dezirability Principles, their Changes don't mean Axiological Innovations but Restructuring in their Importance.
- Despite the diversity of the Value System, their transformation into the Social Scale is not Random, manifesting an Axiological Irreversibility. (R.Boudon), (P. Iluț, 2004)

To sum up, we consider that Education for Values can bring the most Valuable Contributions to the (Re) Conceptualisation of the Spirit and the Identity and Community Behaviour of the citizens of the Republic of Moldova in order to increase their Vivacity and Good Feeling.

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Expansion of public movement for education of preschool age children in Zakarpattia at the end of the XX - at the beginning of the XXI century

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Abstract

This publication reveals the prerequisites of establishment of public school education withil the Austrian (Austro-Hungarian Empire) late XIX century. It is investigated the time of formation and specific of activity of structural subdivisions of the State association of teachers on the territory of the geographical border of Transcarpathia XIX – beginning XX century, when it was consisted of Bereg, Maramorosh, Ugocha and Uzhanski comitates. The development of social movement is characterized for the education of preschool children in Transcarpathia.

Keywords: Pre-school education, pre-school establishments, educations, educators, union of educators, public-pedagogical organisations.

Fundamental researches in the sphere of theory and history of education of the period of the Austrian (the Austro-Hungarian) Empire were done by Hungarian scientists at the end of the XX - at the beginning of the XXI of century. They've partially analysed questions that have a direct R. Kurucz (R. Kuruc) or indirect O. Vág, J. Vég, S. Kövér (O. Vag, J. Veg, S. Kover) relation to the subject of this scientific research.

In general, however, before the beginning of the XXI century history of public preschool education in Zakarpattia remained unexplored and, consequently, - not popular. For the first time a question of formation and development of public preschool education in this region was scientifically grounded in dissertation of H. Reho (2006).

Chronologically, the research of Hanna Reho "Becoming and development of public preschool education in Zakarpattia (the end of the XIX - the beginning of the XX centuries)", covers a period from foundation of Society of Expansion of Preschool Establishments in Hungary (1836), that had a significant impact on popularization of the idea of public preschool education on all territory under Hungarian rule until 1918 - the period of the Austro-Hungarian Empire downfall, that determined the change of political status of Zakarpattia. Geographical boundaries of Zakarpattia of the XIX - the beginning of the XX century included Bereg (modern Berehove and Mukachevo rayons) Máramaros (Mizhhiria rayon and a part of the territory of Romania), Ugocsa (Vynohradiv rayon) and Ung (Uzhhorod, Velykyi Bereznyi and a part of the present Slovakia) Counties (Župas id est units of territorial administration).

The aim of this publication is to reveal the expansion of public movement for education of preschool age children in Zakarpattia as a part of the Austrian (the Austro-Hungarian) Empire at the end of the XX - at the beginning of the XXI century.

Foundation of the Department of the State Union of Educators in Zakarpattia was mentioned for the first time at the meeting of representatives of Hungarian woman societies of Bereg County on May 11, 1879 that was headed by the royal school inspector Ferenc Fischer in Berehove (H. Reho, 2010, p.36).

There grew necessity in the town to found a preschool establishment, however, an annual state help that was distributed on maintenance of schools (7000 Ft.) would not provide opening of children's preschool establishments.

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Money for this purpose could only be obtained from a paternal pay for children's education and from charitable donations. Having considered recommendations from the State Union of Educators about foundation of preschool establishments, participants of the meeting came to conclusion that opening of a kindergarten in Berehove would be possible only with the direct assistance of the Union. For this purpose, it was decided to create their own union of educators and accumulate payments of its members for founding of preschool establishment.

As far as almost a half of Bereg County belonged to the family of count Schönborh, it was decided to choose Erwin Schönborh as a chairman of local association of preschool employees.

The Berehove Union of Educators (1879), having united 25 "permanent" and 25 "transitional" members, became the first member organization of the State Union of Educators in Zakarpattia. To support its activity, the State Union of Educators did not accept dotation from members of the newly created organization, leaving it for the internal use.

Already at the first meeting of Bereg nucleus it was decided to create a separate commission in order to found a preschool establishment in Berehove. S. Honci - a vice-chairman of local woman society, F. Fischer - a royal school inspector, A. Jandrásich (A. Jandrasich) - a mayor of the town and others were included into this commission (H.Reho, 2015, p.20).

Active activity of Union of Educators in Berehove already in 1879 became successfull – the opening of Hungarian speaking kindergarten was visited by 60-70 children of preschool age. It was fully provided with necessary didactics material and equipment that corresponded to the requirements of that period. Even a nursery teacher Simonné Szalai (Shimonne Salai) had the corresponding preschool education.

In 1882 the Union took preschool establishments open in Berehove and Svaliava by woman society into its care. Annually on Christmas holidays local preschool establishments accepted allowance from it in the sum of 100 Ft.

It should be noted that the problems of preschool education of Zakarpattia children in 1880s were in the centre of attention of all Hungarian pedagogical public. Particularly on September 28, 1888 a meeting of teachers of Bereg County took place in Mukachevo, being incorporated in the Hungarian Union of General Education. As the report data of its secretary B. Matyavoszky (B. Matjavoski) show, due to the activity of the Union kindergartens in Rosvyhovo and Kaidanovo were open and supported. It was decided at the meeting to take control over a kindergarten in Svaliava which was maintained by the personal funds of Ms. Károlyné Buzát (Karolyne Buzat).

After the meeting its members visited a kindergarten in Rosvyhovo, where they were welcomed by 50 children of preschool age, almost all of "Ruthenian" nationality, who spoke Hungarian well thanks to efforts of a nursery teacher M. Perehrini.

Aiming to extend the network of basilar subdivisions, the State Union of Educators introduced practice of holding its member meetings directly in towns of Zakarpattia, that became an important factor for further development of movement for preschool education in the area and for creating separate public associations as a part of State Union of Educators.

Thus, in 1894 its general meeting took place in Mukachevo. In nursery teacher's Csontosné Acél Mária (Maria Chontoshne Aczél) speech "Problem of preschool education in Bereg County" sounded an appeal to expand a network of preschool establishments in the region in order to solve "language problem", that is to strengthen the Hungarian language learning by non-Hungarian children, and caring for them (H. Reho, 2010, p.37).

The data, published in a periodical "Preschool education" 1911, proves creation of Máramaros Department of the State Union of Educators. The author of the article "About Máramaros Department of the Union of Educators " Pataki Erzsébet (Erzhebet Pataki) from Berezovo (Máramaros County, now - Khust rayon) wrote that they (nursery teachers) were hurt when no one paid attention to them at general meeting of county teachers. Therefore, she made a suggestion to organize the separate nucleus of educators that was supported by her colleagues. On the third day after the Easter, on May 22, 1895, at meeting in a Máramarossziget kindergarten named after Elizabeth 20 nursery teachers became the members of separate Department of the State Union of Educators. Részegi Amália (Amalia Resehi) was selected as its chairlady, Peregríni Mária (Maria Perehrini) - deputy, Pataki Erzsébet (Erzhebet Pataki) - secretary (E. Pataky, 1911, p.307-309).

In July 1895 on general meeting of Ung Union of Teachers the present nursery teachers created a separate department of educators too (H. Reho, 2015, p.21).

On October 17, 1895 in town Kisszeben (now - Sabinov, Slovakia) meeting of Sáros Union of Teachers took place, where the questions of preschool education were actively discussed. Report "Work in kindergartens" was read by

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Molnár Mária (Maria Molnar) - "exemplary" educator from Prešov district. The members of the meetings visited also an open lesson of a nursery teacher of local kindergarten Virág Rózsa (Rosa Virag).

On May 29, 1898 the State Union of Educators again conducted general meetings of nursery teachers in Mukachevo. The then leaders of the Union (Hagara V. (V. Hohoro), György A. (A. Derdj), Peres S. (S. Peresh)) and known in Hungary organizers of preschool education (Dudinszki I. (I. Dudinskij), Kuliszeki E. (E. Kuliseki), Láng M. (M. Lang), Fodor L. (L. Fodor) and others) took part in it (H. Reho, 2010, p.38). The participants of meeting listened to and discussed the report of Láng M. (M. Lang) "About independent activity of children aged from three to six years". The program of meeting also involved participating in an open lesson in a Svaliava kindergarten. In accordance with the leading aim of official educational course, main attention was paid to teaching the "Ruthenian" children the Hungarian language, which was mentioned as an achievement of this preschool establishment on the pages of periodical "Hungarian preschool education and people's education" ("Magyar of kisdednevelés és népoktatás") 1898 (M. Molnár, 1898, №6, p.104-106).

On May 26, 1912 general meeting of the State Union of Educators took place in Temesvár (now - Hungary). Zakarpattia was represented by Paula Victor from Varpalanka (now - Mukachevo). At meeting the following questions were discussed: importance to accustom preschool age children to labour; teaching Hungarian to pupils; pecuniary aid to preschool establishments.

The above mentioned once again confirms an intent attention of the State Union of Educators to Zakarpattia.

At the end of the XIX century one of the biggest achievements of Hungarian public in the area of extension and consolidation of preschool education in Zakarpattia occurred, that was creation of the Section of Educators of Northeast Hungary - SENH (Az of északkeleti of Magyarországi kisdednevelők szakosztálya) as a section (department) of the State Union of Educators. Among its members were employees of preschool establishments of Abaúj-Torna, Bereg, Zemplén, Máramaros Szatmár, Szepes, Ugocsa, Ung and Sáros Counties (H. Reho, 2005, p.48). As well as the All-Hungarian Union of Educators, its main aim became to unite educators of the mentioned counties for the collective work, support of the State Union of Educators and realization of its tasks. The basic ones included: expansion of sphere of the practical use of Hungarian; organic combination (sequence, succession) of preschool and primary school studies; improvement of methods of teaching and education of preschool age children; material and moral support of "all patriotic institutes of people's education" and so on (H. Reho, 2005, p.199-202).

The members of the Union of Educators of Sáros lands became the initiators of creation of SENH as far as at meeting on February 26, 1895 they suggested to unite into one regional Union of Educators.

On May 20 of the same year the coordination meeting, that discussed an issue of creation of Section of Educators of North-Eastern Hungary inferior to the State Union of Educators, took place in Mukachevo.

Meeting of Section of Educators in Mukachevo on June 2, 1895 was held with participation of the representatives of official school administration of region, educators and students of Prešov establishment of educators training. The chairman of meeting was already mentioned Lang Mihály (M. Lang), his deputies were Molnár Mária (Maria Molnar) and Kozma László (Laslo Kozma). The main question of meeting agenda was methods of teaching of Hungarian in non-Hungarian kindergartens and primary schools (M. Láng, 1895, №5, p.6-13; M. Láng, 1895, №8, p.15-17; M. Láng, 1895, №13, p.14-15). At the same time Lang Mihály (M. Lang) laid stress on the requirement to teach in preschool establishments of region not only Hungarian but also German, "Walachian", Serbian, "Ruthenian", Slovakian, Croatian, Gipsy, Armenian and other languages of national minorities, that lived in Zakarpattia. Particularly, the teacher underlined that in order to teach children a perfect Hungarian, a nursing teacher must speak the mother tongue of the children that s/he is intended to teach. In his opinion, "without knowledge of the mother tongue it is impossible to have a right spiritual connection neither with children nor with their parents; without knowledge of their culture it is impossible cultivate love for Hungarian" (M. Láng, 1900, p.11-14).

The section of State Union of Educators propagandized preschool education equally with primary school. General meetings were often conducted with the members of analogical union of the Hungarian teachers of the region, charity collections for orphan children, whose parents were teachers, for Fund named after Eötvös József (Jozef Etves), for House of teachers and House of educators, where the teachers of retirement age without family and means of living would be accepted, were organised. All decisions accepted on general meeting, were reported by SENH before the State Union of Educators.

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Structurally Section of Educators of North-Eastern Hungary was divided into nucleuses, that corresponded counties the representatives of which became its members: Abaúj-Torna, Bereg, Zemplén, Máramaros, Szatmár, Szepes, Ugocsa, Ung, Sáros. Due to this fact, meeting of educators became possible at meetings and gatherings of "district" level, it became easier to choose the topic for discussion, that the most educators of separate localities were interested in, to visit practical lessons in kindergartens from the different divisions of the program. By their structure these meetings reminded meeting of present methodological associations of educators.

All meetings, gatherings were held in Hungarian mainly, with participation of the high-ranked Hungarian officials. That was foreseen by §20 of the Charter of Section of Educators of North-Eastern Hungary. At meetings of Bereg, Máramaros, Ugocsa and Ung of departments of SENH lessons where participated Ukrainian children were conducted. They recited poems and sang songs both in Hungarian and in mother tongue (H. Reho, 2010, p.187-193).

Violation of that order (the first place belonged to the Hungarian language) was roughly criticized. It was considered to be a great achievement, when little "Ruthenians" proudly declaimed the Hungarian patriotic poems such as: "Hungarian flag" ("Magyar of zászló"), "Prayer of the Hungarian children" ("Magyar of gyermekek imádsága"), "March prayer" ("Máof rciusi ima"), "the Best Picture" ("Legszebb of kép") and others.

As a result of popularization and organizational and practical activity of Section of Educators of North-Eastern Hungary a number of its members increased significantly and a number of preschool institutes on its adjacent areas emerged roughly. This is shown by the Table 1.

Table 1. A number of preschool establishments in the sphere of activity of Section of Educators of North-Eastern Hungary (1895)*

Nr.	Name of a county	A number of preschool establishments
1	Abaúj-Torna*	12
2	Bereg	43
3	Zemplén*	25
4	Máramaros	11
5	Szatmár*	86
6	Szepes*	9
7	Ugocsa	11
8	Ung	16
9	Sáros*	12

*) Today territories of five from these regions are parts of other states.

This table confirms, that on Zakarpattia territory most preschool establishments were located in Bereg (43) and Ung Counties (16) (H. Reho, 2005, p.47-49). Like Bereg and Ung departments (branches) of SENH of those counties used to be the most crowded, there meetings were held more often, interesting questions were discussed.

It would be appropriate to state that in 1836, the year of founding of the first Hungarian Society of Distribution of Preschool Establishments, and up to passing the law "About preschool education" (1891) the leading factors of initiation and founding of establishments of preschool education in Hungary were separate individuals and public preschool organizations. Thus, two periods are clearly traced in their activity – the first (up to 1868) is related mainly to popularization of the idea of public preschool education and its practical realization in large administrative centres by efforts of separate individuals and different societies, and the second (1869-1891) which is characterized by combining efforts of all Hungarian public with the aim of strengthening of organizational principles, theory and practice of functioning of establishments of public preschool education.

At the end of the XIX century influence of public preschool associations of Hungary (foremost of the State Union of Educators) on development of preschool education in Zakarpattia is spread. Separate organizations of educators in Berehovo, Máramarossziget, Uzhhorod appear, and in 1895 Section of Educators of North-Eastern Hungary as department of the State Union of Educators is created. Preschool employees of all Zakarpattia region, who set an aim to activate teaching the children of national minorities of the region the Hungarian language and to provide care of them, became its members.

With strengthening of influence of official government bodies on public preschool education, public initiative becomes inferior to state one.

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Reflections on Consolidating Students' Moral Values

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Abstract

In the article is analyzed the problem of developing moral values of students in the light of requirements set out in the Education Code of the Republic of Moldova and the National Framework of Qualifications in Higher Education.
During the latest decade in the Republic of Moldova has been noticed an increase of crimes committed by pupils and students (murders, serious intentional injuries, rapes, robberies and burglaries, thefts, drug selling, trafficking in human beings, etc.), a phenomenon that arouses concern, but, because of the fact that the education system is an important source of personality socialization, it has to become a factor that restrains deviant behavior.
The emphasis is made on one hand on the student, on his self-training of moral profile, and on the other hand on the university professor.
In the article is also argumented the necessity to promote moral values during the university study process (there appear new values to be learned, the situation with morality among young people, negative behavioral patterns, etc.).
The development of students' moral values is correlated with the requirements of modern labor market regarding the professional and ethical training of university graduates.
The results of our recent study demonstrate the desire of students to strengthen through various strategies the moral qualities that define the ethical profile of a person.

Keywords: moral values, moral education, moral profile, Education Code of the Republic of Moldova, National Framework of Qualifications in Higher Education, deviant behavior, university professor.

1. Introduction

Today there is observed a reduced interest concerning educational work among students. Some university professors believe that education is done in the family (the so-called "seven years of basic home education"), others say - "children are educated in school". But what do we do if family parents have not taught their children moral values? Thus, what the family did not do has to be done by school. For various reasons, the school also does not manage to train all pupils' consciousness, but above all moral conduct. It is possible that some of these pupils become students and have behavioral problems. The American researcher L. Kohlberg mentioned that "moral education takes place throughout all life of the man, while moral development is marked by periods of intense transformation." He identifies three levels and three stages of man's moral development. In conclusions the author specifies "a moral development of the individual which has to reach its higher stages", "more developed", "more differentiated" and "more balanced" (apud C.Marin, 2003, p.67).

D. Bok, a professor at University of Research within Harvard University, criticizes the narrow conception of the higher education role, which ignores certain important university education goals, including "enhancing students' moral qualities and preparing them for life as active and informed citizens." Shifting the emphasis to the goals of

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ensuring good material status, in D. Bok's view, seems hasty (D. Bok, 2013).

In the teaching of subjects university professors can promote moral values and enhance the qualities that define the moral profile of students because of the following:

- The training of competent specialists is only one of the goals of university education. The main objectives of education should allow students to gain knowledge and values. University graduates will have to be good citizens in society.
- Society develops and proposes new values that must also be acquired, for example, multiculturalism, compromise, competition, dialogue, acceptance, cooperation, membership, etc.
- Today in society there is much violence and dishonesty. Every day we hear about hooliganism, thefts committed by pupils, students involved in drug sale. We also notice that pupils, as well as students, cheat on exams, what testifies about the low level of consciousness and moral conduct of studying youth.
- Unfortunately, many negative patterns that influence young people's conduct are promoted in society.
- Finally, if the knowledge and skills learned in the study of subjects can be forgotten, then the moral qualities trained under the influence of activities with moral content are preserved for a long time.

2. Research Methods

In the conduction of research we developed and administered a Questionnaire for identifying students' opinions on moral, morality, moral ethics, etc.

We interviewed 55 students of the 2nd year: the Faculty of Psychology and Education Sciences (22 persons), the Faculty of Letters (15 persons) and of the 3rd year: the Faculty of Letters (18 persons). The administered questionnaire consists of 12 items grouped in 4 blocks: *University Educational Policies, Student and Morality, University Didactic Framework and Training Students' Moral Qualities, Strategies for Strengthening Students' Moral Conduct.* Students had to express their degree of agreement or disagreement with the proposed statements using the 4 points scale (1 - total disagreement, 4 - total agreement).

3. Analysis and Processing of Data Obtained

Item 1**:** *There exists a generally accepted policy at university that supports the development of the university community's moral behavior*

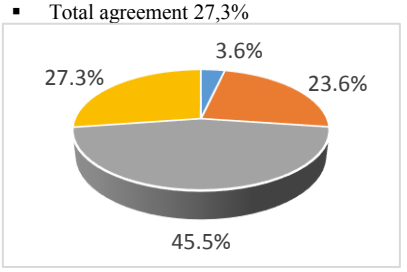
The Statute of the Moldova State University stipulates that the didactic and scientific staff is obliged to follow the professional deontological code, and the students - to keep the discipline, to display civilized behavior, to respect the cohabitation norms in the dorm and to preserve the university's property, to recover the cost of material property damaged by their fault (Statutul Universității de Stat din Moldova, 2013).

The Code of Ethics of the Moldova State University states that professional ethics is elaborated in relation to the values, principles and general professional ethical norms of academic freedom, professional autonomy, justice and equity, respect and tolerance, professionalism, merit, transparency, professional and social responsibility, honesty and intellectual correctness, goodwill and care.

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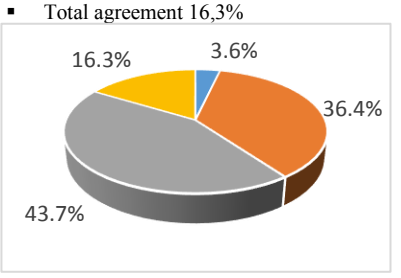
There exists a generally accepted policy at university that supports the development of the university community's moral behavior

- Total disagreement 3,6%
- Disagreement 23,6%
- Agreement 45,5%
- Total agreement 27,3%



The faculty connects the educational process with the labor market demands, including the moral ones

- Total disagreement 3,6%
- Disagreement 36,4%
- Agreement 43,7%
- Total agreement 16,3%



There have been established social norms of conduct at the faculty that are appropriated by students and become benchmarks in everyday life

- Total disagreement 10,9%
- Disagreement 7,2%
- Agreement 41,9%
- Total agreement 40,0%

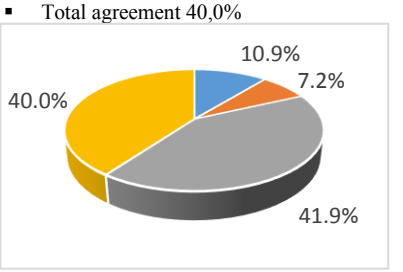


Fig.1. University Education Policies

Plagiarism is prohibited and sanctioned in any form. It is forbidden to possess, sell and consume dangerous products: narcotic substances, drugs, etc. in the university premises (Codul de etică al Universității de Stat din Moldova, 2007).

Respondents' replies to the statement "*There exists a generally accepted policy at university that supports the development of the university community's moral behavior*" are divided as follows: 45.5% - agree with the given statement, 27.3% - ticked the total agreement, 3.6% - total disagreement, and 23.6% - disagreement. The fact that the majority of the respondents, about 73%, agree with the proposed assertion does not mean, in our view, that the students are familiar with the Statute and the Code of Ethics of the Moldova State University. Rather, the phenomenon can be explained by the activity of teachers who, communicating with students at lessons, seminars, consultations and draw their attention to moral conduct. And one more thing, let us not forget that opinions, likewise representations, attitudes, beliefs, and values are subjective dimensions.

Item 2*: *The faculty connects the educational process with the labor market demands, including the moral ones

We should remind here that contemporary business environment demands from the employees such moral requirements as fairness, accountability, compliance with legal provisions and contractual clauses, honesty, respect for the company's values and promotion of the company's positive image, tolerance, cooperation, etc.

A dynamic faculty takes into account the social demands advanced to professional training and does everything possible to achieve them. A profession is not only an economic reality, but also a psychosocial and moral one. The professional integration of the young person will also mean a psychosocial integration that involves assimilating the social context of the profession, learning attitudes and behaviors specific to the professional environment (A.Neculau, 2004).

Analyzing the results of the students for the statement: "*The faculty connects the educational process with the labor market demands, including the moral ones*" we obtained the following data: 43.7% - of the respondents selected the option of agreement; 16.4% - total agreement; 36.3% - disagreement, and 3.6% - total disagreement.

However, 40% of respondents who disagree (disagreement, total disagreement) with the proposed allegation is still a large figure. It is likely that there are few activities in the educational process that are appropriate to the training of specialists in accordance with the requirements of the labor market (case study, fulfillment of specific tasks, analysis of the results of internships, etc.)

Item 3*: *There have been established social norms of conduct at the faculty that are appropriated by students and become benchmarks in everyday life

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However, in large groups such as faculty, students not only have significant gains in assimilation of actual information and a set of intellectual and general cognitive abilities, as it seems at first sight: they also record changes in a wide palette of psycho-social, moral and value-related dimensions.

What are these norms, which being learned become landmarks in everyday life? The ethical and moral norms in the Moldova State University premises contained in the Code of Ethics are the following: mutual respect, recognition and appreciation of individual dignity, tolerance etc. (Codul de etică al Universității de Stat din Moldova, 2007).

Students' answers to this item denote the following: the vast majority (around 82% of respondents) believes that at the faculty are established the conduct social norms, which turning into behavioral habits become benchmarks in everyday life; 10.9% - ticked total disagreement, and 7.2% - disagreement.

Item 4*: *Contract paid studies lead to morality decrease among students

Morality here is the degree to which moral norms are respected by a community. Data processing and analysis of the statement "*Contract paid studies lead to morality decrease among students*" denote the fact that most respondents reported total disagreement (23.6%) and disagreement (38.2%) with it. At the same time, 38.2% of respondents agree that contract studies lead to a decrease in morality. We must mention that out of a total of 55 respondents: 16 have budget studies, 16 - by contract, 26 have not answered, what made it difficult to establish the correlation between the proposed assertion and the form of training (budget-contract).

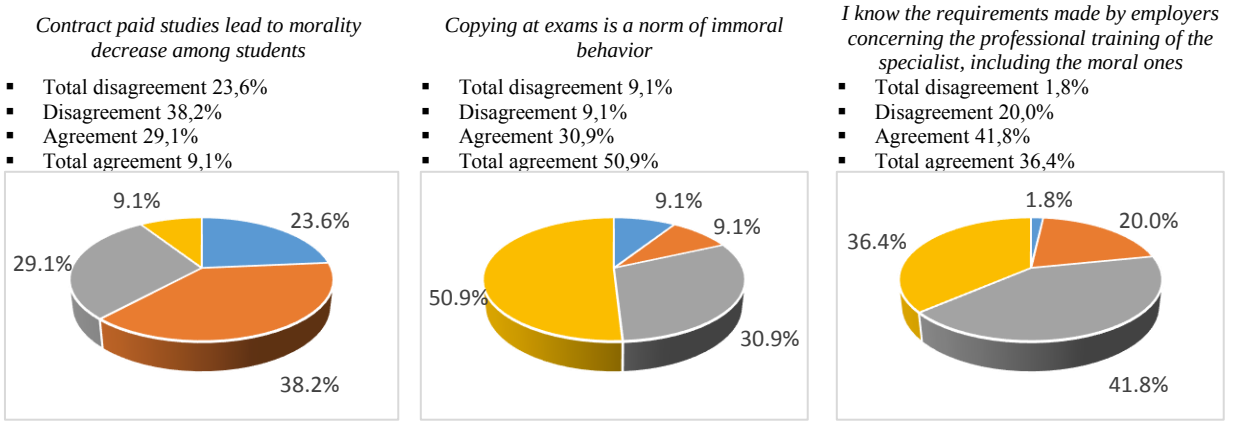


Fig.2. Student and Morality

Item 5*: *Copying at exams is a norm of immoral behavior

Members of the university community, including students, are bound to respect order, morality, personal honor, both within and outside the university. Cheating at exams is an intellectual fraud and an immoral act. If "*Copying at exams is a norm of immoral behavior*" (our statement), we have obtained the following data: 30.9% of respondents agree with this statement, 50.9% revealed total agreement. At the same time, both total disagreement and disagreement were ticked by 9.1% each. Thus, 18.2% of respondents do not agree that to copy at the exams is an immoral behavior. These students from the Moldova State University should know that "the use of illicit means at the assessment through exams, colloquiums, reports, theses constitutes a deviation from the Code of University Ethics and is sanctioned" (Codul de etică al Universității de Stat din Moldova, 2007).

Item 6*: *I know the requirements made by employers concerning the professional training of the specialist, including the moral ones

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Analyzing the results of the respondents to the statement "*I know the requirements made by employers concerning the professional training of the specialist, including the moral ones*", we note that 36.4% of respondents ticked - total agreement, 41.8% - agreement, 20% - disagreement and just 1.8% - total disagreement. Thus, the latter ones would not like the employers to be interested in the moral profile of those who are applying to be employed in a workplace.

We hope that those about 80% of respondents who are aware of some moral requirements, which some employers in the workplace highly appreciate at young specialists (discipline, punctuality, initiative, fairness, respect, etc.) in order to be able to train them since the years of university studies, thus becoming coauthors of their own change.

Item 7*: *The management styles used at the faculty are generally appropriate for strengthening the students' moral qualities required by society

Based on the criterion of individuals' participation in the decision-making process, there can be identified authoritarian leaders, democratic leaders and permissive leaders (the typology of R. Levin and his followers).

Democratic leaders offer the opportunity to participate in decision-making, the right to manifest, are tolerant, consult collaborators, stimulate dialogue and exchange of ideas, guide the work of the group, respect their members (V.Gh.Cojocaru, 2004 p.129-130).

In the literature devoted to leadership styles it is mentioned that they depend also on the psychological characteristics of the manager's personality.

It's good to know the leadership styles, but they should not lead to copying them. It is more important for the academic group's tutors to form their own performance style, because "the person who creates his/her own performance style is more competent, his/her results are much more appreciated and recognized. Building up a personal style of leadership is a long-term goal, which is noticed after the acquisition of sufficient experience and appropriation of certain techniques " (V.Gh.Cojocaru, 2004, p.135).

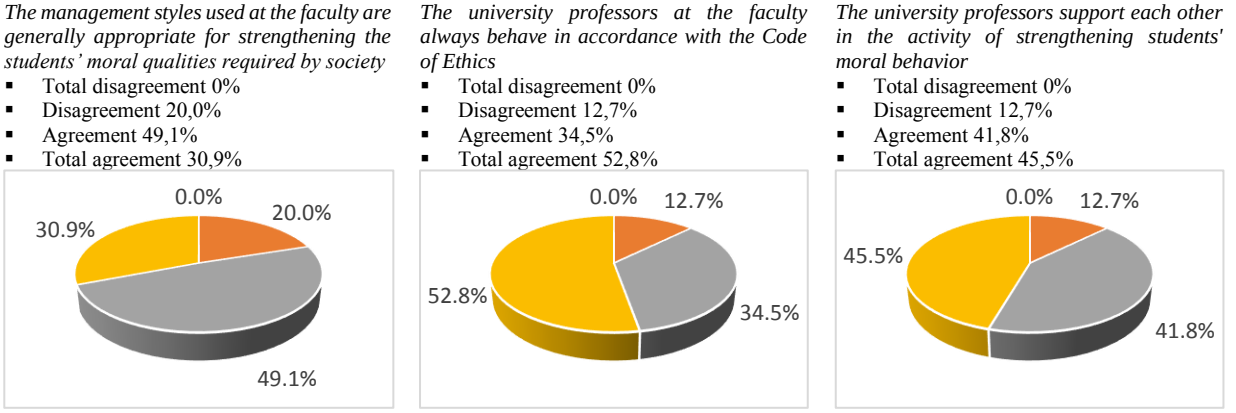


Fig.3. University Professor and Formation of Students' Moral Qualities

Analyzing the data presented in the corresponding segment of Figure 5, we note that about 50% of respondents agree with the statement that leadership styles practiced at the faculty are suitable for strengthening the students' moral qualities required by society, 31% have shown total agreement, and 20% - disagreement. None of the respondents ticked total disagreement.

Thus, we find that most students are aware of the importance of leadership styles in strengthening the moral values.

Item 8*: *The university professors at the faculty always behave in accordance with the Code of Ethics

We continued analyzing the respondents' views on the statement: "*The university professors at the faculty always behave in accordance with the Code of Ethics*". 52.8% of those surveyed ticked the option of total agreement, 34.5% - agreement, 12.7% - disagreement. Nobody ticked total disagreement. The fact that the majority of the respondents

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(more than 87%) appreciates highly the level of behavior of the teachers attests the "academic researcher"'s professionalism on the one hand, and on the other hand the genuine, democratic behavior (spirit of collaboration with the students, tolerant communication, responsiveness to students' opinions, honesty and fairness). In other words, the professors materialize moral values both through their content and through their own deeds and behaviors.

Item 9*: *The university professors support each other in the activity of strengthening students' moral behavior

The didactic objectives of education can be achieved only by valorification and valorization of the teachers' team potential in the educational unit.

Here are the opinions of the respondents about this statement: 45.5% of the students selected the total agreement option, 41.8% - agreement, 12.7% - disagreement. None of the students ticked total disagreement. The vast majority of those questioned appreciate highly the need for mutual support in the activity of strengthening the students' moral behavior, because a timely and competent intervention of the professors is required both during the university studies and in certain difficult situations.

Item 10*: *Subject curriculums reflect the problems related to human personality formation

In a broad sense, curriculum includes the following: the philosophy of education, values, objectives, contents, strategies, learning experiences, etc.

Among the conceptual milestones of the subject curriculum is also the focus on values (Vl.Guțu, 2015, p.16; 56). The subject curriculum includes general and specific competencies, content units/modules, didactic strategies/ teaching-learning-evaluation activities through which the value system can be formed in general (political values, scientific values, aesthetic values, religious values, legal values etc.), but also moral values, in particular (good, evil, equity, responsibility, humanism, human solidarity, happiness, charity, altruism, etc.). The specific nature of moral education is that it does not have independent and exclusive forms of organization for this activity. Achieving the objectives of moral education has an intra-, inter- and transdisciplinary character. This is argued by the fact that the student/pupil is at all times a subject of relationships, always subjected to moral influences.

We emphasize that the process of education is the main form of achieving the objectives of moral education. There is no academic discipline that cannot be valorificated for the formation of moral conscience and behavior (Vl.Guțu, 2013, p.114).

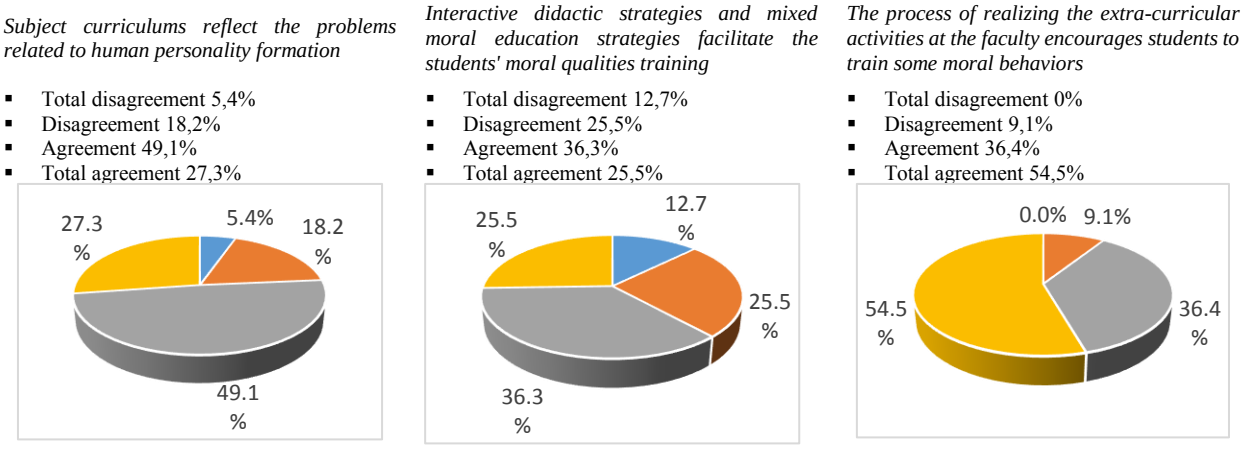


Fig.4. Strategies for Strengthening Students' Moral Conduct

Respondents' replies to the statement: "*Subject curriculums reflect the problems related to human personality formation*" are as follows: 49.1% of respondents agree with the proposed statement; 27.3% - chose total agreement

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option; 18.2% - disagree with this statement (disagreement); 5.4% - total disagreement. We note that almost a quarter of respondents perceive the subject curriculum as a projective type document and less as a process and finality, whereas the finality of studying a subject refers to the training of competencies that include also ethical values.

***Item 11*:** *Interactive didactic strategies and mixed moral education strategies facilitate the students' moral qualities training*

Properly organized and implemented interactive strategies require effort to adapt to group rules, tolerance towards opinions, colleagues' opinions. Using these strategies, the teacher determines the student to become responsible for learning. Mixed strategies of moral education consist in the methods of training conscience and moral conduct (moral explanation, moral conversation, case study, moral commentary, moral exercise, moral self-evaluation, case analysis, etc.), which need to be harmonized in the educational process of students (Vl.Guțu, 2013, p.113).

The results obtained from the data processing at this statement show that 36.3% of the students selected the agreement option on that *"Interactive didactic strategies and mixed moral education strategies facilitate the students' moral qualities training"*, 25.5% - total agreement, 25.5% - disagreement and 12.7% - total disagreement. The difference between those who agree and those who disagree (disagreement) is 23.6%. We believe that the percentage is still high, especially if we take into account the fact that it concerns specifically group strategies and presupposes the collaborative work of the students in order to achieve some finalities: the training of the team working skills, the communication skills, the observance and the development of values and professional ethics. We can assume that in some groups, communication strategies are used in the training process at the expense of interactive ones.

***Item 12*:** *The process of realizing the extra-curricular activities at the faculty encourages students to train some moral behaviors*

Extracurricular activity means "the common activities of the university professors and all the students in planning, organizing, conducting and analyzing the extracurricular educational process" (V.Eni, 2017, p.23).

In the pedagogical literature are mentioned the following directions for realization of the extracurricular training (educational) activities: cultural activities; sport activities; volunteering; clubs on interests, etc.

The main forms of extracurricular activities in university education are: expeditions, tours, contests, celebrations, debating clubs, Olympiads, international camps and reciprocal visits, exchanges of students and teachers, scholarships abroad, etc. All of them being available for the training of a harmonious personality ensure the training of the moral qualities of general culture, and civic and professional qualities of the future specialist.

The data obtained at the statement: "*The process of realizing the extra-curricular activities at the faculty encourages students to train some moral behaviors*" are the following: 54.5% of the respondents ticked the total agreement, 36.4% - agreement, 9.1% - disagreement. None of the students totally disagreed with the proposed statement. It is positive that the vast majority of respondents are aware of the role of extracurricular activities in personality's training, including of some moral qualities, for example, emotional and material support for people who need it (not only on the eve of holidays) but during the years. Practice, however, demonstrates that the percentage of those who are aware of moral values is higher than those who participate in extracurricular activities, for example, in environmental care.

4. Conclusions

- The student must evolve morally, he/she cannot stagnate in his/her moral conscience and conduct at the level of the so-called "seven years of basic home education". When we discuss today moral, moral values, morality with reference to university education, we mean the development of the moral conscience and moral behavior of the student's personality according to current requirements.
- Responsible for the moral evolution of the student is the student himself/herself who is capable to model himself/herself, to form his/her system of values, arising both from the environment and from internal tendencies.
- The university professor cannot be the student's moral educator, but he/she can help the student live a life fully and with responsibilities.

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The importance of values in defining the vision and mission of school institutions

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Abstract

This paper aims at analyzing the relationship between the vision and mission of school institutions as well as the role of values in defining certain characteristics of the organizational context. This relationship is relevant for developing the strategies related to functional domains from the school institution (curriculum, human resources, financial management, marketing, etc.). The objectives of this study are: (O1) identifying the relationship between the components of organizational culture; (O2) identifying the way in which the values are integrated in the definition and the contents of the school institution vision and mission; (O3) analyzing the premises for the integration of values in the content of educational policies at an institutional level.
From this perspective it becomes important for the school organization to correlate the manager's system of values with those defining the specificity of the school institution.

Keywords: organizational culture; vision and mission of school institutions; values; educational policies.

1. Introduction

The debates on the axiological frame analyzed at an institutional level target primarily the need to update the concept of strategy from an institutional management perspective. This is why the definition of its strategy and characteristics requires the adaptation to the major objectives of the organization, the main ways of achieving these objectives, the resources allocated to this purpose so that one can obtain a competitive advantage that could describe the specific character of the mission (Gavrilovici, Iosifescu, & Prodan, 2004). From the perspective of values, the strategy leads to an organizational synergy that could reflect the results of the negotiation between the representatives of institutional educational policies, at the level of certain key functional fields (curriculum, human resources, financial management, marketing, research and development, etc.).

2. Components of organizational strategy – their importance upon the substantiation of the strategic management of an institution

The school institution substantiates its specific strategic management starting from the interaction between its components. The strategy becomes one of the main instruments with which the school management of an institution operates, adapting external opportunities to the strong points that reflect the abilities of the internal environment (Gavrilovici, Iosifescu, & Prodan, 2004). Thus, the importance of the organizational strategy increases once it is related to the external environment, according to which the organizational management adjusts its decisions.

The organization mission reflects the specific elements of the organization, which differentiate it from similar organizations and which account for its field of activity and the services and products destined for a specific market.

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From a management perspective, the mission represents a declarative presentation of the fundamental purposes and the management concept regarding the development of the organization activities. The manager's role becomes increasingly important in this context, since s/he helps the organization evolve, by exercising his/her managerial functions, directing the organization towards competitive advantages that become actual in the direction of anticipated changes. The school mission becomes the expression of the general intentions, related to action, that are transposed into strategic options, efficient methodological directions and options, accurate and realistic programs and operational plans (Farcas, 2012, 28).

The correlation between the mission and the fundamental values of the organizational culture of the school represent one of the basic conditions for determining the common vision of various groups of interest (students, parents, teaching staff, managerial staff, and local community factors). Being correlated to these values, the mission represents "the declaration of identity" of the school, that has to be promoted both inside and outside the school unit. This is why this component must be correlated with the national curricula, with the assertions defining quality in education, with modern approaches in education management and with the school ethos.

When defining the school vision and its mission, one has to start from a series of basic questions (Iosifescu, 2000, 324): "What is the purpose of the school organization?; Why does this purpose exist?; What is the philosophy of the school organization and its key values?; What makes the school organization different or unique?; What are the requests and expectations of the groups of interest?".

2.1. The fundamental objectives reflect the evolution of the organization for a period of 3-5 years, proposing interaction with the results of the organization and environment analysis, in an interaction that determines the orientation of its major components. The time span these fundamental objectives refer to allows us to conclude that they should be correlated with the set of values integrated into the management system of the school institution. The coherence and consistence of values determine the positioning of the organization in its field of activity and within the external environment according to which it defines its perspectives.

2.2. Strategic approaches represent means of major action towards the strategic objectives and describe the relationship with the activities of the organization. The diversity of these approaches can reflect flexibility at a managerial level, while it is equally important that they are correlated with the main directions in which resources are oriented and capitalized.

2.3. Resources are components that are correlated with the objectives, so that they can describe managerial efficiency. Consequently, a good administration of resources, as circulating or investment funds, makes it easier to relate them to an improvement in the quality of results and efficiency in meeting the terms associated to the content elements of the strategy.

2.4. Terms indicate the time associated with the operationalization of the strategy, marking the beginning, the development and the ending stages of the strategic approaches. Obeying the terms becomes an expression of managerial efficacy and efficiency. The manager includes strategic proposals in a time schedule, setting thus the premises for a new approach in the analysis of outcomes, namely the consistency of those aspects that reflect a system of values activated in the relationship with the external environment.

2.5. The competitive advantage consists in added value that the school organization transfers on the quality of products or services destined to consumers as compared to similar offers provided by competitors. This competitive advantage becomes the expression of values shared within the organization and determines the valorization of opportunities coming from the external environment, as well as the strong points identified within the internal environment.

All these components, continuously interacting, describe the specificity of institutional programs and anticipate the exercise of successful management. In relation to the main characteristics of a successful management we emphasize the importance of the manager's interest for the development of an organizational culture based on emergent and consensual values.

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3. The relationship between the mission of the organization and the organizational culture

The mission of the school organization becomes the expression of the degree in which the manager adheres to the system of values promoted towards the staff s/he coordinates and trains. In this context, centered upon the importance of the manager as a promoter of values, we emphasize the importance of the values of the organization in relation with the requests and needs of different categories of stakeholders (Everard & Morris, 1996, apud Gavrilovici, Iosifescu, & Prodan, 2004, 24-25):

- To recognize individual talent and develop intellectual, physical and creative capacities;
- To ensure that the curriculum serves individual needs;
- To develop a curriculum that is flexible enough to responds to the needs of students of different ages and stages;
- To be aware of the legitimacy of the demands imposed by employers, universities and examination organizations;
- To recognize the legitimacy of the requests imposed by societies, mainly in relation to abilities connected to the communication process;
- To allow beneficiaries to obtain the necessary education that would consequently provide them with opportunities to earn their living or access superior training;
- To accept and take responsibility for identifying the physical, aesthetic, creative, emotional and social needs of each student that should represent the starting point in the attempt to fulfill these needs;
- To promote the idea that the school serves the community, at both the local and the national level, and to fully accept this responsibility.

The organization values reflect the frame of analysis of the institutional policies performance. Consequently, the analysis of the axiological frame of a school updates the role of policies outcomes evaluation. Thus, certain consultants consider that the evaluation of policies should be centered upon explanation and prediction, as opposed to the analysis of ethics and values (Stokey & Zeckhauser, 1978, apud W.N. Dunn, 2010, 345). It is believed that fundamental values always represent a reason for conflict, most often difficult to solve, exactly because of the contradictions that may occur between facts and values.

4. The role of values in the choices related to institutional strategy

The interrogation upon value-related, ethical behaviors has always been a constant concern for society. Questions such as: What is good? What is bad? What is fair? What is unfair? What is freedom? What is constraint? are universal dilemmas that school organizations have also tried to solve. For this very reason, the discourse about values gains new meanings in the context of the analysis of the organizational framework within the educational field. This aspect becomes even more relevant since the values of a school organization determine the formation and development of the system of values, attitudes and behaviors of a significant segment of society. Hence the importance of the analysis of the values belonging to the manager who coordinates a school organization and whose decisions influence any further directions of action.

The reflections upon the values of an organization validate their classification into: values-as objects and values-as criteria (Dunn, 2010). The two types of values refer either to the identification of behaviors specific to decision-based choices, or to the selection of certain criteria used in choosing values. Consequently, regardless of the analysis perspective, values are related to a certain context that can render evident the needs and norms. The context for the analysis of values also proposes certain alternatives or options regarding the policies (Orăşanu, 2014). These options regarding the policies restate the importance of the factors organizational success depends upon. Among these factors, the authors S.J. Amoli & F. Aghashahi (2016) mention the organizational culture field that activates the role of values and reflect the need to prioritize the existence of strategic thinking.

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5. Conclusions

The reference to the analysis of the organizational context of a school institution updates and develops the reflection upon some priority objectives: a) the analysis of the relationship between the components of the organizational culture (by means of which values become a priority in emphasizing the ethos); b) the identification of the way in which values are integrated in the content of the mission and of the vision; c) the analysis of the prerequisites of turning values into priorities in the development of educational policies at an institutional level.

In the context of the debate on the issues regarding the values of a school, the role of the manager is of an utmost importance. The manager's strategic actions should provide the balance between the axiological system that describe the organizational culture and the personal axiological system that reflects the ability to assume these relevant aspects for the performance of the managerial role. This balance most often describes the profile of an innovator who enhances the value of change at an institutional level. Analyzed at a managerial level, this profile results from the interaction of three important factors: expertise (technical, procedural and intellectual knowledge), creative thinking abilities (flexibility and imagination in problem-solving contexts) and motivation (passion and interest, the inner need to act) (Amabile, 1998, apud T. Wagner, 2014, 52-55). By integrating these factors in the decision-making process at an institutional level, the manager builds a culture of innovation that updates, for both staff and direct or indirect beneficiaries a key-value, namely creativity. In relation to learning, creativity leads to reframing the system of values of a school and allows the insertion of new educational programs at the organizational culture level. These programs "are organized on the basis of value: collaboration, multidisciplinary learning, willingness to accept calculated risks, to apply a process of trials, errors and corrections, creation and inner motivation" (Wagner, 2014, 284).

It is thus necessary to analyze the character of continuity of the values activated at the educational institutions level. Continuity at the managerial level allows genuine changes. We often realize that the world is full of new ideas, but the real challenge is to understand if an innovation can indeed be turned into something valuable. Value becomes thus an attribute of innovation and allows us to analyze the way in which efficient and forcible strategic planning is achieved.

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Education for sports values, critical reflective methodologies, and human Bildung: from theory to practice

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Abstract

The main aim of our paper is to reflect upon sports values and their fundamental contribution to the growth and education of the human being in her/his lifetime. The primary values of sport (health, fair-play, peace, tolerance, friendship and so on) will be interpreted in light of a hermeneutical approach aimed to understand their essence and meaning by the anthropology of human Bildung (education). Sport is nowadays a global phenomenon, and its values need to be read through the lens of a critical interpretation aimed at deconstructing and dismantling paradoxes, contradictions, and ideologies it may entail. For this reason, in our study, we will identify the primary critical reflective methodologies and methods that can be used as a means to promote and enhance sports values within human education. In conclusion, we will stress the importance of using these techniques for the education of young people and training of sports professionals within the context of their lifelong learning.

Keywords: sport, values, education, lifelong learning, critical reflective methodology .

1. Introduction

Sport is a human practice whose sense and meaning must be found in the values it expresses for the growth of the individual in the lifespan. The values of sport are intrinsic to its nature. It is through education that these values are made extrinsic and put into practice. Lifelong learning, as a specific context and process within the education of the individual, is the tool through which the individual learns the values of sport in her/his process of becoming an adult. This is the reason why in recent years the discourse relating to sport, values and lifelong learning has grown in importance between sports pedagogy and ethics scholars.

Values are always qualities, characteristics, and ideas to which we feel strongly tied. Our values affect our decisions, goals, and behaviors in our everyday life. The value is a belief or feeling perceived as worthy to be appreciated and followed. Values define what is of worth, beneficial or harmful (Lumpkin, 2008). Generally speaking, they are standards capable of guiding our action, judgments, and attitudes. Values give direction and consistency to our behaviors and help us know what to and not to do. Values establish a relationship between us and the world around, setting the direction for our own life.

In a nutshell, we could say that values are things that we feel "should," "ought," or "are supposed to" influence our lives and existence as human beings. Value are statements of our personal beliefs and differ from fact. Facts simply state what are and must not be confused with values at all. While facts are established by measurement and observation, values are, as we have seen above, something personal and tied to our beliefs and creeds (Canal-Domínguez, Muñiz, & Suárez-Pandiello, 2017). Values can change over a lifetime as experiences change our view. There exist different types of values: religious, moral, social, educational, aesthetical, group-specific ones and so on.

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Sports values are nowadays another essential category of values in contemporary culture due to the growth in importance of the sports as a phenomenon in the global world.

Before analyzing the sports values and the critical reflective methodologies to develop and implement within the context of human "Bildung" (education as a general improvement and perfection of the human being in her/his lifespan), it is necessary to reflect upon some general philosophical considerations which can be useful to better frame the problem. We use the word "Bildung" because the German term is more capable of summing up and expressing the philosophical and metaphysical meanings implied in all main terms usually used to express human formation, namely "education", "learning" and "training."

2. Pedagogy, sport, and lifelong education

Pedagogy, adult education and lifelong learning as educational means to promote sports values in the lifespan of individuals are always the natural result of a determined philosophical position. They still propose a type of woman/man or citizen with specific characteristics of excellence and values. The interpretation of educational phenomena, whatever form or context they happen, is always accomplished by contrasting:

1) the primary pedagogical concepts of an educational system with the principles of the philosophy or worldview that underlie it;
2) the principles of education with the conception of woman/man and life in that particular historical moment and specific culture.

This framework allows us to interpret the values system as something changing. Values can never be established once and for all in a univocal and definitive way because they are always the result of a construction that is affected by the historical, social, cultural, political, economic and ideological conditions of the historical era in which they are structured.

To be humanized and become a "person," the human being needs to acquire higher and higher levels of awareness about the world, techniques, attitudes, and meanings that characterize the environment in which she/he lives. Values help the person to make a personal interpretation of the world around, to build an ethical context, that is to say, an "ethos." This ethos represents the framework – or better, the space – in which human beings concretely make the choices and decisions related to their daily behavior through rules of conduct established by the community. These rules must be critically examined and reflected upon.

The values are intended to orient this interpretation and to trace paths for the action. In the case of education, values serve to guide the educational action. Values help the continuous process of intentional self-transformation of persons in their personal and inner dimension, which is expressed in the permanent circular movement of interpretation and understanding of the world. This continuous interpretation is the basis of lifelong learning and continuous education of woman and man (Jarvis & Parker, 2005).

The reflection upon sport, education, methods of transmitting contents (that is to say, the teaching methods), as well as on freedom or conditioning and the relationship between group, individuals and society, is a specific task of pedagogy and adult education as an educational science.

The issues dealing with sports values and their significance about human Bildung and continuous and adult education is a crucial part of the scientific domain we can call "anthropology of homo sportivus."

The exercise of interpreting and understanding the values of sport represents an activity which allows stimulating human capabilities and rationality. This practice enables deconstructing the social mechanisms linked to the reproduction and transformation of sport as an institutionalized and legitimized order, favoring a change of the person by supporting the development of her/his critical learning. This reflection helps to differentiate the levels of analysis of the value implications of physical and sports activities and to explain its context and components. This reflection is necessary to define the gaps, paradoxes, and contradictions regarding sport and physical activity (social, economic, political, and so on).

The identification and analysis of the multiplicity of levels of construction of the values and meanings of sport (psychical, social, political, religious, etc.) and its structure (theory, methods, and techniques, rituals and needs),

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prevents us from the reductionism of the epistemological complexity of its problems and discourses. Sport is educational when it allows the development of the body attitudes of persons concerning their affective, cognitive and social aspects in the lifespan. Nowadays, sport and physical activity seem to represent an ambiguous concept concerning the values they intend to transmit.

3. The function of values within sports education

Sport and physical activity have always been defined by anthropological, cultural, social and economic categories influenced by historical ages. For this reason, to determine the values of sport, it is, therefore, necessary to answer the following question whether the sport is genuinely a bearer of historical and immutable educational values, such as the Olympic ones, or not. According to scholars who criticize the idea that sports values exist *a priori*, sport and physical activities are characterized by:

1) Having as primary function that of achieving the integration of the individual in the capitalist society, since the sport is the mirror of the latter. Brohm (1976) has highlighted how the competition-performance-measure-record sequence in sport is identified with the very image of the production system and the cultural and economic ideology of capitalism. According to this sociologist, the principle of performance, for example, often leads athletes to a self-destructive action logics (doping, frauds, use of steroids, etc.) which ends up destroying themselves and the same sports values.
2) Representing an ideological instrument to the service of the State and bourgeois ideology, which masks class relations and gives the illusion of social equality, on the one hand; and, instead, justifies the order and hierarchy between the classes.
3) Establishing a robust apparatus that promotes the ideology of peaceful coexistence among states having different social regimes. The unity of sport, cemented by a universal language − the record − can be understood only in light of the political function played by sport in society. Sport seems to substantially maintain the oppressed-oppressor relationship and represents a stabilizer of the *status quo* of relations among nations.
4) Objectifying and depersonalizing the human being, who, considered as a machine, is reduced to a biotechnological product. This reduction that capitalist sport, through biological manipulation and modification, performs on athletes and their bodies becomes a metaphor for the end of humanism and a sign of the advent of post-humanism.
5) Increasing, through the rationalization and the quantification of the game, the McDonaldization of human beings and their reduction to a pure instrument for performance and profit (Ritzer, 2004).

These criticisms make the lifelong learning educational discourse on sport challenging to be implemented in contemporary society and culture. We can say that in the discourse on sport as a tool to the development and implementation of values dealing with the lifelong and adult education there are at least three types of values; that is to say:

1) pure values;
2) anti-values or negative values;
3) mixed values.

1) The pure values of sport are those positive values which guarantee respect for the dignity of the person and contribute to her/his individual development. These are the educational values *par excellence* that sport as a human practice embodies. They represent the starting point, the tool and the end of sport education. Pure values in sport are health and wellness; play; peace; socialization and social integration; friendship; loyalty; constancy; creativity; improvement of ourselves; self-control.
2) The anti-values of sport are tied to the "bipolar" nature that characterizes its structure (and all values). These anti-values represent all the negative content that sport can embody. This content contributes neither to the development of the person nor the peaceful coexistence of human beings in the human community. Some of the main anti-values associated with sport are violence, manipulation, narcissism, hedonism, consumerism, victory at all costs.

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Also, it has been already said that sport is inextricably linked to consumerism and market logic. This logic emerges as a result from the commodification and systematic exploitation of the body of the athlete, of spectators and sportswomen/sportsmen (Redeker, 2002); above all, of females, objectified and subservient to the logic of males. The predominance of a masculine model in sport, which originates from the idea of "strength," "effort" and "fatigue" to which this practice is historically linked, sometimes leads to the discrimination of female sport (only the male sport is important and interesting) and to social, cultural and gender stereotypes. One of these stereotypes is the belief that there exist sports only for males or females. This prejudice is grave because it represents a possible limitation to the expressive and creative possibilities of the human being. Stereotypes linked to ethnic groups can lead to the development of negative values in sport. About this problem, we can affirm that, in contemporary society, the sport is still being used to reproduce once again the concept of race (prelude to the concept of racism) which seemed to have become obsolete in contemporary culture and science. In fact, the massive diffusion, boosted – above all – by mass media, of myths, wrong beliefs and racial stereotypes linked to the sport, has ended up spreading and grounding the conviction that there is a substantial genotype difference between the different human groups. (Barbujani, 2006). Today, therefore, there is a growing need for an intercultural sports pedagogy, which, by removing the discriminations related to physical and sports practice, fights the devaluation represented by possible discriminative attitudes. Some of these stereotypes are, notoriously, the myth of superiority and domination in the sports of some human races over others; the "natural" predisposition of some human "races" for specific sports or the inability to practice it for some others.

3) Mixed values. In this category are placed all the values that can act or show themselves as pure values or anti-values, depending upon the "context" in which they develop. With this last term, we mean the space in which education system, social agents, and culture interact and influence the meaning and purpose of sport and its values.

Some of the most common mixed values in sport are victory, prize, competition, performance, health and well-being, identification with the great athletes. These values can be defined as "neutral," or better to say, "undecidable," because they are not positive *per se* but need education to be implemented and developed as such. Mixed values in sport put into question absolute certainties of the discourse on sports values, unmasking commonplaces and inviting critical reflection on the content, meaning and sense of this practice

To be clear, victory, prize, and competition represent mixed values. They turn into negative values when they aim to and focus on winning and earning at all costs, overwhelming or destroying the opponent. On the contrary, they evolve towards pure values when they represent goals that engage the person and require commitment, zeal, and constancy for the pursuit of the result, channeling her/his internal energies.

The competition becomes a value when, referring to its original meaning becomes "confrontation," respect, and "dialogue" between two parts that are, of course, opposite each other, but respect each other and are committed to excellence. In sport, performance also is not, in itself, something negative. It becomes such when it is conceived of as an exploitation of the human being to pursue the pure profit of the final result. On the contrary, it becomes a pure value when it is tied to the highest values of sport.

Also, it should also not be taken for granted that sport has intrinsic values tied to health and well-being and it is a practice healthy in itself. Both health and well-being turn into disvalues when they are pursued with obsession when they become pathology and pain and develop hedonic and narcissistic attitudes (what matters is only and my well-being) in people who practice a sport. On the contrary, they are values when they are pursued with balance, respect for others, are linked to altruism and lead to a real state of personal satisfaction and gratification, developing internal energy that allows developing a positive attitude towards ourselves and others.

It is clear that it is always the context and intention of educational agents to prevent mixed values of the sport from degenerating into anti-values and allow them to develop into pure values. In this regard, the role of the family is particularly important (Danioni, Barni, & Rosnati, 2017), along with that of the school and sports federations, sports associations, and clubs, local authorities, sports centers, and gyms.

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4. Educational methods for promoting sports values

Sports values influence and are the result and at the same time influence ideas, attitudes, behaviors, and lifestyles of people. To change the values of people, it is necessary to intervene in their actions through specific methods within general critical-reflective methodologies (Hsu, 2004). There exist different techniques that can be summed up as follow.

1) The clarification of sports values. This method, fundamentally inductive, starts from concrete experiences and offers the possibility of clarifying to ourselves, through a process of description, the values one assumes. This method requires the passage through three main phases, which are: choice, evaluation, and action; that is to say: a) choice of appropriate sports values, considering the consequences of each alternative of choice, b) evaluation of the chosen sports values; c) action, that is to say put in place of the values selected.
2) The list of values. This method aims to invite the subject to reflect and become aware of the values he/she adheres. It does consist of answering the question: what are the values that I consider essential for me in sport? Subjects are invited to draw up a list of values that they believe to be more meaningful to themselves, and evaluate more or better. Finally, they are required to write a list of values and order them from a personal hierarchy of values. The subjects are then helped to analyze their behavior models in light of the hierarchy of values identified and invited to think about any possible case or situation of values contradictions.
3) Incomplete sentences. It is a technique that starts from the presentation to the single subject of a certain number of incomplete sentences on a given topic. These phrases aim to invite people to reflect on their beliefs, opinions, and preferences, and to develop attitudes more coherent towards sport and physical activity.
4) The sheet of values. It consists of showing a problematic or conflictive situation by reading or presenting a text, a scene, or a vignette, followed by a list of questions that invite to discuss and assume a position on the problem. In the case of sports values, an example in this sense could be the presentation of an advertisement that shows the discrimination of the female body and the exaltation of the male one, inviting the person to reflect on this.
5) Clarifying dialogues. The subject is provided with a set of questions that oblige him to be engaged in a possible dialogue with others. The answers given must never be judged, but used to stimulate the comparison of the person with herself/himself and with others. For example, a generative idea from which to start could be, for example, can agonistic and professional sport be a bearer of values for the athletes engaged in and spectators? Why is it a prevailing opinion that professional sport cannot be a tool to transmit values?
6) Analysis, development, and observation of sports values. This method, which includes a set of different techniques, consists of using a rational approach to the comprehension of values, using systematically a dialogic and discursive modality that allows the development of ethical and value-based reasoning and resolution of the conflict dealing with sports values. People are encouraged to provide verifiable and valid arguments on facts that have occurred and to analyze the social, cultural and political context around it. The method aims to progressively guide the subject to reflect upon situations that are characterized by the presence of controversial values and to help people to make conclusions and to defend them critically and rationally.
This method, derived from the application of social science theories, uses a methodology that can be summarized in the following steps: a) definition of the problem; b) collection of significant facts; c) verification of the truthfulness of these facts; d) determination of their importance; e) adoption of a personal decision regarding the value. This method aims at the development of values through the techniques of participation development, observation and the critical and reflective group work.
7) Moral dilemmas. The method of dilemmas is based on the concept of evolutionary moral education elaborated by Kohlberg (1981) by Piaget's theories (1972). It consists of the presentation of a (short) story that implies a dilemma concerning a value. The story is discussed in small groups. In these discussions, everyone is free to express her/his opinion. The solution to the dilemma is complex and challenging. There is not only a single solution, neither completely clear nor even indisputable. Usually, the solution obliges the person to reflect and to choose between two or more alternatives.
8) Role and model-playing method. This method aims to facilitate the development of the social perspective and empathy in the person. It consists of the dramatization of situations that present elements of moral conflict and imply

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a solution that requires dialogue and analysis of the different perspectives. It can start from the identification with a role (of a person in a specific sports situation) or with a model (a famous or well-known sports champion, etc.). The identification with a role or model allows the person to understand better both her/his behavior and the inherent values which underlie her/his conceiving of the sport.

5. Towards an implementation model of sports values

All the methods to reflect upon and help people take awareness and implement sports values can be used as guide-tools when making ethical and moral decisions. In the case of sport as a human practice, these decisions appear very complicated because there is no consensus on which values must be developed as first ones. To be clear, there is no immediate evidence to conclude that the development of social values and educational values is something that sport can make extrinsic and implemented *per se* (Koh, Ong, & Camiré, 2016). Instead, there is evidence to the contrary. Actually, sometimes "sport" (seen as competition and game) is correlated with the development of negative values. Starting from this assumption, and referring to Kohlberg's theory of structural development, Thomas Wandzilak (1985) has developed a model for education values expressly related to sport. This scholar maintains that to be developed, the model of sports values needs that educational agents of sports (family, teachers, coaches, sports federations and so on) meet at least these two requirements:

1) direct and explicit engagement in the development of sports values and commitment to the implementation of a model centered on education and affectivity;
2) clear idea about what sport is in term of values; determination of the plan and strategies to implement sports values; clarification of the objectives one intends to achieve, designing the different activities in relation to the development of the values identified; use of reinforcement to teach the sports values; clear evaluation system to evaluate the achievement of the objectives related to sport education.

In contemporary sport, there are many ideologies that sports education must dismantle. Among them:

1) "healthism," that is to say, the obsessive and selfish pursuit of wellbeing and individual health;
2) elitism, linked to the idea that sport is something that requires skills, abilities, and attitudes innate, which not all possess;
4) consumerism, which uses the athlete or spectator as a commodity and mere consumer, subordinating the intrinsic value of sport (the ludicity) to the economic profit;
5) sexism, which considers male gender as the dominant one in sport and does not respect the diversity;
6) discrimination, which often subtly manifests itself and which has its root in some stereotypes and ethnic and social prejudices that are still widespread in contemporary society and culture;
7) rationalization and uncritical technicality which is typical of modern sport in a capitalistic and globalized world.

6. Conclusion

It is only through education and education to values that sport can become a means capable of developing a critical self-awareness in people and serve as a tool for emancipation, democracy, and freedom. We have seen how sport can educate all human values, but it needs specific education strategies and policies to develop its good and educational potential. To be considered a critical, emancipative and educational tool, the sport must favor the self-knowledge, sense of limit and dialogue with others. Through sport, people must learn to respect others and resolve the conflicts that can arise. Sport as a competition is a metaphor for life and its challenges.

Educating to respect the other – another human being who plays sport with us – is one of the fundamental pillars of sports education and its values. In conclusion we can affirm that, to take advantage of this education – or better to say of this Bildung – within the human lifelong learning, we must always conceive of sport and use it as a learning tool which teaches us to accept others and all individual differences; to recognize, in the participation, the central pillar

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of both sport and democracy; and, finally, to make sports values the compass which orientate our behaviors and attitudes in our everyday life.

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Assumptions and opportunities for development of investigational competency at students

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Abstract

The scientific-investigative activity of students is an important factor in self-regulation of knowledge and affirmation, as well as for the quality of specialist training and their integration into the labour market. Therefore, at the moment the scientific investigative competency and experimental constructive of students becomes of outmost importance in their process of professional development. For this purpose we have set the goal of pointing out the necessity, the context, as well as the opportunities for the development of the investigative competency amongst students. Another goal was to elaborate on the criteria and indicators of assessing the level of investigative competency building among them. We consider that the theoretical aspects reflected in the article represent an opening for practical and applicative contexts in the development of investigative competency of students.

Keywords: investigational competency of students, level of training for research activity.

The scientific activity, along with the didactic activity and the process of internship conducting constitute the basis for the professional competence acquisition of the future specialist, that is multilaterally developed and totally adapted to the requirements of the society, it also offers the possibility to study different theories thoroughly, to elaborate investigative issues, and also gives the student – the future specialist the possibility to form and develop a system of investigative competencies and, primarilly, the competencies of identifying the problems and optimizing the settlement ways (*Integration of Science and Higher Education: Concepts, Orientations, Strategies, 2007*, p.45).

The scientific component in the training of students is not only a means of improving knowledge but also a way of developing critical thinking. The development of thinking and value system is the way of implementing its own means of transformation, what allows for progress in knowledge and action. The critical spirit represents a decisive judgment of the student in what concerns discovering and sustaining the truth. This form of thinking is based on a prior examination of facts, in order to distinguish the truth from the false. What characterizes the critical spirit is the correctness, accuracy and respect of the obvious facts, upon which judgment is applied, and the basis of any form of scientific knowledge. At the same time, scientific activity is the process of creative awareness of reality in order to overcome the existing knowledge and knowing the essence of certain processes, phenomena, and problem situations.

Within the university the scientific activity is an individual and creative act of knowledge that reflects the active implications of students in the formation of professional knowledge and skills. Researching the student's implications is a committed research, because the young researcher engages himself in an action not only by observing it remotely, but he also has a commitment to action, also expecting the practical utility effect.

The research behaviour of students must be encouraged by uncertainty, focused towards the search activism and aimed at subject analysis or problem solving. This behaviour can be developed spontaneously, based on intuition, by

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means of evidence and errors, but can also be constructively oriented, based on the analysis, synthesis, appreciation and logical prognosis of one's actions. At this point, we can speak about research activity, a type of intellectual, creative activity emerged as a result of the functioning of research mechanisms, and based on the research behaviour. If the problem solving activism is determined by the presence of the search factor in a problem situation, and the research behaviour accouts for the environmental context of the action of the subject in this situation, then the research activity describes the structure of the functioning process. It comprises motivational factors (including the problem solving activism) of research behaviour and its functioning mechanism. Moreover, the research activity calls for the analysis of obtained results, assessment of the development of the situation forecasting the evolution (hypotheses building), structuring and achievement of one's actions – the correction of one's research behaviour. The application of achievements and repeated reflexive appreciations provide for a higher level of students' research from a qualitative point of view. One might appeal to this technique depending on one's goal and objectives.

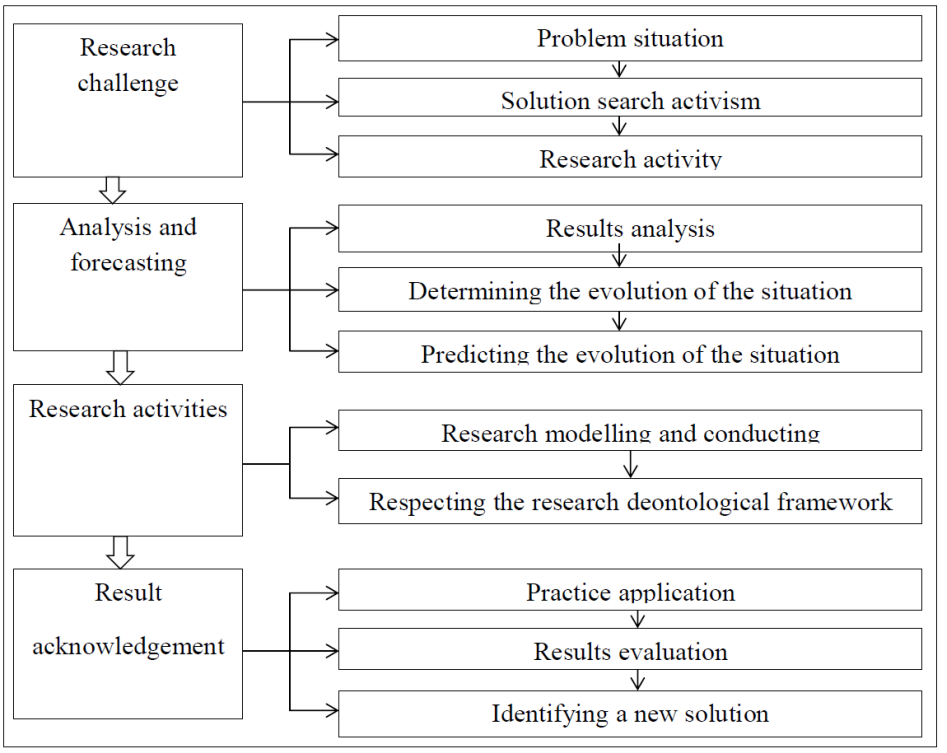


Fig. 1. The evolution of student behavior in research activity

As a result, the research behaviour plays an important role – the one of development. This is why one of the main tasks of the teacher is to induce this behaviour in the educational process. The given objective can be realised not just by means of special courses, but also by a module planning strategy. Thus, the scientific method of instruction extends towards a research practice through its social and professional specifics, and embellishes one`s personality with new knowledge and abilities. After having achived these goals, we will create the necessary context for dropping stereotypes, manifesting an active research behaviour and a finely guided research activity.

The researcher Bocoş M. mentions that the investigative activity requires from those who design and realize it, valorification of the requests dealing with art and science in order to formulate systematic questions and to induce valid descriptive and causal inferences about the aspects of the investigated processes.

Typically, scientific research involves systematic and complex request assemblies, thought out, designed, organized, realized, coordinated, and evaluated in accordance with an algorithmic hierarchy that respects investigative stages and sub-stages. At the same time, designing of a research is not a mechanical process of data collecting, their

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interpreting, processing and evaluating. On the contrary, it is a dynamic process, characterized by researchers' feelings of uncertainty, his/her questions, doubts, and searches to solve the problem, the feelings that attributes to it a problematic character. Thus, the appeal to the researchers' creativity, to their potential adaptive to the concrete situation, to critical attitude and creative imagination, in all stages of research is extremely necessary. The axiome we have to start from is that students carries within them the means of thier own development (M.Bocoş, 2003, p.25).

The clearer formulation of the problems, in precise, synthetic but comprehensive ways, ensures the contextualization/recontextualization of the researches to be undertaken in the vast field of the investigated domain. It is, in fact, an operationalization of the problematics addressed and of the key concepts, by circumscribing, in a clear and operational manner, the domain and the research area; afterwards, the investigative steps taken, gradually widen the field of research.

The problems to be verified in scientific research must be, indeed, critical issues, uncertainties about the practice and theory of the investigated field.

Meanwhile, student activity is inefficient, if it is based on the reproduction of the methods aquired by the activity. Such an activity is inefficient not only because it does not use the objectively existing capabilities to achieve high performance but also because it does not contribute to the development of the student's personality. Creativity is indissoluble by the research process. Creative activity turns into investigative every time when students, generalizing their own experience, consciously apply such research methods, which enable them to obtain objective information about the results of creative activity.

Resolving investigative tasks should be a component of the student's complex didactic activity. But reality shows that most students are not prepared for such an activity. At least at the theoretical level, the necessity and the importance of scientific research are clearly defined, fundamented and scientifically explained. Nevertheless, what is being done, does not meet the expectations. Unfortunatelly, the difficulties, lack of material resources are not the ones to be blamed, but we also should argue here a conflict between beliefs, behaviours and negative attitudes for promoting research as a common strategy available for any student.

The conclusion we come to is that, being a subject of the research activity, the student must:

- identify the necessity of carrying out scientific research in order to obtain new knowledge;
- carry out investigative tasks; develop hypotheses;
- design the research; engage in investigative activity, analyze initial data, and evaluate the final results of the research;
- possess a high degree of preparedness for the research activity.

By the "*degree of preparedness for the research activity*" we understand the complex of the student's attributes necessary to achieve the function of this activity's subject. Russian scientists V.S. Lazarev & N.N. Stavrinova (V.S. Lazarev & N.N. Stavrinova, 2006) highlight four groups of qualities - components of the degree of preparedness: *cognitive, motivational, orientative, technological (operational).*

The *cognitive component* of the degree of preparedness for the research activity represents a complex of knowledge and notions necessary for the student to establish and solve the investigative tasks in the field of professional training. Indices of the cognitive component for the research activity are the following:

- understanding of the role and importance of solving investigative tasks in future professional activity;
- knowledge of the types of investigative tasks solved by the students in the training process and of the requirements for the obtained results;
- knowledge of the requirements submitted to the research projects and programs;
- knowledge of the methods for solving investigative tasks and the conditions for their application.

The *motivational component* of the degree of preparedness for the research activity is the meaning that each student assigns to this process. If this activity is of no value to the student, then he can not be oriented towards research. The student may be aware of the need to carry out the research activity, have the capacity to solve certain investigative tasks, but not to be motivated for this activity. The student has a motivational structure in which the main role is

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attributed to self-realization and self-development values. Targeting the achievement of high performance is a necessary condition for obtaining the valoric essence through research activity.

Indices of the motivational component for the research activity are the following:

- manifesting interest for studying the research methods;
- active participation in the research process during university studies;
- independence in determining the research tasks;
- tendency to participate in different competitions, scientific conferences, seminars;
- active participation in the analysis of scientific results obtained by colleagues;
- insistence in overcoming the difficulties encountered in solving investigative tasks;
- activism in self-development, tendency to know more than the study program provides.

The *orientative component* of the degree of preparedness for the research activity is a combination of competencies that ensure the identification of the need for knowledge and the perspective of training through research in real conditions. Orientative actions are the precursor of the investigative actions, determining their structure, objectives, methods and terms of realization.

Indicators of the orientative level of the degree of preparedness for the research activity may be the following:

- capacity to set investigative tasks, submitting requirements for the final result;
- ability to design research, determining the structure of investigative actions;
- ability to determine appropriate methods for carrying out the research;
- ability to evaluate the quality of investigative programs.

The *technological (operational) component* of the degree of preparedness for the research activity is the student's ability to carry out investigative work. Unlike the orientative component, which ensures the development of the research development model and the design of the final research result, the technological component expresses the competence to apply the research methods in practice.

Indicator of the technological component of the degree of preparedness for the research activity is the student's ability to apply in real situations the general and specific methods (depending on the problem) of the research: observation, questioning, investigation, experiment, statistical verification of hypotheses, correlational analysis.

The full appreciation of the student's degree of preparedness for the investigative activity is based on the assessment of the achievement of its components, which have been structured in four levels (*see* Table 1):

Table 1. Indicators of the level of investigative competence acquisition

High level of component	Average level of component	Low level of component	Lack of component
The cognitive component			
- the student understands the role and importance of the investigative tasks for the vocational training; - possesses sufficient knowledge to solve investigative tasks of all kinds.	- the student understands the role and importance of the investigative tasks for the vocational training; - possesses sufficient knowledge to solve investigative tasks of certain types.	- the student poorly understands the role and importance of investigative tasks for vocational training; - possesses sufficient knowledge to solve some simple investigative tasks.	- the student doesn't understand the role and importance of investigative tasks for vocational training; - doesn't possess sufficient knowledge to solve investigative tasks.
The motivational component			
- the student shows an interest for vocational training, in general and research, in particular; - submits investigative tasks; - participates in the elaboration and realization of the investigative projects in group or individually;	- the student shows interest and responsibility for the acquisition of research methods, considering that they will be useful for him in the future; - rarely participates in the elaboration and realization of individual or group research	- the student shows a responsible attitude for the acquisition of investigative methods, but does not consider them important for the realization of an investigative project; - shows little interest in some simple investigative tasks,	- the student is not interested in acquiring the research methods, considering it to be an unnecessary activity; - is not interested in participating in the elaboration and realization of research projects; - doesn't show activism in

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- participates with presentation reports on scientific conferences, seminars, etc.	projects; - independently sets up research tasks, but is not insistent in overcoming the difficulties encountered; - participates in scientific contests, conferences, seminars, but doesn't show interest, is poorly motivated for self-development and self-perfection.	but doesn't show activism and insistence in solving them; - rarely participates in the realization of group research projects, doesn't carry out independent research projects; - doesn't participate in the scientific papers contest, doesn't show interest for attending scientific conferences and seminars, can only assist passively.	professional self-education; - the habit of learning for the sake of grade is predominant, what makes him passive in professional training.
The orientative component			
- the student can initiate various investigative tasks; - proposes ways to solve investigative tasks in different situations; - demonstrates the ability to determine appropriate research methods; - always adequately evaluates the quality of research programs and determines the gaps in case of their existence.	- the student submits some types of investigative tasks; - independently plans to solve them, but in difficult situations is incompetent to develop an appropriate research plan; - in most cases demonstrates competence in determining the appropriate research methods; - in difficult situations faces difficulties in evaluating research programs.	- the student can only establish some types of investigative tasks; - designing their solution, uses standard plans (designing of research is reproductive); - in situations where standard plans can not be applied, encounters difficulties and is rarely successful; - in many cases can not adequately assess the quality of investigative programs and does not notice the existing shortcomings.	- the student can not establish investigative tasks and design their solution; - shows general knowledge of investigative tasks; - knows some research methods but does not have the skills to apply them.
The technological component			
- the student can apply the research methods necessary to solve the investigative tasks in the real investigative activity according to the existing conditions.	- the student can apply in accordance with the existing conditions most of the methods necessary to solve the investigative tasks in the real investigative activity.	- the student can apply in accordance with existing conditions some of the methods necessary to solve the investigative tasks in the real investigative activity.	- the student can not apply research methods, although he knows them.

In order to assess the degree of preparedness for the investigative activity of the students, the following methods can be applied: investigation, testing, conversation, observation, solving investigative tasks of different type and degree of complexity, assisting at lessons, analyzing the research activity carried out.

The process of training the students' competence for investigative activity involves the transition from the lower to the higher level. This passage is impossible in associative reproductive forms of training and only active-participatory forms can make this process more efficient.

The direct and indirect positive potential influences that research has on professional development are difficult to be compensated by other means or forms of activity. Formative effects are extremely valuable: the openness towards novelty and progresses of research take a scientific attitude towards the educational reality. Students' cooperation in intra- and interdisciplinary scientific teams, the dialogue that they initiate, help them to classify their ideas, to perfectionize the collection strategies, to process data, and to solve practical issues.

Initial and continuous professional training is required for students to be able to project and research. Equally important is to overcome the reluctance of implementing strategies, practices, methodological attitudes, and self-education to overcome reservations and inhibitions, or the feelings of fear that arise towards the new and research.

Each stage and sub-stage of the research can train and valorificate the students' availability for research, by practicing and modelling, in specific ways, certain psychological, intellectual, actional and volitional structures and functions. The actions they undertake in order to carry out the research engage and articulate their intellectual, actional and affective-volitional resources, their entire imaginative and inventive potential, by cultivating the spirit of initiative, the spirit of scientific investigation and the spirit of innovation. It is important for the students to be concerned about

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the cultivation and self-cultivation of the investigative spirit, the stimulation and support of the desire and the pleasure to investigate, and the confidence in their own possibilities of investigation and research, in their own qualities as a researcher.

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Some conceptual approaches to the career management competence of the graduates of faculties with pedagogical profile

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Abstract

In this article are analyzed some approaches regarding the concept of employment for graduates of faculties with pedagogical profile through delimiting and specifying the content of the basic concepts. In this context, are studied the meanings of the concept of *competence for career management.* This concept is analyzed from pedagogical, psychological, acmeological and managerial perspectives.

Keywords: competence, career managemement, psychological training for career.

1. Introduction

(i) The current education, being placed in a new socio-cultural context, is determined by the connection to new prerequisites for social integration at regional and international level. In the present society, where progress and development is determined by rapid, permanent, and continuous changes, people have to adapt to these changes, so that these changes are conceived and guided to maximize the potential of everybody. Career training and career management do not start at working place, but in educational institutions. Employment is a stage in the workplace which required both professional and personal training. The future employees must be prepared to be an active part, promoters and guides for these changes. In this context, the National Strategy "Moldova 2020" has as a first priority the education sector, referring to "Connecting the educational system to the requirements of the labor market, in order to increase the productivity of the labor force and the employment rate in the economy" (National Development Strategy "Moldova 2020", 2012). Under current conditions, in the context of employment management, higher education meets new requirements: the need for qualitative training to train specialists, competitive on the labor market, confident in the chosen profession, and fluent and flexible enough to be employed in the adjacent areas of qualification, thus being able to work efficiently in their field.

2. Competence for Career. Pedagogical Approaches

Nowadays, an aspect that is researched and discussed in the literature and present a major interest is the ***preparation of future pedagogues career***. In the present society, where progress and development lead to rapid, permanent and continuous changes, people have to adapt so that these changes are conceived and guided so as to maximize the potential of everybody. Career training and career management do not start at place of work, but in educational institutions. Employment in the workplace is a stage requiring both professional and personal training. Future

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employees must be prepared to be an active part, perhaps the promoters and guides of these changes, and this can be achieved through a new approach to the teaching process.

One of the aspects of this component is the *competence for career*. The study and bibliographic research on this topic has channeled us into making some analyzes and delimitations on this concept. *Competence for career* is extensively studied by researchers in pedagogical, psychological, acmeological and managerial terms.

A substantial part of these researches are devoted to the managerial competencies of managers or some categories of specialists in the economical-applicative fields. While not less important but less researched is the question of the career competence of pedagogical specialists.

To discuss competence for career, we briefly present the notions of "career" and "competence" in the context of their application in current research.

Thus, in the management of human resources, in the traditional sense, professional career means a succession of stages in which the individual reaches an important, socially recognized and well paid position. It also delimits several "career meanings": advancement, profession, succession of lifelong positions, a series of life-experience-related roles, individual perception of attitudes and behaviors (subjective career), the dynamic framework in which a person perceives his/her life as a whole. A distinction is made between the *objective career* (which includes the development of staff and involves promotion, specialization, motivation, planning of human resources, etc.) and the *subjective career* (which pertains to self perception and the role of the profession in the life of each individual). The analyzed literature allows us to conclude that this issue is addressed from two perspectives - the individual or the organization's ones (Şandru).

At the present stage of research, this concept is used from the perspective of the subjective career, on the one hand, the student being an active part of the career formation, and on the other hand the influence on his formation is applied from the perspective of the new educational paradigm, namely the formation of reflexive pedagogy.

A reflexive practitioner has certain capabilities and a number of features:

- ability to anticipate the results of the action;
- ability to analyze causes, effects, contexts;
- ability to plan, adjust and evaluate own actions;
- recognizes his/her mistakes/limits and learns from mistakes;
- considers that failure is controllable;
- knows to ask for help;
- adapts easily and transfers purchases, capabilities, meanings in new situations;
- has a positive self-image;
- manifests perseverance;
- is independent and efficient, etc. (Maciuc, 2005).

Competence is a concept that was imposed on the one hand by the psychology of work and, on the other hand, by the significant evolution of human resource management, which has been and is being researched by many researchers. We will use this concept from the perspective of the definition given by the researchers Vl. Guțu, O. Dandara, E. Muraru, namely - competence is the complex capacity/ability to achieve the objectives by establishing the connection of the three defining elements of the behavior of *knowing, knowing to do, knowing to be*, assuming a good knowledge of the field, abilities, motivation and positive attitude towards the sphere of activity (Guțu, Muraru & Dandara, 2003).

The symbiosis of 'competence' and 'career' notions generates new dimensions and new approaches to competence for career.

Thus, ***in pedagogical approaches***, *competence for career* is defined as a "meta-skill of the specialist to skillfully use knowledge and tools to solve not only basic, standard career goals, but also effectively build his/her own career path" (Могилевкин, 2007). E.V. Sadon sees career proficiency as a system of career ideas and opportunities, including the ability to predict future career and to overcome career crises and as a "self-efficacy" capability, as a skill of career setting, career planning and solving career problems (Sadon, 2009).

Competence for career allows the young specialist to concentrate periodically and analyze in his/her perception his/her own career achievements and then to correctly calculate and achieve career progress, leading him/her to the

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expected level in the career. Here we should mention that the other professional skills are not neglected at all. The combination of these determines the career scenario of a particular specialist.

It is gratifying that competence for career is increasingly approached by the specialists as a defining competence in the professional skills training of teachers.

In the work *Development of Professional Competencies of Debutants* (2015), we find the following general competencies for the debut teachers:

- Cognitive and metacognitive competencies;
- Communication and networking competencies;
- Methodological competencies;
- Evaluation competencies;
- Psychosocial competencies;
- Computer and technological competencies;
- *Career management competencies.*

The authors describe for each general competency some other specific competencies with the structural descriptors of these competencies. Thus, *career management competency* contains 5 other specific competencies and their descriptors (Table 1).

Table 1. Career Management Competencies Map

Specific Competencies	Level Descriptors for Their Structural Elements
1. Competency to build and maintain a positive self-image by referring to the professional status	1.1. Discovers the importance of positive self-image in his/her life and career;
	1.2. Discovers the effect of self-esteem at the intra- and interpersonal level;
	1.3. Exercises and develops techniques for building and maintaining positive self-image.
2. Competency to show a proactive attitude towards professional development	2.1. Is aware of the role of reforms in education and of the necessity of vocational training;
	2.2. Evaluates the social, demographic, technological impact on the professional field and the opportunities for professional development;
	2.3. Develops strategies to effectively respond to the status of professor by debuting.
3. Competency to report his/her own training and activity to the standards of the teaching profession	3.1. Identifies the dimensions and requirements of professionalization and correlates them with the need for continuous training;
	3.2. Knows professional standards and reports his/her own professional performance;
	3.3. Develops strategies to respond effectively to changes in teaching career.
4. Competency to participate in forms of personal development throughout life	4.1. Investigates new educational opportunities and discovering resources (local, regional, national) as support for professional training;

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		4.2. Establishes customized goals and routes in personal progress;
		4.3. Engages in research and innovation activities of educational practice.
5. *Metacognitive, autoreflexive competency proved in the didactic profession*	→	5.1. He / she knows the basic concepts of reflexive practitioner theory, the development of the teacher's critical thinking and metacognition;
	→	5.2. Manifests critical thinking and cognitive self-regulation techniques in didactic activity;
		5.3. Manifests reflexive conduct in teaching and makes pertinent decisions for continuous professional development.

Next, we will make a comparison between the competencies described above and those stipulated in the document *Professional Competence Standards of Teachers in General Education* approved in 2016 by the Ministry of Education, Culture and Research of the Republic of Moldova.

We want to analyze this document from the perspective of finding reflection of competence for career management.

This document is structured over five priority areas for teachers:

1. didactic projecting;
2. learning environment;
3. educational process;
4. professional development;
5. educational partnerships.

To each of these areas is assigned a *standard, indicators and descriptors*. The adjacent domain to the interest of our research is *professional development*. According to this document, the standard for domain 4 is: ***The teaching staff manages their own continuous professional development***. The indicators and descriptors of this standard are as follows:

4.1. He/she develops his/her own professional identity in accordance with the roles prescribed by the teaching function:

4.1.1. Respects the normative framework of continuous professional development and the procedural provisions for the planning and evaluation of the professional training level.

4.1.2. Constantly develops the skills necessary to achieve the professional roles assumed.

4.1.3. Respects the timetable/program of continuous professional development.

4.2. Projects own career path for continuous professional development:

4.2.1. Develops the Individual Vocational Development Plan in accordance with the provisions of the school development plan and its own professional development needs.

4.2.2. Establishes measurable and achievable professional development contexts and objectives in the planned period.

4.3. Performs and monitors the personal and professional development process:

4.3.1. Organizes the educational, didactic, specialized activity based on an individual research theme.

4.3.2. Reconciles own activity to the requirements of contemporary didactics by capitalizing on innovative professional acquisitions and experimenting with good educational practices.

4.3.3. Confirms participation and engagement (participant, reporter, trainer, etc.) to professional development activities in school, outside the school, at regional, national, international level, through eloquent evidence.

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4.3.4. Develops and disseminates own didactic materials.
4.3.5. Presents annual reports on the realization of the individual professional development plan and the application of its results in the educational process.

The development of the economy depends to a large extent on the level of professional training, especially on the graduates' ability to adapt to ever-perpetual conditions, to be mobile and available for professional activity. Assessing the labor market situation, we can note that a certain number of graduates find it difficult to find a job and integrate as quickly as possible into their work. Students are characterized by the lack of information about the labor market, the inability to plan their own actions in order to find the right and desired work place, do not actually have interaction and communication techniques. All these conditions are guarantees for a successful start of work for graduates.

The main "actor" in the labor market, of course, is the employer, who presents his/her requirements to the graduates. The modern employer is less interested in the diplomas of potential employees, but more interested in the skills and competencies of the employees.

Authors E.N. Druzhinina & R.Kh. Iskhakov (Druzhinina & Iskhakov, 2014) analyzed the interrelation between the educational institution and the employing institution through the adaptation of the pedagogical graduates in the workplace; explore the role and importance of the professional adaptation of students under the conditions of the university as a success factor for the successful employment of graduates in the labor market. If university is concerned about the professional fate of its graduates, it must also be preoccupied by the creation of social and pedagogical conditions for the professional adaptation of students to the labor market.

3. Psychological Training for Career

Researchers in the ***field of psychology*** are addressing the concept of ***psychological training for career*****,** mainly applying to the terminology of training for career choice and career decision making. Thus, the psychological training for career is defined as "the individual's desire and ability to engage successfully in the decision-making process of a career and its realization" (Druzhinina, 2015; Hirschi & Lage, 2007). Constantly, in various life situations, we are faced with many choices where it is necessary to make an appropriate decision, selected from a number of alternatives, often equivalent ones. The presence of several possible solutions leads to the perception of the decisional situation. An important condition for decision-making capacity is the autonomy and independence of person, when he/she is responsible for the decision taken but also for subsequent consequences.

The researchers A.M. Saianskaya & N.B. Lissovskaya state that career training is conditioned both by the external factors and the individual qualities of a person - the level of reasons, behavior, character, temperament, abilities, experience, knowledge. Therefore, not only the unfavorable external conditions, but also the emotional instability, the imperfection of abilities, some traits of temperament, etc. may hinder the development of career training. On the contrary, trust in success, the knowledge acquired in the university, the skills and experience gained during the professionalization process, the personal example of teachers and leaders contribute to the emergence and consolidation of psychological training for career (Saianskaya & Lissovskaya, 2014).

In his work J.L. Holland argues that career training is an integral training, the functional structure of which consists of two objective and subjective factors, each with its own components and interdependencies. The objective factor of training includes the socio-cultural changes taking place in society, the state of the labor market, as well as the organizational features. The subjective factor consists of functional-operational and psychological (personal) components.

The functional and operational components of the individual are the experience, knowledge, skills and abilities required to conduct the chosen professional activity. The psychological (personal) component of career training includes the structure of the individual psychological traits of personality, represented by three components: emotional, motivational and cognitive, acting as subjective conditions for building a successful career (Holland, 1997).

The authors of another research analyze psychological training for career and highlight the same important issues:

- *cognitive* (theoretical and practical knowledge of career, career planning, content of career guidance);
- *motivational* (obvious motivation for career planning);

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- *emotional* (generally emotional well-being, high emotional stability, self-confidence) (Lisovskaya & Troshchinina, 2012).

(ii) **Acmeological Approach to Career Competence**

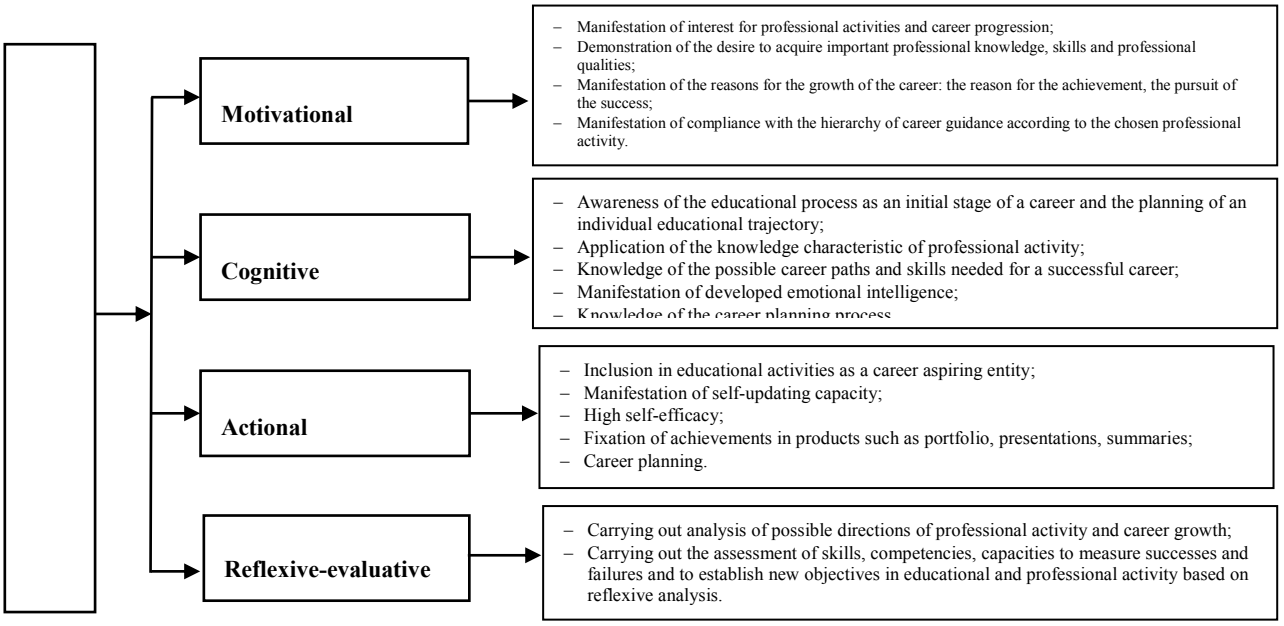


Fig.1. Structure of Career Competence for Students.

(iii) In the context of the acmeological approach of career competency researcher E.M. Soloviova highlights 5 structural components:

- axiological (career orientation);
- cognitive (knowledge and career planning);
- motivational-actional (motivation for career);
- personal (responsibility, self-efficacy, adaptability);
- procedural (career tactics, rhythm, periods, phases) (Soloviova, 2013).

We consider appropriate to highlight the acmeological approach set out by I.V. Iancenco (Iancenco, 2013). The author assesses competency for career as an integrating quality of a person, characterized by the desire and the ability to realize their potential in social and professional activities. The structure of career competency consisting of several components: motivational, cognitive, actional, reflexive-evaluative (*see* Figure 1).

An essential distinction in the acmeological approach and orientation of the "career" phenomenon is the association with the orientation towards a successful career, realized by "auto ..." - evaluation, -analysis, -formation, -education, -development, -adjustment etc., but also through the education and training of a reflexive teacher.

Certainly, there are other aspects of the employment management approach that are not covered in this study, but which remain open to being addressed, analyzed, and finalized in the next research papers.

The conclusions: employment in the workplace is an important career stage, requiring both professional and personal training. The future employees need to be prepared to be an active part, perhaps even the promoters and guides of permanent social changes, and this can be achieved through a training process for pedagogical career. The employment skills development in the labor market as an essential part of career management must occupy a central

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place within the basic objectives in the training of teachers. Employment competence is indispensably related to career management competence (pedagogical approach); training for teaching career (psychological approach); self-determination of the potential, self-determination and self-reflection (acmeological approach).

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The myth of the cave or the education for values. A leap in time, the pedagogical axiology

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Abstract

The current communication aims first at discussing about how necessary is the philosophy of the education as one of the basics for the postmodern education (beside an educational policy and a modern psychology of the education). The crisis of the Romanian contemporary society is mainly related to values. Therefore, we decided to make some theoretical considerations about the problems of the **pedagogical axiology.**

The reference to the great philosophical texts is, for the author of this communication, a good example of a relationship to the values of the humanity and a challenge to cultural openings for our students who are in the initial training process by the psychological - pedagogical training programme but also for the other ones open towards the Light of Knowledge. We use the cave myth (Plato) as a way to get the attention of the first year students to the introductory course of pedagogy.

We found some reference points of the myth: *Paideia, Freedom, Truth, Idea (Eidos).* We understood that they are possible only by releasing the people from chains. We are adding a significant element of the myth: *Freedom.* This **paideutic** step (in its essence) has asa finality"the ascension of the soul towards the place of the intelligible, that is the field of *the Good.* Thus, the people will contemplate "the truth about *the beautiful, the right and the good ones"*(s.n. M.S.) What are *Truth, Education, Liberty, Beautiful, Justice, Good* and others. They are the values that will show the person the way to the labyrinth of life. And they will provide the Fortress with *a long lasting foundation.* The education*for* values, according to Noica, means an opening enclosure.

This true dialectics of the great values of the humanity is highly appreciatedin the process of expressing the finalities that are the basis of the educational system. By paraphrasing one of Lucian Blaga's ideas, we emphasize the fact that, by means of the **axiological** conscience, the man made a truly ontological leap. We continue to make theoretical considerations about the value concept (Forquin, 1994); how to express the finalities of the education (Hummel, 1977; Lalande, 1988; Hameline, 1979); how to classify the finalities of the education (Văideanu, 1988). We also add value tothe contributions of C. Rădulescu-Motru (1932) by the vocation concept in the expression of the educational ideal.

Keywords: myth of the cave; Truth; Paideia; Idea (Eidos); Freedom; pedagogical axiology.

Pedagogy can acquire again the theoretical consistency and the practical efficiency only by means of philosophy. Viviane De Landsheere (1992, p.8) warned that, without this prior reflexion, " pedagogy is deprived of its cardinal points and becomes a soulless work, without its guiding rails, exposed to the incoherence or occult manipulations". The educational project includes this prior reflexion. Gabriel Liiceanu (1982, p. 180) noticed in this respect that "The need to stay around philosophy when you deal with the man-related topics comes from the fact that the man is probably the only asked one that the question's arrow aims only when it falls beyond him. Yet, philosophy is precisely the science of this paradoxical aim".

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1. The cave myth or the education for values

Even since the Genesis moment, the man leads his life under the dialectical sign between the light and the dark. A significant example of this complicated game is precisely the cave myth from Plato's dialogue, Republic (1986).

As usual, Socrates tells a story in his characteristic way whereas Glaucon is the one who "utters the amazement that brings him on the understanding way" (Heidegger, 1988, p. 168). The narration of the myth is briefly as follows:
a) Let us imagine, Socrates said, a group of people who lived in a cave and who could only look ahead. On the wall in front of them they could see only *the shadows* of objects, of beings that are cast from behind by means of a *fire*. Due to their existential condition, the people might consider that *the truth* is the very shadow of things (Plato, 515 c).
b) How could occur the release of the people "from chains and their healing from their lack of mind"? (515 d) In case one of the cave inhabitants found himself *unchained* and forced to look towards the light, he would feel "all kinds of pains" and because of "the shining fire he could not look at the objects" whose shadows he had seen previously (*ib.).* However, he would be "much closer to the human beings**"**and he would see the truth better by reaching an increased degree of *the unconcealed objects (*of the revealed ones). The removal of the chains "is not the real freedom, yet" (Heidegger, *op. cit.*, p. 186).
c) The enchained man shall be taken by force on the steep ascending way of the cave and he shall be taken out to *the sunlight.* This time again, the freed man would need a certain period of time in order to get gradually used to the new image shown before his eyes. What his eyes can see are those *ἰίδή* (ideas), "what is now called the unconcealed" (516 a), when the real release is obtained (Heidegger, *op. cit.*, p.187). At the end of this effort, he would understand the role of the sun in the visible world as the latter is responsible for the images he saw in the cave (516). At this moment in his life, he could consider himself "happy", Plato said, and he could look at his peers pitifully.
d) If the released man could return to the cave to tell the people what he saw outside, they would not only believe him but they could also kill him in case he tried to *free* them. The attainment "of the unconcealed by fights belongs to the essence of the truth". (Heidegger, *op. cit.*, p. 189). This moment is a direct allusion to the unfair persuasion of Socrates by the Spartan tyrans who had occupied Athens temporarily. Here is what may sometimes happen to the Magister!

It is still Socrates the one who tried to reveal to us the symbols of this myth. The main reason is the structure and the themes of the myth. Socrates's story starts with the express referral to education (παιδεια- *paideia*) and the lack of education (απαιδενσια- *apaidensia*) (514 a).

A word that can be seen in several contexts and with several nuances is *truth,* a word with which we enter "the wonder corola**"** of the Greek philosophy and eventually to the history of the purest philosophical thought. When the Greeks wanted to express the truth condition, they used the term αλήθεια (*alétheia*), a word made up of a particle that suggests the lack of something (*a)* and a root. Heidegger emphasized the fact that the root of the word had two uses in Greek: λήθεια (*létheia*), derived from λανθανειν (*lanthánein*) meaning "to be hidden" and ληθη (*léthe*) meaning "oblivion". The two uses are interwoven and *a-létheia* has the meaning of *revealing* (*Ent-bergen* in German), Heidegger said (1954, *apud* Dumitriu, 1984, p. 226). The myth story represents a real initiating route that can be seen as a degree presentation of the adjective "unconcealed" (*alethés*): *alethés* (the positive degree at the level of the shadows); *alesthésteron* (the comparative degre "more hidden" at the level of the cave things) and *alesthéstaton* (the superlative degree "the supreme unconcealed", at the level of the cave things).

The "heliologic" truth will be taken violently by a fight for life and death starting from the "speology" truth and from "the hiding condition". In case there is a real "illumination" when the essence of the truth is found, there are significant changes in the people's souls that walk on the difficult road of knowledge. In the Romanian translation of the myth, there occurs a real "*twist*", a return to the true light (518 d). This *"twist"*is nothing but the educationof the individual (*paideia*).

The evoking power of this myth does not come from the counter-balancebetween the closed space of the cave and the open one specific to the outer space. On the contrary, for Plato, "the myth's symbolising force is obvious in the role played by the fire, by the brightness and shadows of the fire, by the daylight, by the sunlight and by the sun. They

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all lie in the brightness of everything that appears and in the way in which the ability to see becomes possible". (Heidegger, *op. cit.*, p. 189-190)

The myth focuses on the source of light - the pure brightness - that, in the myth, comes from the Sun and at the level of the reflexion, from the platonic Ιδεα (*Idéa*). The sun is "the image" of something that makes visible all the Ideas, it is the Idea of all the Ideas (synonymous of "the Good Idea", said Heidegger, p. 181, of God, we would consider). The subject of the meditation is Ιδεα. The idea is "the pure brightness" (meaning "the sun shines"), it is what "emanates brightness", it is for all the people "the originary thing, the cause of everything that is correct (in their reference), as well as the cause of everything that is beautiful" (517 c). "The essence of the idea lies in the possibility to emanate brightness, in the possibility of becoming visible." (Heidegger, *op. cit.*, p. 190)

Paideia and *alétheia* depend on each other. "The essence of *the education* has its base in the essence of *truth*" (*ib.*, p. 187) based on "*the supreme hidden*". *Paideia* has in view "the man's complete reorientation" (Heidegger, *op. cit.*, p.184), the effort "to make the man free and firm for the untroubled steady look that reaches the essence." (Heidegger, p. 194)

One last aspect that we want to emphasize is the fact that education means **conveying a meaning.** One of the messages conveyed in time by Socrates is that each individual should hold in the hand **the instrument of the meaning** in order to be open to knowledge (La Garanderie, 1997, p. 54), valid for the disciple and also for the magister. Each individual is the prisoner of a meaning (*ib.,* p. 60). Each pupil has to be helped in order to reach the meaning; in order to succeed, the pupil has to be taught <how to do it> (*ib.,* p. 71). The teacher is responsible for the meaning of the educational act in order to make it work, so that the pupil should get involved, by an individual effort, on this path of the human shaping.

We found some reference points of the myth: *Paideia, Freedom, Truth, Idea (Eidos).* We understood that they are possible only by releasing the people from chains. We are adding a significant element of the myth: *Freedom.* This **paideutic** step (in its essence) has as finality "the ascension of the soul towards the place of the intelligible, that is the field of *the Good.* Thus, the people will contemplate "the truth about *the beautiful, the right and the good ones"*(s.n. M.S.) Let us not forget that the stake of the dialogue *Republic* is a political one. Therefore, Socrates insisted that a fortress could last "only when it is awake, not when it dreams" just as most fortresses are. People fight "against each other for some shadows" (520 c-d)

What are *Truth, Education, Liberty, Beautiful, Justice, Good* and others. They are the values that will show the person the way to the labyrinth of life. And they will provide the Fortress *a long lasting foundation.* The education *for* values, according to Noica, means an opening enclosure.

2. Problems caused by the field values of the educational philosophy

A distinct field of the preoccupations for the educational philosophy is the *problem of the values.* A perennial theme of philosophy, the pedagogical axiology is outlined as a scientific topic in the contemporary period. By paraphrasing one of Lucian Blaga's ideas, we emphasize the fact that, by means of the axiologic conscience, the man made a truly ontological leap. The human ontology, being one of the regional ontologies, can be only axiocentric. Jean-Claude Forquin distinguishes among three contemporary meanings of the value concept (Champy & Étévé, 1994, p. 1025-1026). Firstly, by value we understand the quality of something or of someone that is considered the object of an appreciation. We therefore use phrases such as:"valuable man", "valuable object", "highly valuable work" etc. As for the second meaning, by extension, "the term will not describe the quality of anindividual or of a thing" that is considered the object of the appreciation but "even that individual or thing". We speak of "stock or real estate value", "a valuable man". Yet, this substantial use is applied more easily to the abstract things, to the categories, to the genres than to the individual realities. As for the third meaning, Forquin wonders if art really is a value and if it is rather "the support or the proof of an even more general value"? (*ib.*, p. 1026) Thus conceived, the value "is not only a judgement principle but also a source of emotion and an action principle: the value calls us, involves us and engages us: it is an idea but at the same time an imperious and immaterial force"*(ib.).*

The values are precisely the ones that define the motivational field of the personality, they allow us to get over our individual condition and thereby the access to universality. As a measure of all things (Protagoras), the man is a standardof the world but he also has this axiologic capacity to judge the values of the world.

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It is more important to pay attention to the contemporary pedagogical theory and practice to promote the moral, aesthetic and religious values as well as the "newly educated". These "hot" themes lead to some questions which we hereby present. What are their places and their roles in shaping the human personality? What are the concrete ways to promote them? What is the value table of the current society? How is the axiologic pluralism put into practice? Is the school involved from an axiologic point of vue or are we talking about a value neutralism? What is the value of the myth, of the sacred in the culture of the future? Can *a curriculum* of the Romanian traditions be considered the fundament of a resurrection at the moral level, with consequences for overcoming the current status at the society level? etc.

The formulation of the education finality is the role of the philosophic reflexion upon the man integrated into his historical age, upon the man's relations with the world. "The finality concept - CH. Hummel emphasized - involves the fact that the man is a being launched towards a future that he wants to be better" (Hummel, 1977, p. 14). It represents "the value orientations engaged at the level of the system and of the educational process" (Cristea, p. 53). The education finalities are "long term targets" that guide the educator's activity. The rapidness of the historical changes, Debesse and Mialaret remarked, prevent the education philosopher from presenting the finalities exactly. That is why it would be more justified to suggest **the basic principles** of the education action and to use the moral philosophy as "the education is made at the level of the human **praxis" (**Debesse & Mialaret, 1969, p. 98). The suggestion is also true about us since the crisis that characterises the current Romanian society is first of all axiologic.

André Lalande defined finality in the following way: "A. The fact of tending to a purpose; the character of what tends to a purpose; the adaptation of the means to the purposes (*fins),* B. The adaptation of the parties to an integer or of the parties of an integer among each other" (Lalande, 1988, p. 355).

D. Hameline (1979) prefers the finality concept (*finalité*), the goal concept (*fin*) since the latter supposes that "**in a real way,** this orientation is distributed and controlled, and that the means are effectively used in order to follow it and assess it." (*apud* De Landsheere G. & V., 1989, p. 25) This distinction does not satisfy the Belgian authors (De Landsheere). They consider the purposes (*buts*) as the general objectives that derive from finalities (*fins).* They made a classification (general, intermediary and operational objectives) where they included the finalities and the purposes within the general objectives.

We are also making the distinction between the **explicit** finalities and the **implicit** ones of education: between the finalities **related to the person's development** (the critical spirit, creativity, moral autonomy, health, the analysis and synthesis ability) and the finalities **related to the quality of the social life** (the democratic and participating spirit, patriotism, humanism, respect for the peers) (Vaideanu, 1988, p. 178).

The educational action is "a human fact", instituted and organized in order to reach some finalities. The finality is ranked as a defining dimension of education by which it is suddenly delimitated from all the influences of the different educational environments. We are making the distinction between **the macrostructural finalities** (being at the level of the education system) and **the microstructural finalities** (specific to the different school cycles, types of schools and aspects of education: intellectual, moral, aesthetic, religious and professional).

The finality register has considerably been enriched, therefore a double preoccupation for specialists. On one hand, to group them; thus, the educators will easily notice the sources that fuel the contents of the contemporary education; the relations among school subjects will be approached in an interdisciplinary vision; it will be necessary to notice the connections among the different levels (operational objectives, intermediary objectives, objectives of a cycle or of a class, general objectives and finalities) (Rassekh & Văideanu, 1977, p. 227).

3. The vocation and the educational ideal (C. R. Motru)

We will focus on a significant concept for the re-thinking of the education ideal of the contemporary Romanian society. It is about vocation that the representative of the energetic personalism presented in the work *Vocaţia – factor hotărâtor in cultura popoarelor* (*Vocation - a decisive factor in the peoples's culture*) published in 1932. Etymologically, this concept means "leading the man to a voice that calls him" (Motru, 1988, p. 655). The vocation is debated especially "in times of harsh trial", when "the human soul is more shattered" *(ib.).*

The vocation is determined by the reasons of the collective unconsciousness whereas the vocational human follows an intense impulse (*ib.,* p. 655*).* The vocation is in close connection with the ideal, it is the latter's "achievement of deeds" (*ib*., p. 700).

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The vocation humans are often confused with the representative humans. However, C. R. Motru makes the distinction between these two types of personality. The difference between the ideal and the image is significant in this respect. The representative human is the successful type of the passive adaptation to the environment, corresponding to the image that the society makes about this reality (a member of parliament, a journalist, a musician, a monk, a student etc.). This image is "like the bottom of a river bed", gradually made up from the water's flow. It does not have finality, it grasps only the static that gradually becomes routine. Compared to the image, the ideal has finality, it "requires constraint, self control, the surpassing of oneself", it embodies what it must not be, what it is not" (*ib.,* p. 726). It is "a torrent, not a river bed"; strengthening in the human his/her social part. In the same practical style, the philosopher concludes that the vocational human is *the depth* in which the water gathers and creates the power of the current" (*ib.,* p. 728, s.n., M.S); the human is "the instrument that raises a nation's energy from the cosmic roots to the level of the spiritual culture". (*ib.,* p. 666*).*

The vocational human is characterised by the following features: lack of interest, self oblivion, tenacity, originality, consciousness, personal responsibility, responsibility towards future, it finds in work a soul completeness, the organisation of the spiritual aptitudes, the guarantee of the social progress, visionary, moral responsibility, productivity, attracted by the valuable and durable creations, patience (revealing the hidden treasures of a soul).

He is not scared by the obstacles that appear during the exercising of the profession, when "the professional pattern fails to adjust to his aptitudes", it creates a new one adapted to them (*ib.,* p. 668*).* As for the relation between the creation and the vocation, Motru underlined that the creation status follow the vocation. In the cultural becoming, the tradition and the invention (the creation) make up a dynamic integer (*ib.,* p. 692*).* When the invention dominates, we find ourselves in genuine cultural ages. On the other hand, a more reduced inventionis typicalto the civilization periods. In this time, the nations work together for the accumulation of the traditional background (scientific, technical, legal, religious etc.) (*ib.,* p. 693*).*

The vocational men appear in a favourable historical context, where "the land is ready" for them to manifest themselves. They are given by the nation itself, this "precursory dynamics" Motru called it "the nations' messianism" (*ib.,* p. 728*).* The original significance of the messianism was one of the religious order (Messiah), but later it was extrapolated in other social spheres. The philosopher also pointed out the relation that exists between the messianism and the vocation. The latter appears when the messianism is in danger. Messianism is the favourable atmosphere for the production of vocations; the latter is "the fruit that the messianism awaits in order to carry on further" (*ib.,* p. 731*).*

Not all the nations reach a brightmessianism. A nation's vocation "is known from the contribution that it brought to the eternal background of the cultural works " (*ib.,* p. 733). For more than a century, Motru considered in the '30s, the Romanian civilisation was under the sign of the European spirituality. Emphasizing that at that historical moment, the enthusiasm for the europeanisation was decreasing, Motru insisted that not the europeanisation itself was dangerous, but its wrong method of understanding (criticising Maiorescu's position). Its openness must begin by "emphasizing the individual vocations". Only afterwards, it was able to speak about "the Romanians' vocation as nation; namely the Romanian nation's messianism". (*ib.,* p. 740). A nation's reality and originality gains shape by those invisible fibres that link it to the universality, by the contributions brought "into the field of the spiritual eternity of the culture" (*ib.,* p. 736-737)

Not only that it achieves a prolegomena to a vocational philosophy but it also suggests the premises of the vocation pedagogy (the expression belongs to him), "Sparks of the vocation turn up everywhere", but most of them "flicker and die out" (*ib.*, p. 703). From the perspective of an individual vocation pedagogy, it is important to start knowing the children's skills and appreciating them. We think that the Romanian philosopher's ideas areextremely importante, with practical implications. The child is compared to "a graft aimed at accepting the grafting of another social culture". (*ib.*, p. 714). It is possible not to see the vocation early in the morning, Motru warns us."The child does not come into this world withvocation but with individual skills. The vocation will result from the combination of his individualskills and the social finality" (*ib.*, p. 715). The child structure is "a structure that waits for the perfection to come". By paraphrasing Christ's words: "Let the children come to me", Motru proposes a real "education evangilex/gospel": "**Let the children be perfect by ideal"***(ib.,* p. 716) (s.n., M.S.). The puberty age is decisive for the vocation as it causes great modifications for the harmonious growth of the child.

An important condition for the vocation to emerge is that the unitary structure of the ideal should exist in the social environment of the ideal. "The individuality is a flowerbed for the seed of the ideal". The power of the vocation results only from "the enchainment of the individuality to the noble finality of an ideal" (*ib.*, p. 715).

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Eachindividual needs axiologic reference points, morning stars and polar stars that could guide its existence. Their quality is important, too...

The solution: "the life within us should stop being only recent". Without "an anchorage in the Spirit of God's presence, the road taken by us crumbles into the abyss – it *is* already an abyss." (Patapievici, 2001, p. 426) Let us be modern! But - ***nihil sine Deo***!

Challenge: what will **the man of the future look like?**

4. Conclusions

1. The fact that the pedagogy regains the theoretical consistency and the practical efficiency supposes a philosophical-type fundament (beside an educational policy and a modern psychology of the education). We should not forget: Ștefan Bârsănescu wrote by himself a consistent book (The *Policy* of the culture) about the educational policy of Romania in 1937!
2. A distinct field of the preoccupations for the educational philosophy is the *problem of the values*. The values are precisely the ones that define the motivational field of the personality, they allow us to get over our individual condition and the reby the access to universality. Each person needs "polar stars" to guide his/her steps through the Labyrinth of life. We think that the social project is important, too as it allows each individual to emphasize that specific"element", "the meeting point between natural aptitude and personal passion" (Ken Robinson, 2014, p. 63).
3. The analysis of the cave myth (Plato) is a helpful spiritual framework in order to initiate the students into the problems of the values, to point out their role in the human evolution and to watch the interdependence of the values in the paideutic effort. A significant example of the dialectics between the light and the darkness is precisely the cave myth in Plato's dialogue, *Republic*. Socrates also tried to reveal to us the symbols of this myth. The myth is focused on the source of light – the pure brightness - that comes from the Sun but at the reflection it comes from the platonic Ιδεα (*Idéa*). "The essence of the idea lies in the possibility of emanating brightness and in the possibility of becoming visible." (Heidegger, *op. cit.*, p. 190) *Paideia*and *alétheia* depend one on each other. One last aspect that we want to emphasize is the fact that education means **making sense**. The teacher has the mission to monitor the educational act so that the pupil gets engaged, by means of an individual effort, on this path of shaping human beings. What are the following: *Truth, Education, Liberty, Beauty, Justice, Good* and so on? They are the values that will guide an individual through the labyrinthof life. And they will provide the Fortress with a *strong foundation*.
4. The education of values, in Noica's spirit, means an opening enclosure. It is a great challenge for the postmodern education to be founded on authentic values. The educational action is "a human fact", instituted and organized in order to reach some finalities. The finality is ranked as a defining dimension of education by which it is suddenly delimited from all the influences of the different educational environments.
5. The discovery of each individual's vocation is an important premise to add value to each individual's immense potential of thinking, intelligence and creativity. The Romanian interwar culture is a significant source in this effort of value resurrection that has to be made by the Romanian society in the beginning of the 21st century. The shaping of the man can take place solely by culture for the cultural fulfilment.
6. Certainly, these modest theoretical considerations have to be doubled by a concerted practical effort so that these values could "emerge" in every city and, above all, become a civilisation fact. For this reason, the mission of the school that prepares educators is extremely complex. Tomorrow's school will have to prepare the individual of the future that will belong to a double open space: European and national. Just as Stefan Barsanescu, the great teacher of Iasi, used to say: the basic quality of an educator was and will be **the missionarism,** the teacher will have to be a real lit candle for the ones who long for the light!

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Challenges facing adult education in contemporary Europe

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Abstract

The purpose of this article is to present the challenges facing adult education in contemporary Europe. The purpose of this article is to present the challenges facing adult education in contemporary Europe.The research data shows that participation in lifelong learning is determined by level of education, employment status, occupational category, skills and age. Interestingly, it are less likely to participate in education and training people with low qualification levels, the unemployed and the inactive, the least skilled, older people and immigrants or ethnic minorities. This indicates the challenge for European education and training systems in that the adults who most need to participate in education and training seem to have least access to lifelong learning opportunities. It's generating new challenges befor all Europe too.

Keywords: adult education, learning, contemporary Europe, challenges, task in hand.

1. Introduction

We are living in a dynamic world of continuous changes that leave a mark on the economic and social spheres, that determine the functioning of the labor market, of businesses and on our living conditions. The times when an individual was employed in a single company, performing their single, taught profession, when the skills one has learned in early adolescence sufficed for their entire professional activity, are long gone. Technological progress, automation and digitization have changed the lives of every contemporary individual. Today's reality forces us to rethink our knowledge and qualifications, and to determine whether they'll suffice or not. Chasing these changes, the contemporary man is forced to take permanent action intended to raise their qualifications, to retrain, learn new skills. At this point, there are many people who are realizing that education must be lifelong, or otherwise one will drop off the professional circulation and never come back. Many people are also realizing that the economic conditions in the country are more increasingly tied with the capacities of the society in terms of building technological progress and with the reaction on the ageing of knowledge reserves. Experts have already predicted that technological changes resulting in the automation and digitization of many mental and physical activities would contribute to the demise of many professions. In 2014, a CBRE report anticipated that, by 2025, technological innovation would make 50% of all positions redundant. Such trends as artificial intelligence, robotization and offshoring entail ongoing transformations of the character of work we perform. Moving around a constantly changing landscape will require lifelong education and personal development.

In the light of the above, continual education should be regarded as a necessity. In 2000, the Lisbon Strategy and its supplementary *2010 Education and trainings* program included a specification of tasks in the area of adult education, and thus initiated reforms, thanks to which building the potential of knowledge and learning new skills became one of the priorities for the development of European Union Member States. Therefore, the importance of

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continuing education began to grow, and its idea began to evolve. Lifelong education became a marker of the contemporary world, taking on an important role in the economic and social strategies of the European Union (E. Roszko-Wójtowicz, 2015, p.65).

Although a multitude of measures were taken, the data concerning the level of education of the European society is not optimistic. About 70 million adult Europeans do not have full secondary education. Available statistics indicate that one in ten adults in the age of 25-64 in the European Union – i.e. about 70 million people – did not complete their formal secondary education (*Edukacja i szkolenia dorosłych w Europie*, p.2). This means that adults with poorer educative accomplishments comprise approximately 1/3 of the EU population. This indicator reflects the formal education level for adults. Secondary education is currently recognized in Europe to be the minimum level for effective entry on the labor market and permanent employment. According to data published by Eurostat, among those who graduated from a secondary school, employment rates are clearly higher than for those who graduated from a pre-secondary school only (G. Maniak, 2015, p.131). These studies further show that the skills learned throughout the formal education period are obsolete, and that the ability to read, write and count or solve problems in technologically-advance environments is very low. According to the authors of the report, these values can be so low because of the inclusion of immigrants whose reading, writing and counting skills are at a much lower level, compared to natives (the results can be also affected by the language barriers experienced by the immigrants) (*Adult Education and Training in Europe*, p.20; *Skills Matter further results from the survey and adult skills*, 2016, p.20). Computer skills are also at a shockingly low level with adult Europeans. According to the results, approximately 27% of EU adults display very low skills in this aspect. In this group, 14% of the respondents could complete very simple technological tasks only, whole 13% did not display any computer skills at all, or their skills were at such a low level that they were found unsuitable for a computer service survey. According to the survey, for all EU Member States, an average of 30% of adults (in the age of 25-64) either have never used a computer at all or were not able to complete basic operations using a computer (*Adult Education and Training in Europe*, p.21-22)[*].

This data poses a significant challenge for adult education. As such, it should provide for continuing and supplementing one's education in order to best adapt to the changes that take place in the world (A.Frąckowiak, J.Półturzycki, 2010, p.19)[†]. It is the tasks of the social and administrative system of adult education to organize the forms of education and places to deliver it, to motivate and promote the need for education, to cater for all educative needs and to stimulate the development of interests as per the needs of adults in question, as well as to follow the needs of social and economic life, the cultural and educational tradition and the education policy of the country. Various social campaigns should be further launched, as to reach the highest percentage of adults and convey to them that if they do not keep learning, all of their previously learned skills will go out of date. In result, all educationally passive people will be gradually pushed out to the margins of the active and progressive society of knowledge.

2. The state of adult education in Europe

Council conclusions titled *Education and training and the Europe 2020 strategy – the role of teaching and training in economic repair, in economic growth and stimulation of employment* were published in 2012 and stated that the needs of the economy and the labor market change, and the competences and skills of both young and adult citizens

[*] The respondents did not know how to use a mouse to start such computer programs as an internet browser or a test processor. They did not know how to copy or transfer a file or folder, use the copy or cut and paste tool to copy or transfer information on the screen; further operations where difficulties were displayed included: use of basic arithmetic formulas to add, deduct, multiply or divide numerals in a spreadsheet; compressing files, writing software using a specialized programming language; connecting and installing new devices, such as a printer or a modem; connecting the computer to a local network; detecting and solving problems with the computer.

[†] Adult education is currently understood as a popularized form of educative activity of the entire adult society, one that, according to the lifelong education principle, supplements one's education and continues education in schools, academic centers, and out-of-school institutions, as well as through self-teaching. It is a social system bearing educative features, organizing various education processes, supporting self-teaching and other forms of activity that lead to learning new knowledge, enriching or expanding one's foundations, satisfy one's interest, and to learn skills required in one's social and professional life.

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must adapt to this change. According to their provisions, the employability of an individual should be promoted by means of the education system and trainings, as well as in the workplace. This is a shared responsibility of the public and private sectors, which also fits in the framework of lifelong education (A. Nalaskowski, 2005, p.46-48).

Adult education is assumed to be the central element of the contemporary life and common education. In reality, however, it is pushed out of the mainstream, and its potential is not fulfilled by governments and social groups. A difference in the way adult education is approached in Western and Eastern Europe is also visible. Years of neglect and limitations in the post-soviet states are noticeable. In the West, adult education fulfils an important social and educational role in the face of unemployment. Here, its position is recognized and high. Adult education is also praised in third-world countries, where teaching basic reading skills is the main task. In the majority of countries, formal education processes are recognized, whereas informal adult education has not received its due recognition and is not praised. Furthermore, in such traditionally non-educative activities such as labor, culture, the economy, the role of adult education is undervalued. Table 1 illustrates the share of adults in overall education.

Table 1. Adults' participation in learning in EU, 2015 (%)

Country	Total population (25-64 years)	55-64 years	Unemployed (25-64 years)	Low-qualified (25-64 years)
Belgium	6,9	4,0	9,0	3,0
Bulgaria	2,0	data not available	data not available	data not available
Czech Republic	8,5	3,7	3,8	1,9
Denmark	31,3	23,6	28,9	21,7
Germany	8,1	3,1	6,2	3,4
Estonia	12,4	4,5	9,9	4,5
Ireland	6,5	2,7	7,4	2,4
Greece	3,3	0,5	2,7	0,4
Spain	9,9	4,0	11,2	3,6
France	18,6	12,8	14,7	7,7
Croatia	3,1	data not available	2,4	data not available
Italy	7,3	4,0	5,3	2,0
Cyprus	7,5	3,5	5,8	1,6
Latvia	5,7	2,6	5,3	2,4
Lithuania	5,8	3,1	data not available	data not available
Luxembourg	18,0	7,1	22.0	7,0
Hungary	7,1	3,1	2,3	3,4
Malta	7,2	3,3	6,4	2,4
Netherlands	18,9	11,8	18,3	9,3
Austria	14,4	7,5	16,6	4,5
Poland	3,5	0,8	3,4	0,6
Portugal	9,7	4,1	11,3	4,2
Romania	1,3	data not available	2,1	0,3
Slovenia	11,9	4,0	13,1	2,8
Slovakia	3,1	0,9	1,0	data not available
Finland	25,4	15,6	19,2	12,8
Sweden	29,4	20,8	44,0	20,0
United Kingdom	15,7	10,8	14,2	6,8
EU	10,7	6,0	9,5	4,3

Source: Education and Training Monitor 2016, p.80

A low education level and discontinuing education result in a low status of the poorly qualified workforce on the labor market, one that can ultimately lead to social exclusion. According to the studies, the disabled, people of poor health and people from risk groups due to poverty and homelessness due to low income, as well as some groups of immigrants are the most prone to this risk. The status of low-qualified adults on the labor market is illustrated in table 2.

Table 2. Low qualified adults (age 25-64) and their labour market status, 2015

Country	Total low qualified population (in millions)	Active population (low qualified)		Employed (low qualified)		Unemployed (low qualified)		Low qualified as a share of total population
		Number (in millions)	%	Number (in millions)	%	Number (in millions)	%	

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Belgium	1,510	0,826	54,7	0,704	46,6	0,122	14,8	25,5
Bulgaria	0,730	0391	53,6	0,294	40,3	0.096	24,7	18,1
Czech Republic	0,408	0,216	52,9	0,171	41,9	0,045	20,7	6,8
Denmark	0,562	0,372	66,2	0,340	60,5	0,032	8,5	19,6
Germany	5,881	3,896	66,2	3,453	58,7	0,443	11,4	13,2
Estonia	0,064	0,043	66,4	0,037	58,1	0,005	12,5	8,9
Ireland	0,485	0,281	58,0	0,237	48,8	0,045	15,9	20,2
Greece	1,752	1,151	65,7	0,850	48,5	0,301	26,6	29,6
Spain	11,138	8,086	72,6	5,746	51,6	2,340	28,9	42,6
France	7,486	4,633	61,8	3,913	52,2	0,721	15,6	22,5
Croatia	0,385	0,197	51,3	0,155	40,2	0,043	21,6	16,7
Italy	13,272	7,767	58,5	6,664	50,2	1,103	14,2	40,1
Cyprus	0,101	0,069	67,4	0,056	55,3	0,012	17,9	21,9
Latvia	0,106	0,073	68,6	0,056	53,2	0,016	22,4	9,9
Lithuania	0,102	0,062	61,0	0,046	45,0	0,016	26,2	6,5
Luxembourg	0,073	0,048	66,2	0,045	60,8	0,004	8,2	24,0
Hungary	0,912	0,519	56,9	0,438	48,1	0,080	15,5	16,8
Malta	0131	0.077	58,5	0,071	54,2	0,006	7,3	56,5
Netherlands	2,073	1,370	66,1	1,243	60,0	0,127	9,3	23,6
Austria	0729	0,431	59,1	0,285	52,9	0,046	10,6	15,4
Poland	1,935	0,934	48,3	0,789	40,8	0,145	15,5	9,2
Portugal	3,096	2,287	73,9	1,989	64,3	0,298	13,0	54,9
Romania	2,803	1,630	58,1	1,505	53,7	0,125	7,7	25,0
Slovenia	0156	0,088	56,7	0,076	49,0	0,012	13,6	13,2
Slovakia	0,273	0,144	52,5	0,094	34,4	0,049	34,4	8,6
Finland	0348	0,211	60,5	0,185	53,1	0,026	12,3	12,3
Sweden	0778	0,573	73,7	0,492	63,3	0,081	14,1	15,7
United Kingdom	6,713	4,369	64,9	4,050	60,2	0,319	7,3	20,3
EU	64,0	40,741	63,6	34,084	53,2	6,657	16,3	23,5

Source: Education and Training Monitor 2016, p.81.

Low participation of adults in education can be also explained. Researchers studying this issue have determined that the causes which hinder or prevent adults from continuing their education include various personal causes and obstacles or certain practical reasons. In their most frequent justification, adults claimed they needn't have studied to raise their professional qualifications (38%). Other reasons included: the lack of time due to family responsibilities (21.8%); not identifying the need to learn for personal purposes (not related to work) (18.1%); lack of possibility to take on education in work hours (13.6%); training courses are too expensive or adults not being able to afford them (13.3%); the lack of possibility to participate in training courses for health reasons or due to one's age (13%); failure to fulfill conditions for entry (7.1%); difficulties finding a suitable training course (8.2%); the lack of support from one's employer or public services (6.8%); no accessible training courses in the vicinity of one's place of residence (6.0%); lack of access to a computer or the Internet (for the purposes of remote learning) (3%) (*Adult Education and Training in Europe*, p.74).

Considerations concerning the scale of adult participation in education and continued education should also take into account the motivations of individuals in their undertaking various forms of self-improvement or in their acquisition of new skills or knowledge. As it turns out, an adult will most often commence education to adapt to new requirements posed by the modern world. In doing so, they are able to keep up with cultural, social and economic changes, and can become their participants. Failing to take part in various forms of continued education can result in being "left behind", "falling out of the circuit" of the fast-changing society. Therefore, facing their liquid realities, adults find continued education a necessity, although a voluntary one. It is necessary, even though it does not give any guarantee of employment, as no institution organizing continued education can guarantee any jobs for its students. Nonetheless, apart from many other values, continued education increases the possibility of finding a job. By contrast, people in late seniority have different motivations when taking on continued education. The same applies to the financially independent individuals. We can agree that autotelic motives dominate in this group. At this age, education is not motivated by material aspects, but contributes to satisfying the students' social needs. Participating in educational activities makes their lives more interesting, more universal, helps them build their own image, identify with the cultural values of the community. Education commenced at an old age becomes a part of the seniors' lives, creates opportunities for maintaining and establishing new acquaintances, provides an opportunity to find themselves

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and function, conflict-free, in the postmodern world. It also reinforces their sense of independence. What is however noteworthy, in this age group, educative efforts are usually exercised by people with higher or secondary education. Therefore, it is the domain of people with an extensive educational background, curious to learn about the world, about the lives of other people, who once stood out with their creative attitudes and activity in their local environment (R. Kałużny, 2015, p.48-49.)

3. Challenges facing adult education

To change this state of affairs, we need to change the approach of the general society to lifelong learning. The benefits that can be derived from teaching adults are measurable. Adult participation in education is beneficial not only to the very participants or training and courses, but also for the world in general. According to numerous studies, adults recommencing education at various stages of their lives have more trust for the political system, they participate more actively in the public life, they are more inclined to take on various non-vocational forms of activity to benefit other people (e.g. volunteer work or accepting various active roles in local and supra-local communities). Furthermore, adult learners feel healthier, conduct healthier lifestyles, build new community networks and have better moods. Thanks to them, it is easier to build social cohesion and promote fairness and equality. Adult education provides many possibilities for making societies more equal and more fair, and stimulates economic growth. Learning in the workplace is also one of the key factors that contribute to increasing the share of adults in lifelong learning. In the era of vast digital transformations, adult education can aid in eliminating the digital gap. Furthermore, civic and intercultural education can create cultures that promote integration. Teaching language and basic non-language skills can help immigrants become active citizens in their new destination countries. One of other, undoubtedly positive effects of teaching adults is the fact that lifelong learners are more active, both in their communities and in their workplace, and are generally healthier. Adult education can further help supply information, create a space for debate and creativity, as European citizens require many streams of information and innovative spaces to develop their new lifestyles, new projects, new approaches. Adult education can also contribute to developing main European strategies in growth, employment, innovation, social cohesion, active citizenship, limitation of poverty, climate change, internal market, migration, peace etc. (*Edukacja i szkolenia dorosłych w Europie*, p.2).

The European community is unaware of the importance of adult education. Lifelong learning is a recognized sphere in several European countries only. This is proven by the percentage of adults commencing education. The most educationally active societies include: the Danes (where the percentage of adult learners is more than 30%), the Swedes, the Fins and the Dutch (G.Maniak, 2015, p.132). We should therefore strive to promote various forms of formal and informal education among these social groups. There are immense challenges facing adult education. The most important are:

1) ***Effective development of adult education in the global scale***. Each country currently has the right to establish their own priorities in terms of adult and lifelong education. The main premise for the development of adult education should be the quality of life and its constant improvement. Each citizen has the right to start education at various stages of their lives, and the possibility to exercise this right should be the foundation of personal, social and economic well-being. Commencing education as an adult results in a situation when the society is formed by well-informed, educated, active people who can define the causes of social problems in a clear manner, and who can attempt to overcome them. We should therefore encourage as many people as we can to take on various forms of postgraduate education and training, which will contribute to better living conditions for people all over the world, to a smaller number of conflicts, and to building a global society of knowledge (T. Aleksander, 2015, p. 15-16).

2) ***Development of effective management of adult education***. So far, adult education has been pushed to the background of the education policy, although it is rooted in the everyday life. The indispensable elements of this policy include mutual trust of local authorities, business representatives, trade unions, non-government organizations and local community institutions. This trust is the foundation for all efforts to fulfill common goals. The basic challenge that awaits the adult education policy is to coordinate its various levels and areas, e.g. agriculture, health, employment and the environment (A.Frąckowiak, J.Półturzycki, 2010, p.64).

3) ***Investment in adult education***. The current level of financing of adult education is too low, falling below 1%.

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Insufficient financing of adult education institutions translates into low participation in this education. Particular countries should therefore strive to increase their expenditures on adult education by approximately 6%. Investing in adult education can surpass financial aid and can include extensive support in the form of paid leaves, broader access to various, free e-learning programs and courses, or awarding micro-credits for learning (*Funding of Education* 2013, p. 79-84).

4) ***Promotion of equality, inclusion and social cohesion***. To provide all citizens with access to education, we should aim at social inclusion and social cohesion. In many countries, adult participation in education is still insufficient or hindered. The excluded groups often comprise women, seniors, people from rural areas, immigrants, native citizens, ethnic and language minorities, the disabled, prisoners, people with basic education. There are instances when several adverse factors concentrate in a single person, which ultimately results in total social exclusion. In the recent years, many countries and societies have struggled with the inclusion of immigrants arriving in Europe from Arabic states. In the face of immigration processes, destination countries must strive to include immigrants in their societal, economic and labor market structures.

5) ***Literacy for all and strengthening of competences***. All adults must be guaranteed a right to literacy. Coping with the requirements of the contemporary life depends on the level of knowledge and the way it is increased, as well as on the level of skills displayed. Adult and lifelong education help cope with fast-changing requirements of the social and professional life.

6) ***Care for the quality and evaluation of the results of learning***. To ensure a proper quality of adult education, we need to monitor the usability of contents taught in terms of the lives of the adults in question, and we need to ensure the professional development and training of adult teachers. Another important factor is a learning-friendly environment, one that is well-equipped and accessible for diverse groups of learners. Adult education programs must respond to the needs of the learners and must comprise elements for building their high self-esteem. Furthermore, the expected outcomes of the education process should be defined in order to ensure that their practical use in the learners' everyday and professional lives were clear for the adults. It is also important to develop assessment procedures for knowledge and skills learned in out-of-school and informal education processes, in order to evaluate the effect of such learning on the lives of adults. Evaluation and proper quality of education also require in-depth and interdisciplinary studies, applying quantitative and qualitative methods (A. Frąckowiak, J. Półturzycki, 2010, p.64-65).

4. Conclusions

Top-to-bottom financial support to all educative enterprises and recognition of adult education are indispensable for achieving the goals that are inherent to adult learning. Adult education should be elevated to a high position, it being a factor in peace, the law, equality and understanding among nations and people in multicultural and intercultural interactions; as a spiritual development process, the determinant of changes and a means to adapt to a changing existence. The state should include adult education in its national education policy, teaching and training specialists in adult education, stimulating and developing surveys of adult education needs, participating in the financing of the basic education forms and measures. Adult education is a value shared by all participants, social groups, facilities, organizations, associations and the state in general, and its condition and development depend on the tradition and world activity, as well as on the promotion of a culture of democratization of the society and the role and function adult education fulfills in a given country. Support should be followed by care for the quality of adult education in the European Union. If the organizers of adult education insist on keeping it at a high level, it will surely attract participants from other environments, for whom participation is essential (such as the unemployed, the socially excluded, those requiring special care). The truth is that what the society really needs is to shift its mentality, its approach to science and promoting lifelong learning as a lifestyle going beyond mere career advancement or improvement of professional competence.

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Personal Development and Career Education Elements: Values, Training, Interests during University Studies

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Abstract

Based on the findings of the Report on University Dropout Prevention drafted by the Career Counselling and Orientation Centre of Petroleum-Gas University of Ploiesti from 2016-2017, we want to implement an intense educational counselling and career guidance programme for 1st year students specialising in technical/engineering area that are considered to have a high dropout vulnerability. To this end, successive group and individual sessions were designed to be carried out during a semester period, sessions that should cover interactively and reflexively current topics regarding personal development and promoting, labour market, and employment capabilities. We hope that our efforts will eventually lead to a decrease in university dropout cases and acknowledgement of the necessity of personal involvement in establishing a successful career.

Keywords: career counselling, school dropout, employment portofolio, professional promoting, professional career, training.

1. Introduction

University dropout is more and more present and problematic. An article published in the autumn of 2017 at the beginning of the university year revealed disturbing data. According to ANOSR (the National Alliance of the Student Organisations in Romania), university dropout "wreaks havoc among students", noting that "more than a quarter of the students admitted to bachelor and master studies do not finish their studies" (see Mediafax Social Department, October the 2nd 2017). The article lists among the causes of this serious phenomenon the inability of the university Career Counselling and Orientation Centres to intervene and provide career counselling and guidance services for students due to lack of staff (according to the available data, one counsellor provides such services to 3448.88 students), lack of student involvement in ensuring and evaluating the university education quality, as well as the accommodation issues (the impossibility of the universities to provide accommodation in their campuses – only 23% of the requests are covered according to the above mentioned source). The research carried out by us in the Petroleum-Gas University of Ploiesti revealed a series of difficulties students are facing, grouped as follows:

- lack of financial resources to sustain the cost of paid university study programmes;
- lack of financial support from the family;
- undertaking of new family roles and responsibilities that negatively affects academic responsibilities;
- misalignment between students' competences and the requirements of various study programmes;
- inability to answer students' educational needs and interests through the subject matters integrated into the educational plans;
- overlapping of university and work schedules (for those that have a job);
- very demanding evaluation process, leading to low pass rates;

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- impossibility to pass to the 3rd year due to 1st year exam failures.

The following can be added: lack of motivation towards professional development/education; rather limited professional expectations" (see Career Counselling and Orientation Centre of Petroleum-Gas University of Ploiesti: Report on University Dropout Prevention from 2016-2017, Safta C. G, 2017)

2. Research Data

2.1 Experiment Premises

Our research activity takes place in the counselling and career orientation centre in the Petroleum-Gas University of Ploiesti. Presentation data are taken from the university site (http://cccoc.upg-ploiesti.ro) and can be summarised as follows:

The centre offers school and professional assistance and counselling services to its clients/ beneficiaries (pupils, students, graduates, unemployed, persons seeking employment). The centre sets as its general objectives the following (see Stan, E., Suditu, M., Safta, C., 2010, 2011):

- informing the candidates, students and graduates on the specific educational offer of the Petroleum-Gas University of Ploiesti, and on career options;
- counselling the clients regarding the knowledge of the individual profile, professional aspirations, interests, motivations, etc.;
- career counselling of the beneficiaries/ clients for the identification of the best work place;
- training and capacity development aimed at responsible and informed decision making with respect to educational and career path;
- facilitate the communication between students, teachers, employers, counselling experts;
- training and supervision of career counsellors" (see also Stan, E., Suditu, M., Safta, C., 2010, 2011).

According to the general presentation data provided by the Centre, the main focus areas for the activities performed by it are the following:

- career counselling
- educational counselling
- university dropout
- following up on the labour market integration of bachelor and master students (see http://cccoc.upg-ploiesti.ro).

As we made clear in the paper's abstract, we aimed to present an intervention program we created, which consists of successive meetings, both in groups and individually, in which we interactively and reflexively approach topical themes related to self-knowledge, personal development and self-promotion, the motivation for professionalization in view of obtaining certified scientific competences, acknowledging the need for deep personal involvement in achieving a successful career.

Our experiment proposition, targeting the implementation of this intervention program is based on data collected from previous observations on the increasing university dropout rate especially in the technical programmes provided by our university. These observations materialize into a report drawn up annually by the counselors of the Counseling and Career Orientation Centre of the Petroleum Gas University of Ploiesti, to which we will refer below. The data presented in this report are obtained from guided interviews and focus groups conducted with students from the above mentioned specializations (see The Counseling and Career Orientation Centre of the Petroleum Gas University of Ploiesti: Report regarding the prevention of academic dropout 2016-2017).

The report presented by the Career Counselling and Orientation Centre reveals the following dropout interest areas/causes:

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- highly demanding requirements and very difficult subjects included in the curriculum;
- lack of coherence in covering a professional education path – misalignment with previous training: lack of concordance between high-school and university studies;
- insufficient information regarding possible career options;
- lack of interest in self-discovery, motivation, values, etc.;
- lack of interest in the regulations that guide academic activity (transfer credits);
- lack of practice regarding proper emotional and action management with respect to overcoming crisis situations;
- professional reorientation
- financial reasons.

The worrying conclusions of this investigation and the school dropout phenomenon that generated this report raise serious concerns. This was the starting point, and the rationale for designing an experimental counselling programme that could hopefully lead to an improvement of this situation.

2.2. Working hypothesis and target audience

The working hypothesis is that, if 1st year students are involved from the beginning in a coherent and systematic programme that harmonises professional development, career plan, and professional and scientific training, they would be more interested in finishing the chosen speciality, get their diploma and this will naturally lead to a decrease in school dropout rate.

We are starting from the assumption that proper training should lead to better self-discovery, self-evaluation, emotional management abilities, and improved decision-making capabilities, motivation for career, scientific training and performance. In addition, better information regarding the labour market specificity and dynamics, paired with support activities in the subjects they encounter difficulties with, will help students decide to finish their studies in order to have a successful career.

The target audience is represented by 1st year students (N=70) enrolled in our technical/engineering majors.

2.3. The intervention program – as an experimental variable

In order to implement the experiment, we have designed the following: we suggest introducing an independent variable over the dependant variables represented by a structured and systematic individual and group counselling programme on personal development and the current issues of the national and European labour market.

As part of this intervention program, we shall design focus group meetings with students and we shall also propose discussions, exercises, worksheets, and analyses on previously designed topics.

As indicators for the success or failure of the intervention program proposed by us as a possible solution for reducing the dropout rate of the students from the target audience, we take into account the percent of students dropping-out out of the total of students enrolled in the counseling program, as compared to previous years' statistics.

We note that this intervention program intended for the students majoring in technological fields in our university is designed and shall be implemented as part of the project proposed by the University's Counseling and Career Orientation Centre called "Support through Education for an Active Life" .

3. The Design of the Career Counselling Programme - Premises for Successful Professional and Personal Development

Taking the above mentioned premises – acknowledging the increasing university dropout rate, determining the causes of this phenomenon – into consideration, supplemented by current pedagogical elements – getting better results through specific training on self-discovery, social skills development, emotional management, professional training, etc. – we have designed a schedule for group and individual meetings, by reversing the direction of the requests: in this case, University's Career Counselling and Orientation Centre asks students to participate in counselling sessions, not the other way round.

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Our experimental project is intended to last for 3 months during each semester of the academic year. We designed monthly group meetings with pre-established debate topics (workshop activities) and individual sessions.

We currently present an excerpt – which we consider relevant in relation to our intentions – from the activities we designed for this program:

A. Workshop activities: 1 activity/ month

1. University dropout – individual decision or institutional constraint?

Target objectives:
- presenting the university dropout status at national and international level;
- identifying the main causes of university dropout;
- acknowledging the personal and professional effects of university dropout;
- integrating the scope of university dropout in the context of Romanian and European labour market

Work instruments: PPT presentations, statistical data/ reports presentations, contributions of the CCOC of UPG Ploiesti

Work time: 2 hours

2. Labour market dynamics – national and European coordinates

Target objectives:
- presentation of the Romanian labour market characteristics;
- presentation of European policies and trends;
- presentation of the COR 2018 (Classification of Occupations in Romania)

Work instruments: presentation of studies, specialty articles; guided interviews

Work time: 2 hours

3. Career options – informed decision

Target objectives:
- presenting the decisional types and styles and their characteristics;
- acknowledging the necessity to make career decisions;
- value-based career decisions

Work instruments: presentations on decisional styles and steps needed in the decision-making process, worksheets for identifying personal and work values

Work time: 2 hours

B. Face-to-face activities: 1 activity/month

For face-to-face activities; we have designed a work portfolio that includes several topics to be covered: self-discovery, proper self-evaluation, drawing a career plan, increasing the motivation towards professional training and education accomplishments. The framework chart of each meeting includes the following points to be covered (see the suggested portfolio worksheets).

Meeting no. 1. Personal development plan: its relevance for personal life, its implications on academic education

Preamble: The path to the future should not be found but created, and our actions alter both the destination and the person. Wanting to get to know and develop oneself is important. To this end, you need to answer a series of questions, such as: Who are you and what do you identify yourself with? What are your accomplishments and failures? What did you learn from them? How do you relate to what you have accomplished? What influences you and what are you near-future aspirations? What are the following steps and what do you lack? Even if you only have a vague idea about what you want to become or acquire, it is good to start defining objectives and designing a development plan. Why? Because this will improve your chances of getting where you want!

Meeting goals: acknowledging the necessity of establishing a personal development plan while being a student; identifying and defining the priorities and objectives of the personal development plan; determining the internal and/or

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external resources needed, creating and seizing the necessary opportunities to accomplish your objectives; establishing a success-generating skills framework chart.
Duration: 2 hours
Instruments used:
1. What does Personal Development Plan mean? Guided interviews, worksheets
2. Personal Development Plan – necessity/needs, benefits, challenges. Debate, concept map, self-evaluation questionnaire regarding the necessity of drafting a personal development plan.
3. Drafting the success-generating skills framework chart to be applied for a specific profession. Concept map, organised discussions, exercises (adaptation after S. Cottrell, 2015 pp.4-12).

Meeting no. 2. Self-discovery and personal history. Useful elements for personal development planning
Preamble: The acknowledgement of personal characteristics, personality-related tendencies, preferences, personal interests, personal values, abilities, are all important elements in tracing a career path.
Meeting goals: acknowledging personal characteristics and information about oneself; establishing the type of interests in the personal, professional, social area; identifying and integrating the established interests, values, and skills; identifying the essential elements of your history and evolution for a career (planning, decisions, development).
Duration: 2 hours
Instruments used:
1. Objective self-evaluation capacity exercises.
2. Essay – Personal autobiography.
3. Life benchmarks map (see M. Suditu, 2009, pp.177-180).

Meeting no. 3. Use your emotions wisely!
Preamble: You are either the master or the slave of your own attitude. It is all up to your choice. The person you are today is the result of a decision made yesterday; tomorrow you will become whatever you decide to be today. A winning attitude is essential to optimise your collaboration with others and to succeed. This implies both proper emotional management and adopting a new approach towards the challenges you are facing, be they positive or negative. Psychologists nowadays believe that emotions can be intelligent. Therefore, it is important to be preoccupied by wisely using our emotions in order to avoid their becoming obstacles, but rather facilitators of positive development and harmony, success, and positivity.
Meeting goals: developing self-consciousness, strong points and personal limits as individuals and as group members; acknowledging the importance of emotional management in the relationships with other work colleagues; getting accustomed with a series of techniques to approach a winning attitude in difficult situations.
Duration: 2 hours
Instruments used: case studies, worksheets, exercises, projections

Meeting no. 4. How do I introduce myself? Elements of personal promotion
Preamble: Personal promotion involves on the one hand rigorous preparation in order to draft certain informational documents/instruments: curriculum vitae, cover letter, business card, personal portfolio, and on the other hand preparation for acquiring certain verbal and non-verbal communication skills, social abilities, and a good knowledge of self (after G. Lemeni, M. Miclea, 2010, pp.183-190).
Meeting goals: drafting or updating the personal promotion instruments; getting familiar with techniques and methods for the presentation and promotion of personal characteristics and values;
Duration: 2 hours
Instruments used: exercises, personal portfolio
Meeting no. 5. My transferrable skills
Preamble: Transferrable skills are those that grant success in several areas of activity and can be transferred from one domain to the other. For a successful career it is very important to know which these are and exercise them through specific training during the initial training period in the context of formal and non-formal educational activities.
Meeting objective: identifying the transferrable skills and the activities through which they can be further exercised
Applied tools: exercises, personal portfolio

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4. Conclusions

We make a synthesis by taking over some of the basic statements of our intervention:

- the starting prerequisites are to be found in the findings/ analyses/ notes reported by the Counseling and Career Orientation Centre of the Petroleum Gas University regarding the concerning situation of the academic dropout rates

- establishing part of the students enrolled in the technical studies programs of the University as target audience (since there this phenomenon is widely encountered) we aimed to offer a solution to this concerning situation by designing and then implementing an intervention program consisting in activities of individual and group counseling sessions that involve training for elements such as: self-knowledge, self-evaluation, effectively coping with emotions, decision making skills, motivation for professional performance, for scientific learning and personal involvement, for the certification of skills acquired during the initial training. These elements will double the support for students' training by implementing support activities in the subjects they encounter major difficulties and failure.

- success indicators for the proposed program will result in percentage data calculated at the end of the academic year regarding the registered dropout rates as compared to previous years.

We state from the beginning that we consider this programme to be a step forward, a concrete invitation including defined objectives and attached activities designed to help students displaying a university dropout risk. Starting from the assumption that the Career Counselling and Orientation Centre of the university is able to intervene in improving this reality, we aim to make ourselves known by "invading" the environment of 1st year students enrolled in technical/engineering majors. We consider that the chosen topics cover the vulnerability areas of the students that are less preoccupied about self-discovery, permanent review of personal self-evaluation, and personal development desires. All these topics will be discussed both in groups – during awareness stimulating workshops – and individually, through exercises and by applying psychological instruments: tests, questionnaires, worksheets. We are supplementing our information campaign with topics related to the Romanian and European labour market, presentations about elements for personal promotion both in terms of instruments (employment dossier/portfolio) and attitude (assertive communication, non-verbal expressivity, job interview preparations). This is not our first endeavour, but each campaign is accompanied by specific working procedures, topics, and portfolios that cover different interest areas.

We express our hope that our effort, materialized, this time, in meetings at our request with the students at the beginning of their academic path (freshmen), besides work meetings with specialized professors for the most problematic courses, will subsequently lead to an increase of the degree of awareness regarding the importance of direct, active, profound and serious involvement in their own development process, to a mental state favorable to sustained learning efforts on one hand, and the management of crisis situations, on the other, in setting up a personal career plan.

We hope that our approach will eventually lead to the improvement of the academic dropout phenomenon and to the awareness of the need for personal involvement in achieving a successful career

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International adult learners' motivations to pursue doctoral degrees in the United States

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Abstract

Globalization processes have influenced the expansion of educational systems and international student mobility over the past decade. The United States remains the top choice for students deciding to pursue university degrees outside their home countries' borders. Accordingly, the total number of international students in the U.S. reached a record 1,078,822 in the 2016-17 academic year (IIE, 2017). 11,6% of these students were enrolled in doctoral programs. Aiming to provide an in-depth understanding of international doctoral students' decision-making processes, this article presents preliminary findings of a larger study and explores the motivations of international adult learners to pursue doctoral degrees in the U.S. This qualitative study reveals that international adult learners' motivations are complex and numerous, and despite their diverse baggage of experience and cultural background, there are certain global motives that inspired them to pursue doctoral degrees abroad.

Keywords: adult education; international education; adult learners; international students; motivation; doctoral studies.

1. Introduction

What is the source of adult learning? Human motivation. As Wlodkowski (2004) stated, "adults in modern society are on a lifelong educational journey" (p. 141). Globalization has impacted formal and informal adult education worldwide and has facilitated an expansive mobility for individuals seeking educational opportunities abroad. In the U.S. society there are many culturally diverse adult learners, and one segment of this population is represented by international doctoral students.

International students are foreign individuals who enter the U.S. on a student or exchange visitor non-immigrant visa and who have to adhere to various legal restrictions. According to the 2017 Open Doors Report released by the Institute of International Education (IIE), in the 2016-2017 academic year the U.S. reached a record of 1,078,822 international students, 85% more than were reported a decade ago. 124,705 of these students were pursuing doctoral degrees in various disciplines.

Research over the years has focused on international students' experiences because they bring numerous benefits to the U.S. higher education institutions. Moreover, students with positive experiences might eventually become ambassadors conveying favorable attitudes toward the U.S. as they return to their home countries (Ku, Lahman, & Cheng, 2008). Nonetheless, even though the number of international doctoral students has rapidly increased, there is scarce attention given in the literature to this segment of international student population. International doctoral students are complex adult learners who attend doctoral programs abroad in order to advance their careers. Moreover, they have to "fill multiple roles within both their home and host contexts, alongside their role as international students" (Erichsen, 2009, p. 12). These adult learners aim to develop both professionally and personally, and they make a contribution to the U.S. system for various reasons such as economic considerations, academic reasons in terms of

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diversifying the student population, and also for filling the gap of human resources in certain fields, particularly in STEM disciplines (Galama & Hosek, 2009).

This article presents preliminary findings of a dissertation study exploring the experiences of international doctoral students in the U.S. 25 international students pursuing doctoral degrees at a Midwestern university participated in individual semi-structured interviews and discussed how the relationships they developed with their faculty, advisors and peers impacted their academic and cultural experiences. As part of the interview, respondents also shared what motivated them to pursue a doctoral degree and why they chose the U.S. Hence, the purpose of this article is to document international doctoral students' motivations to pursue doctoral studies in the U.S.

2. Conceptual framework

Adult education is commonly known as the practice of educating adults, and "knowing who participates in adult education activities and why adults are participating (or not) is necessary information for both providers and policymakers" (Merriam, Caffarella, & Baumgartner, 2007, p. 53). It is acknowledged that adult learners bring a great volume of past learning and life experiences, have various roles they need to balance, and they come motivated and ready to learn (Knowles, Holton, & Swanson, 2012; Meriam et al., 2007). There are a number of theories and models that attempt to capture the complex aspects of adult learning. The conceptual framework of this paper combines several adult learning theories and focuses on the learning motivation component.

2.1 Andragogical assumptions

The best-known theory of adult learning is Malcolm Knowles's *andragogy*. In 1968, Knowles proposed a new concept of adult learning based on several assumptions about the adult learner: the need to know, the learner's self-concept, the role of the learners' experiences, readiness to learn, orientation to learning, and internal motivation (Knowles et al., 2012). This andragogical model presents different assumptions about adults' motivation to learn. Knowles at al. (2012) argued that "adults tend to be more motivated toward learning that helps them solve problems in their lives or results in internal payoffs" (p. 197). Nonetheless, the authors pointed out that external payoffs such as, for example, pay increase, still have relevance, but a more powerful motivator is the internal need satisfaction, such as quality of life and self-esteem. On a similar note, Wlodowski (1985) outlined that there are four factors motivating the adult learner: success, volition, value, and enjoyment. In Wlodowski's (1985) view, adults' goals are to be successful learners, to feel a sense of choice in the learning process, to learn something that has value to them, and to experience pleasurable learning. More specifically, "the learning that adults value the most will be that which has personal value to them" (Knowles et al., 198).

2.2 Motivational orientations of adult learners

According to Merriam et al., (2007), researchers' interest in examining adult learners' motivations to participate in adult education has developed a line of inquiry on this topic. The intent of this article is to build on Cyril O. Houle's (1961) investigation on *The Inquiring Mind.* Houle conducted in-depth interviews with 22 adults engaged in different forms of adult education and examined their history of learning, how they viewed themselves as learners, and what directed them to be continuing learners. Merriam et al. (2007) indicated that analysis of these interviews disclosed three learning orientations: "goal-oriented learners, who use education as a means of achieving some other goal; activity-oriented learners, who participate for the sake of the activity itself and the social interaction; and learning-oriented participants, who seek knowledge for its own sake" (p. 64). Houle (1961) implies that often these orientations might interact. While discussing Houle's orientations, Long (2004) noted that "the individual who is primarily goal oriented may reflect an activity or learning for learning sake's orientation also" (p. 27).

In order to test Houle's typology, Boshier conducted an extensive study using his forty-two item Education Participation Scale (EPS). Using cluster analysis, Boshier and Collins (1985) analyzed the responses of 13,442 adult learners from the United States, Africa, Asia, New Zealand, and Canada. The authors presented a three-cluster solution "loosely isomorphic with Houle's typology" (Boshier & Collins, 1985, p. 125):

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- Cluster I involved Cognitive Interest items and was congruent with Houle's learning orientation
- Cluster II consisted of items labeled as Social Stimulation, Social Contact, External Expectations, and Community Service, thus was connected to Houle's activity orientation
- Cluster III was composed of Professional Advancement items and resembled Houle's goal orientation

2.3 The context

The literature has shown that learners' motivations to participate in adult education are complex and varied also because adults add the role of the learner to other roles and responsibilities. Adults' motivation to learn arises from their life-contexts that are strongly tied to the socio-cultural setting in which they function. Jarvis (1992) outlined that "learning … is about the continuing process of making sense of everyday experience" (p. 11). The author draws the attention to the connection between motivation and context: "the reason for participation does not always lie within the learner, but in the dynamic tension that exists between the learner and the socio-cultural world" (Jarvis, 1983, p. 67). Thus, as Merriam et al. (2007) pointed out, "learning in adulthood is characterized by an interaction between the adult and his or her lifeworld and the duties and responsibilities inherent in the adult roles of worker, spouse, partner, parent, and citizen" (p. 428).

2.4 Culture and motivation

Adult learners aim to be effective at what they value (Wlodkowski, 2004); this is what increases their motivation to engage in the learning process. Culture influences adults' motivation to learn. Our cultural software (Balkin, 1998) underlies our actions and thought. Balkin argued that certain particularities of culture, and how that culture operates, could be compared to the software installed on a computer, and that software allows the computer to process information. Consequently, culture influences individual motivation and these two are inseparable. As Wlodkowski (2004) claimed, "intrinsic motivation is an evocation; it is energy called forth by circumstances that connect with what is culturally significant to people" (p. 143). What elicits motivation might differ across cultures, as each culture possesses unique software; nonetheless, there is a human need to be purposeful and there are global motives for adult learning.

Summing up, the conceptual framework informing this paper takes into consideration Knowles's andragogical assumptions with particular focus on adult learners' motivation, Houle's three learning orientations (goal-oriented, activity-oriented, and learning-oriented), and the socio-cultural context that elicits adult learning motivation. Since international doctoral students are adult learners who decide to pursue doctoral degrees in the U.S. for an array of motives, this conceptual framework was deemed appropriate in analyzing their narratives.

3. Research methodology

3.1 Study design

This portion of a larger study relies on a qualitative research design including semi-structured, in-depth interviews. Qualitative research accepts multiple realities and outlines participants' different perspectives, while locating the researcher in the world (Mertens, 2010). The researcher's genuine interest in studying how international doctoral students construct meaning and make sense of their learning journeys had evolved as she advanced in her doctoral program as an international student in the U.S. Therefore, she chose to work with international doctoral students due to the scarce attention that this segment of student population has received in the literature, and also because of her high level of empathy and interest in this topic.

3.2 Data collection

Data was collected at North Dakota State University (NDSU), between January and June of 2017. NDSU is a land-grant university serving over 14,000 students, approximately 1,000 are international students. In Spring 2017, when

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data was collected, there were 337 international doctoral students enrolled at this institution. A purposeful sampling strategy was used (Mertens, 2010) and 25 international doctoral students were recruited to participate in semi-structured, in-depth interviews that ranged in length from one hour to two and a half hours. The interviews, conducted in university library study rooms, were audio-recorded and later transcribed. For the purpose of this paper, the responses to two interview questions were taken into consideration:

- *Why did international doctoral students choose the U.S. as an academic destination?*
- *What motivated international doctoral students to pursue a doctoral degree?*

3.3 Participants

The participants in this study were international doctoral students at NDSU. Research subjects were considered those international students who entered the U.S. on an F-1 or J-1 visa, according to the U.S. Citizenship and Immigration Services (USCIS) classification of non-immigrant status. The 25 participants were from 15 countries: Zimbabwe, India, Pakistan, Algeria, Japan, Iran, Germany, Bangladesh, Chile, China, Nigeria, Turkey, Tajikistan, Sri Lanka and Nepal. Nine participants were female and 16 were male, ranging in age from 27 to 41 years. They represented 14 different doctoral programs across six colleges: College of Human Development and Education, College of Arts, Humanities and Social Sciences, College of Science and Mathematics, College of Agriculture, Food Systems, and Natural Resources, College of Engineering, and College of Business. Students were at different stages in their program, from first semester to final semester (very close to graduation). The majority of participants were from STEM disciplines. Each participant chose a pseudonym that was used for data analysis purposes.

4. Findings

After transcription, data was organized and analyzed using the NVivo software package for qualitative data analysis. For the first coding cycle an inductive analysis approach was used, as the researcher looked for patterns that were eventually categorized in themes. The second coding cycle used a deductive approach, and the themes that emerged in the first cycle were connected to the typologies discussed as part of the conceptual framework. This paper presents a preliminary analysis regarding international doctoral students' motivation to pursue a doctoral degree in the U.S.

4.1 Background

Research subjects in this study were from various cultural backgrounds and came to the U.S. under different circumstances. Several participants had experienced studying abroad, either in the U.S. or in another country, prior to starting their doctoral programs. A number of students completed their Master's degrees in the U.S. and transitioned to a doctoral degree, some at NDSU, and others at a different U.S. university. Some students came to the U.S. with their spouses and children, others had spouses and children living in their home countries, and a couple of students had their children born in the U.S. Participants who were not married and did not have children shared they had close family members at home. While most of the students mentioned they visited their family at least once a year, some students disclosed they did not have the possibility to travel to their home countries for various reasons. Students coming from certain countries in which obtaining a U.S. visa was problematic preferred to not leave the U.S., being afraid that they might not be allowed back in. In fact, a student from a Middle Eastern country revealed that he had not seen his parents for five years because of visa issues. Other students mentioned that it was difficult to visit their countries due to financial considerations.

Data was collected during a sensitive time for international students. On January 2017, the U.S. administration issued an executive order regarding immigration policy, followed by a second one in March 2017. These immigration regulations generated an unsecure climate for all international students, as revealed by participants in this study.

4.2 Why the U.S.?

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An inductive approach was used when analyzing participants' discussions about their decisions to choose the U.S. as an academic destination, and several themes emerged. In order to preserve the participants' authentic messages in their responses, the quotes attributed to them below have not been edited for proper voice, tense and syntax.

a. Uniqueness of the U.S. education system

Sadib, who came to the U.S. from a South Asian country, mentioned that at the time he was pursuing his Master's studies abroad, he was impressed by professors who earned their doctoral degrees from U.S. universities. He also had discussions with friends who studied in different countries and realized that the U.S. education system was unique: *"I have couple of friends, my undergraduate class fellows they were studying here, and other friends were studying in Canada, Australia, all across the world actually. So, when I discussed many aspects about how works there, education style, all this stuff, so basically I came to a conclusion that U.S. is unique among all other countries and their education systems."* On a similar note, White, who came from a different Asian country, shared that she chose the U.S. because she was looking for a unique program in her field and at that time there were only 20 universities in the world offering what she was interested in, and 17 of those universities were in the U.S.

b. Reputation of U.S. universities

Mary, who is from a North-African country, disclosed that her brother had already been in the U.S., thus she knew from him about the opportunities offered by universities. She was aware there were *"good universities with good reputations worldwide. Also like, you know, there would be programs that would offer a variety of classes in the area of interest."* She also liked the idea of practicing her English. William, who is from an Asian country, chose the U.S. because of his field of expertise and the reputation of the U.S. university system. Geoff, also from an Asian country, mentioned he considered this to be a good opportunity to be exposed to *"some good world class faculty members and new facilities"*.

c. More opportunities

Mumu, whose home country is located in Asia, stated that she wanted to pursue studies in the U.S. because she had thought she would have more opportunities: *"I have been wanting to come to U.S. since my Bachelor's, because in my field I think U.S. was the country where we get more opportunities, so I always wanted to do my Ph.D. here and I was thinking if I don't get accepted for Ph.D., then for post-doc I will come here."* Shyam, who is from an Asian country as well, had already completed his Master's degree abroad, but in a different country, and he indicated that he chose the U.S. for this doctoral studies because *"in terms of opportunity the U.S. had the best opportunities in that period of time"*.

d. Conversations with university faculty

Sadib shared that during his graduate studies he had a chance to network with individuals from his current home institution, thus they discussed the admission process. White also started communicating with an NDSU faculty prior to applying: *"felt like a connection and that's why I applied here"*. Geoff did not plan to come to the U.S. from the beginning, but his current supervisor invited him to NDSU: *"It wasn't well planned because I always like to do study and I feel that's my passion to study, to teach, to help others, and to create some interesting knowledge. That's my passion so I would do graduate study anywhere in [home country] or in the United States, so it wasn't well planned until I got in contact with my supervisor"*. Batman, who is from a Middle Eastern country, shared a similar story. He applied to NDSU because he got in contact with a faculty member there. Shyam also chose the U.S. at the suggestion of a professor who recommended a faculty member at NDSU.

e. Funding support

It is important to note that, after admission, all participants received funding support from the university in the form of a research and/or teaching assistantship. Only one student disclosed that he did not have an assistantship during the first semester, but he eventually received a research assistantship. Several students mentioned that one of the decision factors to pursue studies in the U.S. was financial support. Sky, who is from a Middle Eastern country, applied to doctoral programs in different countries, but he received a funding opportunity at NDSU and, therefore, he chose the U.S., even though it was not his first option. He admitted that: *"Yeah, it was not my own decision "oh, I want to come*

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here" you know, it happened". On the same note, Batman stated that he received admission with very good funding. Shyam also shared that one of the factors that convinced him to choose the U.S. was the financial support: "*In the U.S. and particularly in North Dakota, they seemed to have a lot of funding, at least in 2013, the state was doing well, the funds were there to support research and I mean to a large extent they were doing quite well compared to other states. And that played a huge role, also in addition to finding the right opportunity that sort of fits the profile that I was looking for, so all these factors coming together led me to the U.S."*

f. Exposure to a new culture

Dacky, who is from an Asian country, came to the U.S. not only to enhance his research, but also to learn a new culture. On a similar note, Geoff saw this *"as a great opportunity to get exposed to the new environment".* Batman also shared that the chose the U.S. because it allowed him exposure to new experiences: *"in the U.S. I don't have any kind of relatives over here, so it will be a very unique experience for me and I'm kind of an adventurous person, I'm looking for different and new experiences. I would say that was the main reason for me".*

A couple of students also mentioned that another factor for choosing the U.S. was English as a means of instruction, because they were already proficient in English as a second language. Other students shared that they had family members and friends living in the U.S. and they encouraged them to apply.

4.3. Why a doctoral degree?

An inductive analysis of international doctoral students' motivations to pursue a doctoral degree generated a number of themes presented below.

a. Building expertise

Mary graduated with her Master's degree in the U.S., then continued her studies and enrolled in a Ph.D. program because she wanted to enhance her knowledge in her field and do more research. Geoff shared that his motivation to pursue a Ph.D. degree implied to be specialized in a field so that he could contribute to society: *"The internal motivation, I feel like I want to create something new and I want to learn deeply to eventually contribute to my country or my school, hometown people […] That's the responsibility for my generation, talking about new things and how to do new so we have to earn an advanced degree, get specialized in a field and be skillful so we can create new things. That's my internal motivation, that's how I was educated to be".*

Rose, who is from a Middle Eastern country, was interested in pursuing a Ph.D. because in her home country she was an instructor at a university and she considered that her Master's studies were insufficient, thus she wanted to enhance her knowledge: *"That was something that pushed me all the time to do something to improve my knowledge about my major or other major, so that was the main reason for me to continue my education and get my Ph.D.".*

William completed his Master's degree in the U.S. at a different institution, then continued with his doctoral degree at NDSU. He decided to enroll in a Ph.D. program in order to *"stick to the education system and to experience more, learn more, to have some supporting theories and skills set for me into the job market".*

b. An academic career

Like other participants in this study, Mumu would like to pursue a career in academia: *"regarding job opportunities in my country, having a Ph.D. would ensure me that I get a job in university, which is actually, I always wanted to work in a very safe environment because, you know, academia is considered very safe, and you get to pursue the things which you like, so that's why I wanted to do a Ph.D.".* After completing his Master's studies, Sadib decided his objective was to pursue a career in academia, thus he needed a Ph.D.: *"in the end I thought, I concluded that my aptitude is towards education, towards academia, towards teaching. So, teaching without Ph.D., no way, no way to survive".*

Batman also shared that he had a strong inclination to work in the academia: *"I love teaching. I really love teaching and here I actually teach [...] and I love it, so I always wanted to get a job in academia, I wanted to be a teacher, I wanted to be a professor, before coming here I was an English teacher in my country and I absolutely love teaching, I absolutely love communicating what I know about something to other people. Doing research also is good, but it's time consuming and so I would say love of teaching brought me here for Ph.D.".*

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c. Improve their socio-economic status

Sadib's motivation to pursue a Ph.D. was also influenced by his family's condition. Being a first-generation college student, he wanted to set a very good example for his family and became their inspiration. When getting close to graduation during her Master's studies, Catherine, who was from a European country, was advised to apply for a doctoral program in the U.S. She was flattered by her advisor's suggestion, but she thought that would not be possible due to financial constraints: *"I wanted to show that I can achieve things, that I wouldn't pass any chances that come my way to improve my economical position, or my career, so I, of course it was flattering that he asked me about that, but I thought that I will probably not find any financial support".* She was not sure about the direction she wanted to go, but she applied to various universities and received financial support as a graduate teaching assistant. At the time of the interview, Catherine was in her final semester, very close to graduation. Another student, Dacky, shared his motivation to improve his socio-economic status: *"I want to go back home, I want to be an entrepreneur so any funding you write from the government agencies they would treat you like an expert only if you have a Ph.D. degree, so that is another motivation. When I go back home I don't want to be financially crippled, I want my government to support me, that's a dream, I want to be that distinguished student going back with the suffix of Dr. in front of my name and do some good for the society."*

Ann, who was from a Central Asian country, disclosed that she chose to pursue a doctoral degree in order to enhance her resume and have an opportunity for a job in the U.S., because she *"started noticing that education system in my country is not the same. The country is getting more corrupted, everywhere you want to go on to good, I mean to get good things, let's say, education, health and social wellbeing things you need to deal with someone or to pay some extra money so all these things that suddenly like, came to my mind. I'm like, okay, I wanted different future for my kids so even though it was very hard I said - okay, let me apply."*

d. Value of the doctoral degree

Sky's motivation to pursue a Ph.D. degree was strongly related to the value that a doctoral degree had regarding his professional goals: *"In my major when you have Master you cannot make any decision. And I like to make decision, especially in research".* On a similar note, Julie, who is from an Asian country, was interested in a doctoral degree because universities in the U.S. have strong research departments and also because *"getting a degree in United States or several best European countries is also really valuable when you return to your home country. It is also another reason for me to continue Ph.D."* In addition, in some fields, as Shyam explained, *"having a Ph.D. would be a prerequisite, especially under very good advisor".*

e. A dream

Mumu wished this for herself since she was a child. She had a genuine interest in enhancing her education from a young age. Mumu also wished to fulfill her mother's dream who did not have a chance to pursue a Ph.D. Like Mumu, Dacky also wanted to pursue a Ph.D. since he was a child: *"doing a Ph.D. has always been a dream right from my childhood. I always wanted to have that prefix in front of my name."* In a similar fashion to Mumu and Dacky, White disclosed that: *"I always wanted to, I don't know why, I just I always like, since I was a little kid, I was interested in studying so I just wanted to do Ph.D."*

f. Love for learning

Mary shared that a strong motivation to pursue a doctoral degree was her love for learning: *"I always wanted to do the full thing, like get as much high education as I can. I am a learning person. I just like to keep learning and school is obviously the best institution for that."* When prompted to share if there was a specific professional reason she had in mind at the time she applied for her doctoral studies, White stated: *"I am open to whatever because I did not start my life with the goal of living in a certain country, I started when I had this understanding that I have to make something out of my life it was more about experiences, it was more about learning and it was never about living in a certain country or not living in a certain country."* Along the same lines, Ann stated that *"learning is always great"* and Julie mentioned that *"I always like to learn more and I am also person that always continues learning."* Dacky indicated that before coming to the U.S. he had won a couple of international awards and wanted to enhance his

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research and continue learning: *"I really wanted to do my highest research, but I didn't want to do it in [home country] because I wanted to learn a new culture, I want to add a new sense in my life, I want to expand".*

5. Discussion

These preliminary findings point out that international doctoral students' motivations to pursue a doctoral degree in the U.S. are numerous and context-related. However, the findings also indicate that there are certain global motives that inspired their decision, such as career goals and improving their socio-economic status. The themes that emerged from the inductive data analysis may also be connected to Houle's typology. First, goal-oriented adult learners are the ones who aim to become experts in their field, to improve their socio-economic status, who have an inclination towards a career in academia, and who take into consideration the value of the doctoral degree. Second, activity-oriented learners might be considered the ones who dreamed to pursue a doctoral degree since childhood and who strive to make a contribution to society by participating in this learning activity. Moreover, activity-oriented learners are the ones who were motivated to experience the uniqueness of the U.S. academic system. Third, learning-oriented adults are those who decided to enroll in a doctoral degree for the love for learning. In addition, the socio-cultural context informs the themes related to the improvement of learners' socio-economic status and exposure to a new culture. Nonetheless, the findings indicate that these orientations interact; several international doctoral students who were mainly goal-oriented also revealed they were motivated by the activity itself, namely pursuing a doctoral degree while experiencing a new culture, and by their love for learning.

These findings are supported by current research literature suggesting that learners' motivations to participate in adult education are complex not least because adults add the role of the learner to other roles and responsibilities. Merriam et al. (2007) enforce this idea and argue that "adult students in particular have to be adept at juggling multiple responsibilities and demands on their time" (p. 94). Several international doctoral students in this study had to balance various roles, some of which they had to juggle from a distance. In addition, adult learners are unique in that they have a certain baggage of knowledge, experience, and motivation. An important aspect is learners' socio-cultural context that elicits their motivations to engage in doctoral education. Nevertheless, for international doctoral students in the U.S., the situation is more complex as they are confronted with cultural novelty that impacts both their academic and non-academic experiences. Consequently, documenting their motivations to pursue adult education across borders highlights the complexity of their experiences and, therefore, this study's findings stimulate reflection and further inquiry.

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The role of education in sustainable development: Can we overcome the tragedy of the commons?

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Abstract

There is abundant scientific evidence describing climate change phenomenon and factors contributing to such negative effects. Yet, we know little about the surrounding characteristics of individuals which can affect social behavior in relation to the environment. For example, earth atmosphere, one of the much-discussed common goods, is subject to continuous degradation due to irrational decisions people make every day. More powerful cars, more competitive markets and industries, more unrenewable energy are just hallmarks of current unsustainable development trends. Can education overcome this social dilemma?

This paper embraces the concept of education as a way to modify individual and societal lifestyles toward protection of the environment. The present research focuses its scientific enquiry on examining the relation between education and sustainable development. The article aims to provide answers to a fundamental question: "Does education play a role in ensuring a sustainable development of the environment?" In other words, „do better educated societies pay more attention to the protection of the environment and exhibit values related to its sustainability?" Using a comparative approach on several EU member states as well as secondary data from official reports, the research investigates the relation between education and sustainable development with the goal of providing new scientific evidence for the substantiation of future generation of policies and environmental protection strategies.

Keywords: education, sustainable development, common pool resources.

1. Introduction

Recently, around the world, a science fiction movie played in cinemas fosters the imagination of the audience by challenging the future of humankind within the context of extreme weather forecasts and intensification of climate changes. "Downsizing" is not only the title of the famous movie, but also the name of the method by which scientists from the movie choose to save the human race from the hidden trap of irrational decision making and consequently from the irreversible destruction of the environment.

Though the method of "downsizing individuals" deserves credit only in the science fiction context, the idea of saving humankind and the environment has long been of a particular interest to many scientists from various disciplines.

Are we all in a "lose-lose" game?

In early 1968, Garrett Hardin postulated the idea that individuals jointly using a common pool resource, are trapped in an irrational decision making process characterized by overexploitation of the resources leading ultimately to the unavoidable depletion of the common good. According to Ostrom et all (2002, pg. 4), resources such as "oceanic ecosystems from which fish are harvested, the global atmosphere into which greenhouse gasses are released, or a forest from which timber is harvested" is prone to the destruction of its sustainability due to overuse or failure to cooperate to the regeneration of the ecological system.

A viable option, as Hardin suggests, to avoid the "tragedy of the commons" is to establish governmental rules to optimize the use of the resources or to privatize the good (Hardin, 1968).

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Ostrom, a Nobel Prize winner, challenges the conventional thinking on governing the commons ascertaining the fact that there are plenty of cases where communities managed to develop their own rules on governing resources to ensure a sustainable development of the environment across generations. According to Ostrom, communication and cooperation among individuals are key pillars in developing sustainable community based institutions for governing the commons avoiding therefore a normative intervention of the state or the control of private actors.

Traditionally, the notion of common goods has been associated with finite natural resources such as forests, water, fisheries or land. These are resources for which the exclusion of potential beneficiaries is highly difficult and costly, but at the same time their overuse would lead to depletion.

Dietz and Henry (2008) point out that forest commons account for about 18% of all forests. Moreover, it is considered that forests contain about 50% of the terrestrial organic carbon stocks and 80% of the biomass.

These resources are not only vital for the survival of humankind, but also play a crucial role in maintaining an equilibrium in the interplay between communities and ecosystems.

2. Policy context

In 2015, United Nations General Assembly adopted the 2030 Sustainable Development Agenda. This international policy instrument lays the ground for a common approach in defining states actions toward the enhancement of sustainability goals in all national strategies and legal frameworks.

For example, Goal 14 from the 2030 agenda promotes the conservation and sustainable use of the ocean, seas and marine resources.

According to the Sustainable Development Goals Report 2016, marine resources are particularly important for people living in coastal communities, who represented 37% of the world's population in 2010. Moreover, the same report shows that the proportion of global marine fish stocks within biologically sustainable levels declined from 90% in 1974 to 69% in 2013.

At EU level, statistics show that the EU fish catch amounted to 5 112 555 tones in 2015, which is 22% less than in 2000 (Sustainable Development in the European Union, 2016).

According to the Living Planet Report 2016, “our use of natural resources has grown dramatically, particularly since the mid-20th century, so that we are endangering the key environmental systems that we rely upon”.

These figures pinpoint the fact that at global level ecosystems are under a continuing pressure. Moreover, we can also stress the fact that there are cases where policies fail in their implementation and that there is an urgent demand to rethink national and local policies for the protection and conservation of the environment.

3. Education and sustainable development

Can education make our societies more environmentally sustainable?

Education is one of the main social pillars for economic growth, progress and development. Yet, there is still a paradox in that the more educated we become, the less we tend to pay attention to our environment. Some argue that economic progress and wealth accumulation would lead to unsustainable consumption patterns. Judging by current environmental trends and economic growth of some parts of the world, this assumption holds true. On the contrary, when it comes to environmental protection attitudes, individuals from advanced economies with a higher level of education tend to favor sustainable consumption patterns such as usage of renewable energy, alternative or public transport and water consumption.

According to the World Values Survey (World Education Blog Post, 2015), the level of education is linked with concern for the environment. Therefore, the higher the level of education, the more people will exhibit concern for the environment.

In the 2010 International Social Survey Program, most of respondents with tertiary education reported that they were likely to engage in political action to support the environment (World Education Blog Post, 2015). For example, 46% of respondents from Germany with tertiary education were more likely to support actions related toenvironmental protection, whereas the figures decreased for those with lower educational levels.

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Furthermore, other data shows that in Netherlands educated households tend to use more green energy compared to less educated one.

Based on the analysis of key global reports in the field of education and sustainable development, Vladimirovaa and Le Blancb (2015) identified a set of linkages between education and sustainable development. As noted by the authors, education plays an important role in poverty alleviation, health, or water management.

Running (2012) argues that a country's recent experience with climate related environmental disasters has little to no effect on concern for global warming – results that contradict the objective problems explanation of environmental concern. Moreover, the same author considers that the subjective values explanation receives more support, particularly in countries at the most advanced stage of economic development.

A very interesting view was formulated by Timilsina (2017) who noted that when societies move to more capitalistic environments, sustainability of the resource tend to decrease.

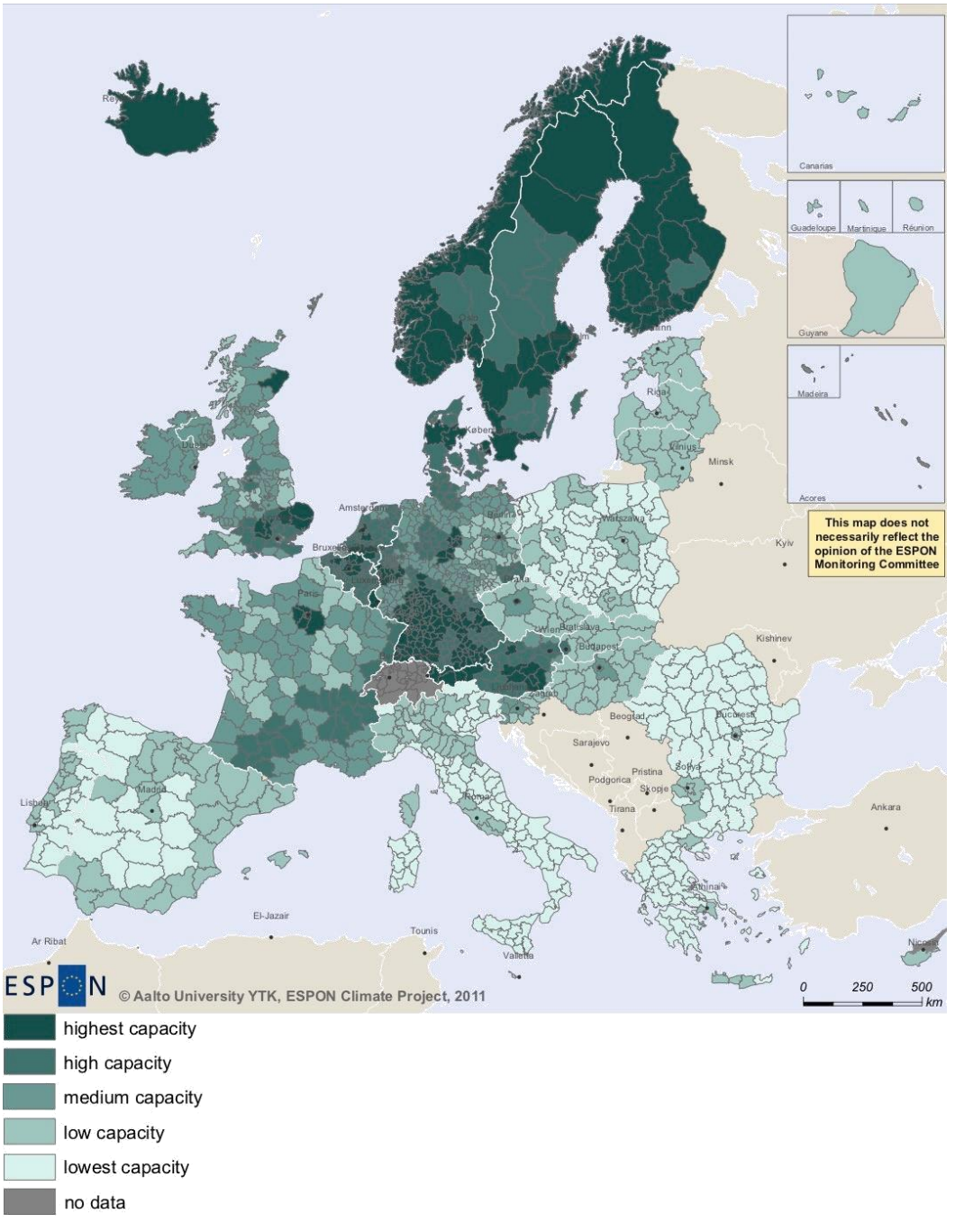
Muttarak and Lutz (2014) report that "when facing natural hazards or climate risks, educated individuals, households and societies are assumed to be more empowered and more adaptive in their response to, preparation for, and recovery from disasters."

In addition, it is considered that highly educated individuals and societies are reported to have better preparedness and response to the disasters, suffered lower negative impacts and are able to recover faster (Muttarak and Lutz, 2014).

As shown in figure 1, Northern and Central European regions have a higher capacity to adapt to climate change than regions in eastern and southern European countries.

A similar pattern is emphasized when looking at the share of the population with tertiary education enrolled in an academic system. For example, the map illustrates that there are also national differences in tertiary education such as those between the Nordic countries and Croatia or Turkey. Furthermore, the group of northern countries which have a significant share of people with tertiary education displays also a high adaptive capacity to climate change.

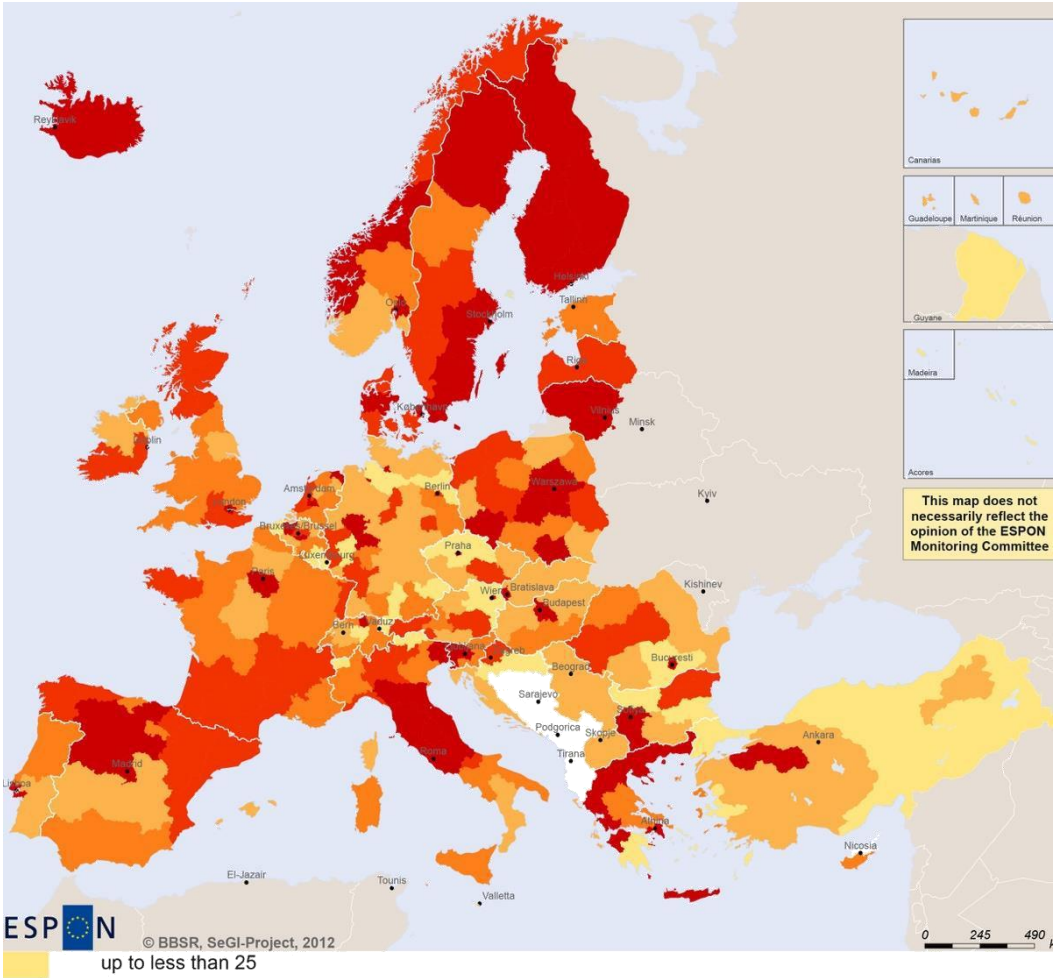
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Source: ESPON, 2012

Fig. 1 - Overall capacity to adapt to climate change

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Source: ESPON, 2010

Fig. 2 - Enrolment in tertiary schools

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Tabel 1 – High educational attainment, greenhouse gas emissions and environmental protection

	Share of the population of high educational attainment (%), 2016	Greenhouse gas emissions (thousand tonnes of CO2 equivalents), 2015	Total environmental protection (mil. EUR), 2010-2015
Ireland	47.10	62995	826.2
Luxembourg	46.50	9929	178.3
Switzerland	46.20	51318	no data
Norway	46.10	59889	no data
Cyprus	45.7	8096	no data
Finland	45.30	57445	no data
United Kingdom	44.70	542591	10622
Sweden	44.20	61147	no data
Iceland	44.00	no data	no data
Lithuania	42.80	24813	235.7
Belgium	40.70	114711	2069.8
Denmark	40.6	82925	122.7
Estonia	39.70	18310	109.8
Spain	39.20	333619	7165
Netherlands	38.80	230527	10525
France	38.70	448586	10039.8
Latvia	35.50	12678	146.9
Slovenia	34.60	17501	69.5
Austria	33.9	74061	486.5
Poland	33.90	385851	1901
Greece	33.00	89719	no data
Bulgaria	29.1	60312	278
Germany	29.00	952412	13954
Portugal	27.3	68423	911.9

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Hungary	25.90	62800	no data
Croatia	25.5	23077	no data
Slovakia	24.40	40512	449.6
Malta	23.90	3450	no data
Romania	19.80	119464	no data
Italy	19.40	428090	14672

Source: Adapted after European Environmental Agency and Eurostat

Table 1 highlights some key characteristics regarding linkages among level of education, investments in environmental protection and greenhouse gas emissions. Looking at the data, the following assumptions can be made: Out of 30 European states, Baltic and Nordic countries are ranked in the first half regarding the tertiary education; Baltic states have among the lowest greenhouse gas emissions, excluding from our analysis Malta, Cyprus and Luxemburg; Nordic countries, excluding Netherlands and Denmark, are ranked in top 14 countries with lowest greenhouse gas emissions; Baltic states invest below the mean in environmental protection; There is a strong positive link between countries with a high level of greenhouse gas emissions and investments for environmental protection; Top 7 countries which invest in environmental protection are ranked in the upper mean of the countries with high tertiary educational attainment. These countries include: Italy, Germany, United Kingdom, Netherlands, France, Spain and Belgium. Norway, Sweden, Finland, Latvia, Estonia and Lithuania are amongst the group of countries with the lowest greenhouse gas emissions and at the same time a high tertiary educational attainment.

4. Implication for policy making

As presented above, the level of education seems to shape, to some extent, a more responsible behavior toward our environment. Societies with a higher number of people holding a tertiary degree have also a better adaptive capacity to climate change, tend to invest more in environmental protection and even exhibit a lower level of greenhouse gas emissions.

This information does not contradict prior studies which clearly emphasized a link between education and sustainability of the environment.

Though, it is not clear how education operates when making us more responsible, it seems to be the "glue" for more sustainable societies contributing to avoiding the "tragedy of our commons".

How future sustainable development policies should look like?

Education should be the blueprint for every governmental investment in sustainable development. As we move on toward becoming a "Tesla society", sustainability values should occupy a key position in the curricula of every educational system, starting with early schooling.

In addition, giving the role of cooperation and communication when formulating and delivering sustainable development policies, education should increase awareness on the need to act collectively for the benefit of future generations.

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Education for a democratic culture and human rights

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Abstract

The study presents the education as a culture of peace. Human rights are promoted to everyone. This topic remains current and now, at 25 years after the World Human Rights Conference in Vienna in 1993, and in terms of the launch of the Sustainable Development Program- Education Agenda 2030. The article also highlights the role of UNESCO in the 2030 Agenda educational program. Education, this art of learning to learn, has an essential role in the development of society, and it is also linked to a series of hopes for a permanent review of the rules on human rights in general and education in particular, but also a continuous revitalization of international bodies, regional and national authorities dealing with these rights so as to achieve the creation and promotion of a universal human rights culture essential to democracy and the consolidation of the rule of law.

Keywords: UNO; UNESCO; 2030 Agenda; education; human rights.

Introduction

On December 10th 2018 the 70th anniversary of the Universal Declaration of Human Rights will take place, an invaluable document that has been translated into more than 500 languages. This is the reason why scientific events will be held throughout the world for the whole year, papers will be published, all concerning human dignity, equality, justice, etc. The objectives of the Declaration remain an ideal that can not be achieved without a permanent education in the field. Only through education can a culture of human rights be promoted among the general public. Thus, this study will focus on UNESCO's activity in the past 25 years and more precisely on the agency's General Conference from November 2017, where the Member States adopted several recommendations. These were proposed by the Education Committee at the UNESCO General Conference. Among the important points approved, the role of UNESCO in the implementation of the Sustainable Development Objective of Education, which integrates Education 2030, the Draft Program, the Budget 2018-2021 and the University Mobility Convention.

Indeed, as early as 2015, the World Education Forum, held by UNESCO in Incheon in May, adopted a Declaration that represents the firm commitment of states and of the international community to a single and renewed education agenda - Education 2030- which seeks to keep no one away. It invites concrete and urgent action to transform life through a new vision of education. Obviously, UNESCO, as the United Nations specialized agency for education, is under the obligation to continue to play the role entrusted to it, namely, to lead and coordinate the Education Agenda 2030. Measures taken at national level are at the center of 2030 education and governments are primarily responsible for the success of its implementation, its tracking and the analysis of its results. These measures, taken through multiple partnerships and effective funding, must contribute to the changes required by the evolution of society. It should not be forgotten that the meeting of the Heads of State and Government of the United Nations on Sustainable Development ended with the official adoption of the Sustainable Development Program by 2030, with states committed to ensuring quality education at all levels of education, starting with preschool education, continuing with primary, secondary, higher, technical and vocational education and highlighting the fact that every individual should have access to the possibility to learn

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permanently throughout their lives. It should not be forgotten that the right to sustainable development is unanimously recognized as the fundamental right of the third generation.

The program, which is known to comprise a set of 17 concrete sustainable development objectives, recognizes the role of education and states an important education objective (ODD4) that integrates Education 2030.* (Zlatescu, 2015, p. 7 et seq.; Albu 2015) On September 25 2015, Pope Francis declared in clear terms to the UN General Assembly that education is "the foundation of the 2030 Agenda's achievement and of the environment protection."†

It should be recalled that according to the Agenda 2030, adopted in September 2015 at the 70th Session of the UN General Assembly, one of the major objectives of the Sustainable Development Program post-2015 is education. This has a key role in UN-developed strategies to implement the global plan to address the new major challenges after 2000 (economic and social crises, environmental degradation, climate change, resource depletion). In this way, it is appreciated that the success of achieving the development objectives depends to a large extent on the realization of the programs in the field of education. However, education is not only a distinct objective of the Agenda, it is included in the objectives of health, economic growth, consumption, climate change, strengthening democracy and the rule of law.‡

Of the 169 goals contained in the Agenda 2030, those specifically correlated with Objective 4 on Education are written in a meaningful text that deserves to be reproduced as close to its original form, with all its nuances, having the following content:

- By 2030, ensure that all girls and boys have access to a fully free, equitable and quality education at primary and secondary level and deliver relevant and effective learning outcomes;
- By 2030, ensure that all girls and boys have access to quality development during early childhood and care during pre-school education in order to be prepared for primary education;
- By 2030, equal access for all women and men to accessible, high quality, technical, vocational and tertiary education, including at university level, should be ensured;
- By 2030, the number of young people and adults with relevant qualifications, including technical and vocational qualifications for finding jobs, decent jobs and entrepreneurship, will be substantially increased;
- By 2030, education gaps should be eliminated and equal access to all levels of education and training for vulnerable persons, including those with disabilities, for people belonging to the native population and for children in vulnerable situations, should be ensured;
- By 2030, ensure that all young people and a substantial proportion of adults, both men and women, have undergone literacy and basic elementary knowledge;

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* This Programmatic Document, shortly Agenda 2030, has 35 pages, 91 paragraphs and contains 17 comprehensive sustainable development goals and 169 targets, which are integrated and indivisible and are to be implemented between 2016 and 2030. The document opens with self-presentation: an action plan for the people, the planet, and prosperity.

It synthesizes the fundamental elements of poverty eradication in all its forms and dimensions and represents a significant outcome of multilateral diplomacy under the auspices of the UN, as it gives expression to a highly ambitious and transformative vision of our world. However, it is important to point out that Agenda 2030 is not a legally binding instrument.

According to its own provisions, this document is described as just an agenda for global action over the next 15 years and a charter for the peoples and the planet in the 21st century.

† The full text of Pope Francis' s speech at the UN is available at

http://www.vis.va/vissolr/index.php?vi=all&dl=4060b076-e728-c7c9-360b-56069193fa3e&dl_t=text/xml&dl_a=y&ul=1&ev=1

‡ As an introduction to this article, it should be emphasized that, on 25 September 2015, it marks a turning point in the history of multilateral diplomacy through the adoption by consensus by the United Nations (UN) Summit of the document entitled "Transforming our world : Agenda 2030 for Sustainable Development ".

The meeting at which this document was adopted proved to be unprecedented in the presence of 108 heads of state, 50 prime ministers, 38 foreign ministers, and three vice-presidents as heads of national delegations attending the Summit UN and at the 70th session of the UN General Assembly.

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- By 2030, ensure that all people in the education process acquire the knowledge and qualifications needed to promote sustainable development, including through education for sustainable development, sustainable lifestyles, the promotion of human rights through gender equality , by promoting a culture of peace and non-violence, through global citizenship and appreciation of cultural diversity and of the contribution of culture to sustainable development.

The Agenda 2030 is not limited to enumerating the targets reproduced above. The document also includes an explicit and generous plea for a world characterized by fair and universal access to quality education at all levels, health care, social protection in which physical, mental and social welfare is ensured.

From this practical perspective, several countries have already expressed reasonable expectation that the High Level Political Forum under the auspices of the UN Economic and Social Council will be instrumental in monitoring and monitoring the implementation of this complex process starting in 2016. This difficult task of the fulfillment of this mandate should not be underestimated by the UN member states.

In this context, it is encouraging to note the existence of a commitment set out in the Declaration entitled "Putting democracy into the service of peace and sustainable development: Building a desirable world of peoples", adopted on 2 September 2015 by the Fourth World Conference of Presidents by parliaments at the United Nations headquarters in New York.

2. The role of UNESCO in the Agenda 2030 educational program

Similarly to UNESCO, the UN specialized agency in whose mandate education is central will have to be at the height of the humanitarian mandate entrusted by the international community.

The year 2018 brings encouraging signs to this end. Thus, on 13 February 2018, Audrey Azoulay, UNESCO's Director-General, in a speech given at the World Government Summit on Collective Intelligence in Action: Challenges of the 21st Century and the UNESCO Principal Role, referring to the Organization's vision of what leads her, said: "Education is at the heart of this vision, embedded in the UN Agenda for Sustainable Development and accepted by all governments. Without quality education for all, none of the other Agenda 2030 objectives can be achieved, and UNESCO - together with other UN agencies, governments and civil society partners - is the leader of this process."[*]

UNESCO will represent the focal point for education in the overall structure of coordination of sustainable development objectives. Moreover, at the 39th Session of the Conference mentioned above - and not by chance, given the Vienna World Conference on Human Rights in June 1993 - insisted on the importance of education and training in the field of human rights in order to achieve sustainable development program Orizont 2030.

Another goal mentioned in the 39th session is the Program and Budget Project for the period 2018-2021. It is significant that it will follow the implementation of the ODD 4 - Education 2030 Sustainable Development Objective and coordinate and examine the steps to be taken to achieve the global and regional targets.

Of course, UNESCO will create the possibility of coordinating international and regional action, taking into account the evolution of the world governance structure of education. It will strengthen partnerships with other UN agencies, international organizations and civil society, but will also serve as an observer worldwide through research to help guide policy in the field by putting its mark on what constitutes the future of education.

As we have seen, a hotspot of the agenda of the 39th Session of the UNESCO General Conference was the elaboration of the UNESCO Convention on University Mobility. The drafting of this document is nearing completion and is likely to be adopted at the 40th session of the UNESCO General Conference, in November 2019. The importance of this document lies in the fact that it aims to create a framework of principles and rules universal recognition of titles, diplomas and certificates issued in higher education. Indeed, at the last session of the Conference, the tone was optimistic, appreciating that this convention would have to improve university mobility and strengthen international cooperation in the field of

[*] The full text of the speech is available at http://unesdoc.unesco.org/images/0026/002614/261444m.pdf

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higher education, contributing to increasing trust in higher education systems. The attitude of the participants in the session leads to the conclusion that the document will entitle the students to be assessed in the light of the qualifications obtained in higher education "by the competent national authorities in a fair, transparent and non-discriminatory way". Of course, as stated at the conference, trust in cooperation in higher education and education systems will be strengthened, ensuring a quality education that meets the objectives of the Education Agenda 2030.

This is the most ambitious program adopted in the past decades, expressing the determination of the international community to achieve quality education for all. Moreover, the important role of education as a factor of change in contemporary society is evidenced by the very motto "Turn Life through Education" which expresses the determination of the international community to achieve a quality education for all.

As stated in the International Colloquy "Reform of the International Institutions for the Protection of Human Rights"*, held in the Parliament Palace, in the hall that, on my proposal made during the opening session of this meeting, would be named "Hall of Human Rights", human rights form the shared heritage of all humanity and, as such, it is necessary to establish a special fund for human rights education in the UN. It is only in this way that we can achieve coherently, from the UNESCO Action Plan in 1993 to the Agenda 2030 Program, the promotion of individual and collective behavior to respect human rights, to effectively exercise them, but also to of the appropriate obligations, multiplying the opportunities to test the meaning of the responsibilities and the experience of participating in the effective process. It is fundamental to support educators in educating trainers to understand the relationships between economic conditions and access to rights and freedoms, as well as using non-violent change strategies towards democracy and creating a human rights education network by encouraging governments and the international community promoting a culture of peace based on dignity and human rights.

Achieving the right to education implies the reform of international, regional and national institutions in the field. As former former UNESCO Director General Federico Mayor, whose words are always current, we are grappling with two dangers: optimism and apathy, so the danger of optimism feeds those who have just started on the path of true democracy, those who believe that everything goes by themselves, and in these circumstances no longer lends the necessary importance to actions for affirmation and respect for human rights. It is ignored that a permanent struggle must be taken in this respect. The second danger is what is called "democratic melancholy" - it is an apathy that manifests itself in those who have long lived in democratic countries, and who in these circumstances considers that there is no need to do anything else in the matter of rights man. Obviously, we must react to this trap for generations not to judge our present attitudes.

It is "indispensable" for promoting stable and harmonious interpersonal relationships as well as promoting mutual understanding, tolerance and peace, as asserted at the World Conference on Human Rights in Vienna in 1993.

The World Decade of Education for Human Rights was proclaimed by Resolution No. 49/184 adopted on 23 December 1994 by the United Nations General Assembly for a period of 10 years from 1 January 1995.†

In December 2002, the UN General Assembly adopted Resolution 57/254, which proclaimed the UN Decade for Education for Sustainable Development 2005-2014, with UNESCO being responsible for developing and coordinating this global project. It is in line with, and closely related to, other key educational movements and actions, notably the Millennium Development Goals, the Education for All Movement and the United Nations Decade of Literacy, which are also being put in the perspective of education for all. The International Plan to Implement the Decade on Education for Sustainable Development is a strategic document of major importance by which states commit themselves to meeting the goals and objectives of this global project. This Action Plan sets out the objectives, priorities, milestones and principles that should guide the activities of the Decade.

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* See the papers of the International Colloquium in Bucharest on March 15-17, 1993, which became the Satellite Colloquium of the World Conference on Human Rights in 1993, Vienna, UN official document.A / CONF.157 / PC / 42 / Add8, 17.04.1993

† This resolution does not come to an empty ground, it follows the World Plan of Action on Education for Human Rights and Democracy adopted by the UNESCO International Congress on Education for Human Rights and Democracy held in Montreal between March 8-11, 1993, and the Plan of Action of the 1993 World Conference on Human Rights in Vienna

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On December 10, 2004, the UN General Assembly adopted the World Human Rights Education Program to promote the implementation of education programs in all areas of activity. This program was created by UN General Assembly Resolution 59/113 of 10 December 2004. Interestingly, unlike the Decade for Human Rights Education (1995-2004), which is part of a limited timeframe, the new World Program is structured in several consecutive phases to encompass all sectors, implementation general education of human rights.

The specific objectives of the Decade are the following: facilitating networking, links and exchanges of information and good practice among stakeholders in the field of sustainable development education, participation in improving the quality of education and sustainable development education, participation in improving the quality of education and education for sustainable development, assisting governments to achieve the Millennium Development Goals through sustainable development education, and supporting governments in their education reform action.

Regarding the issue of sustainability, education for sustainable development will have to take into account the three complex and interdependent spheres of sustainable development, namely: the environment, society and the economy. Education in this field requires the development of educational strategies designed to identify concrete solutions to address the challenges that threaten the sustainability of the planet. As far as values are concerned, education for sustainable development must contribute to understanding the specific values of diverse societies, influencing the ways in which various states decide to address sustainable development.

The first phase, 2005-2009, included a concrete strategy and set of practical ideas for developing the right to education at national level in the school system (primary and secondary education)[*]. The second took place 2010-2014 and proposed a strategy and a set of concrete ideas on the implementation of human rights education in higher education and the training of officials and teachers, teachers and all those responsible for law enforcement and military personnel in the area of human rights. [†]The third phase covers the period 2015-2019, focusing on strengthening the implementation of the first two phases and on promoting human rights training for media professionals and journalists.

3. Conclusions

Education is intimately connected with other human rights and is essential to the development of each individual according to the principles of interdependence and indivisibility, and it ultimately depends on the sustainable development of society.

The right to education must be seen as a right exercised both individually and in a group, which implies both the knowledge of the individual's fundamental rights and the acquisition of skills and behaviors that will enable him to use them, to benefit from them and to contribute to their promotion, protection and respect.

Observing carefully the reality that surrounds us, we have the possibility to see that human rights are spoken, but that in reality few people are really interested in them. We ask ourselves whether evaluation errors, form, methodologies or culture errors have been committed.

A different culture of education will be required in terms of fundamental rights and duties, a culture capable of generating a social development, where human values will have the role of directing the individual towards his socialization, without discrimination and negative combativeness, whose culture will be necessary Dangers can be restored to the entire social development as well as to the environment.

If education is prominently featured in Agenda 2030, the time has truly come for a statement on professional development based on coherence, based on evidence, a document that is available to all decision-makers.

[*] See First phase (2005-2009) of the World Program for Human Rights Education. Evaluation of the Implementation of the First Phase (2005-2009) by the United Nations Inter-Agency Coordination Committee for Human Rights Education in the School System (UNIACC)

[†] See Action Plan for the second phase (2010-2014) of the Global Human Rights Education Program

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In addition to the educational issues well reflected in Agenda 2030, some examples illustrate the realistic choice of other major themes included in the Agenda, such as migration, conflict, exclusion, violence against women, humanitarian crises, climate change.

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II. POLITICS AND STRATEGIES OF THE EDUCATION FOR VALUES

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The practice degree of democratic behaviours of male and female principals at the public basic schools in their tasks performance in Bani Obeid district, from the standpoints of their teachers

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Abstract

The study aimed to identify the practice degree of democratic behaviours of male and female principals at the public basic schools in their tasks performance at Bani Obeid district, from the standpoints of their teachers. A questionnaire prepared by Abu-Hayja' in (2005) was developed to achieve this goal, and it consist of (46) items in its final version. The study populations consist of all male and female teachers at the public basic schools in Bani Obeid district, and (560) of those were selected as the study sample, in order to reach the objectives. For data analysis, the arithmetic means and standard deviations of the responses were calculated about the practice degree of democratic behaviours by their teachers, where ANOVA and MANOVA were used, and then they were statistically processed using SPSS. The study results showed the existence of statistically significant differences at the significance level of (α=0.05) between the subjects estimates of the practice degree of democratic behaviours of basic schools principals in their tasks performance that could be attributed to the teacher's sex and years of experience variables. The results also showed a non-existence of statistically significant differences at level (α=0.05) between the arithmetic means related to the practice degree, as a whole that could be attributed to the variables of qualification, experience, and sex.

Keywords: democratic behaviours; male and female principals; public basic schools; Bani Obeid district; practice degree; tasks performance.

1. Introduction

The school considers one of the most important humanitarian organizations on the earth surface, due to the very huge numbers of student who attend these schools, between the ages of 4 and 18, and the school as an educational institution carries out the task of preparing generations and make them ready for the future. The school is no longer a place for education only, but it become concerned about all of the intellectual, spiritual, and physical aspects of the learner or student, and this great importance of school, at no doubt reflect on the importance of school management (Al-Bohi & Bayoumy, 2012).

Democracy in the modern age has achieved a historical victory, over all other alternatives and regimes, where everyone today and from the various intellectual trends: patriots and nationalists, religious and secular, and centrist and leftist declare their favouritism of democracy, and they talk about the advantages of democratic governance, where democracy became, as a governance system, identical to the concept of legitimacy in the modern political life, with all decisions, laws, and policies are acceptable and justifiable, if it were taken in a democratic way (Bani Salameh, 2011).

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The emergence of democratic education, impose on the systems new roles and responsibilities that make it necessary to care about it, where democratic education led to expansion in the educational services, and submit them to different group of students, more than ever, and therefore the task of education is no longer identification and selection of individuals who weren't provided with the educational opportunities, but its mission become to provide the conditions, that help everyone reach the desired fate, which their readiness permit, and this require teachers to prepare themselves and get ready to face that through getting familiar with the diverse cultural and social backgrounds, in order to define the students educational needs and help them adapt to the learning environments (Ibrahim, 2010).

There are no doubt, that education democracy became an issue that its roots hit in the depth of educational philosophies and educational policies in the developed countries, and its branches launch to deal with all the issues, perspectives, and elements that related to the education in general, and basic education in particular, in addition education democracy looks like an educational and learning issue externally, but cultural, political, and social issue in its essence, where democracy forms in the educational system are in the vast majority of it, natural extension of democracy in the society (Abu Sharaa, 2008).

The study of management styles in the educational administration represent a critical importance, where the leadership style of male and female principals impact employees' performance, productivity, and job satisfaction, and when the management practices the democratic leadership style, it would lead to facilitate the work and encourage employees to do it, which leads school to achieve its desired objectives.

2. Study results display, discussion, and recommendations

This section provide an overview of the study results, discuss it, and interpret it, and also display the recommendations and suggestions of the researcher, where the purpose of this study was to identify the practice degree of democratic behaviours of male and female principals at the public basic schools in their tasks performance at Bani Obeid District, from the standpoints of their teachers:

First: the results related to answering the question which stated: "What is the practice degree of democratic behaviours of male and female principals at the public basic schools in their tasks performance at Bani Obeid District, from the standpoint of their teachers?"

In view of the many results related to this question, and in order to simplify the presentation and display of its results, the researcher saw to divide it into two parts, as follow:

a) In relation to the study tool and its areas:

The arithmetic means, standard deviations, and observed frequencies were calculated for the study tool and its areas, as in table (3):

Table (3) Arithmetic means, standard deviations, and observed frequencies for the study tool and its areas

Area number	Area content	Area rank	Very small	Small	Medium	Large	Very large	Arithmetic mean	STDEV	Practice degree
1	Team spirit work principle	1	11	20	48	87	64	3.750	0.76	Large
3	Justice & equality principle	2	14	24	55	80	57	3.612	0.86	
4	Authorities & powers delegation principle	3	17	31	58	74	50	3.469	0.84	Medium
5	Freedom of opinion & expression principle	4	20	34	65	71	41	3.343	0.94	

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2	Participate in decision making principle	5	25	35	64	69	34	3.206	0.90	
The practice degree of democratic behaviours of male and female principals at the public basic schools in their tasks performance at Bani Obeid District, from the standpoint of their teachers.			17	29	58	76	49	3.482	0.76	Medium

It notices from table (3) that the results came within the following ranks:

1. The area of team spirit work principle came in the first place with an arithmetic mean of (3.750), within a large practice degree.
2. The area of justice & equality principle came in the second place with an arithmetic mean of (3.612), and also within a large practice degree.
3. The area of authorities & power delegation principle came in the third place with an arithmetic mean of (3.469), within a medium practice degree.
4. The area of freedom of opinion & expression principle came in the fourth place with an arithmetic mean of (3.343), within a medium practice degree.
5. Finally, the area of participation in the decision making principle came in the fifth and last place with an arithmetic mean of (3.206), and also within a medium practice degree.

Knowing that, the degree of overall practice, came within an arithmetic mean degree of (3.482).

b) In relation to the paragraphs of study tool areas:

To simplify the display of results related to this part, it has been divided into five items, as follows:

1. In regard to the paragraphs of team spirit work principle: the arithmetic means, standard deviations, and observed frequencies were calculated for the paragraphs of team spirit work principle area, as in table (4)

Table (4) the arithmetic means, standard deviations, and observed frequencies for the paragraphs of team spirit work principle

paragraph number	Team spirit work principle	paragraph rank	Very small	Small	Medium	Large	Very large	Arithmetic mean	STDEV	Practice degree
7	Teachers take a look at most incoming official speeches and books to the school	1	4	16	30	83	97	4.1	0.99	Large
1	Encourage teachers to develop the spirit of cooperation and teamwork	2	7	9	37	98	79	4.013	0.97	
2	Encourage teachers to develop social relations	3	8	11	42	78	91	4.013	1.04	
4	Consider and respect the social, humanitarian, and professional circumstances of teachers.	4	9	21	53	66	81	3.822	1.13	

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5	Encourage and stimulate the spirit of entrepreneurship, innovation, and creativity upon teachers and students	5	8	15	50	98	59	3.804	1.01	
3	Fosters the spirit of communication between teachers and students	6	11	19	44	98	58	3.752	1.07	
6	Encourage group activities among the students	7	9	24	47	101	49	3.683	1.04	
8	Ensure the local community participation in school activities	8	10	28	56	94	42	3.565	1.06	
10	Play an active role in helping teachers to overcome the difficulties that face them	9	20	31	56	82	41	3.404	1.23	
9	Discuss the exams' results with the teachers, in order to develop corrective plans for students with low academic achievement	10	25	28	63	71	43	3.34	1.23	Medium

It notices from table (4) that paragraphs with the ranks (1-8), recorded an arithmetic means ranging from (3.656-4.100) respectively in descending order, with large practice degrees for each rank, and standard deviations ranging between (97-1.13), while the paragraphs (9&10) recorded an arithmetic means amounted to (3.404& 3.343) respectively, in descending order, within a medium practice degree and standard deviations of (1.18 & 1.23)) respectively.

2. In regard to the paragraphs (participate in decision making principle): The arithmetic means, standard deviations, and observed frequencies were calculated for the paragraphs (participate in decision making principle) area, as in table (5):

Table (5) the arithmetic means, standard deviations, and observed frequencies for the paragraphs of participation in decision making

paragraph number	Participation in the decision making principle area	paragraph rank	Very small	Small	Medium	Large	very large	Arithmetic mean	STDEV	Practice degree
19	Teachers participate in holding regular meetings to assess work progress, and give advice and guidance	1	10	32	46	101	41	3.570	1.07	
18	Teachers participate in the plan of different activities at school level	2	15	22	58	93	42	3.543	1.10	Large

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17	Teachers participate in making internal decisions when there's an emergency that concern school	3	17	44	57	67	45	3.296	1.20	
11	Teachers participate in developing and implementing school plans	4	26	30	64	70	40	3.213	1.23	
14	Parents and teachers participate in improving the level of school students	5	24	33	77	62	29	3.170	1.18	
12	Teachers participate in work evaluation and implementation of educational decisions.	6	22	4	74	65	29	3.113	1.15	Medium
15	Parents participate in solving school problems in general	7	40	47	73	59	29	3.004	1.16	
13	Student Council participate in the planning and managing of school activities	8	40	39	60	62	16	2.600	1.28	
16	Parents and teachers participate in evaluating curriculum and textbooks and filed it for stakeholders	9	53	58	63	40	16	3.004	1.21	

It notices from table (5) that paragraphs (18&19), recorded an arithmetic means of (3.570& 3.543) respectively in descending order, with large decision making principle for each of them, and standard deviations of (1.10& 1.07) respectively, while the paragraphs with the ranks (11-17) recorded an arithmetic means ranged between (2.60- 3.34), with a medium decision making principle and standard deviations of (1.15-1.28).

3. In regard to the paragraphs (justice & equality principle): the arithmetic means, standard deviations, and observed frequencies were calculated for the paragraphs of (justice & equality principle) area, as in table (6):

Table (6) the arithmetic means, standard deviations, and observed frequencies for the paragraphs of (justice & equality principle)

paragraph number	(justice & equality principle) area	paragraph rank	Very small	Small	Medium	Large	Very large	Arithmetic mean	STDEV	Practice degree
24	Implement the instructions of success and completion rates on all students according to the laws and regulations at the Ministry of education	1	10	19	51	83	67	3.774	1.09	
21	Equals between teachers when distributing the quotas in lesson table	2	18	17	53	77	65	3.670	1.19	Large
25	Apply the laws, regulations, and instructions on teachers and students objectively and neutrally	3	9	26	55	90	50	3.635	1.06	
22	Deal with students on the fairness basis and democracy, consider	4	14	19	66	76	55	3.604	1.12	

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	their views, and take the right ones									
23	Provides the advice and guidance for teachers and focuses on the positive trends in their area of work	5	9	29	57	84	51	3.604	1.08	
26	Give all teachers and students a sense of respect and equal treatment	6	18	23	53	78	58	3.587	1.19	
20	Evaluate teachers with the highest objectivity	7	15	23	57	83	52	3.583	1.14	
28	Work to fight the clannish between students and teachers	8	20	30	46	68	66	3.565	1.27	
27	Respond to students with special needs	9	15	30	61	77	47	3.483	1.15	Medium

It notices from table (6) that paragraphs with the ranks (20&26), in addition to paragraph (28) recorded an arithmetic means between (3.565-3.774) respectively in descending order, with large (justice & equality principle) for each of them, and standard deviations range between (1.06- 1.27) respectively, while the paragraph with the rank (27) recorded an arithmetic means of (3.483), with a medium (justice & equality principle) and standard deviation of (1.15).

4. In regard to the paragraphs (Authorities & powers delegation principle)area : the arithmetic means, standard deviations, and observed frequencies were calculated for the paragraphs of (Authorities & powers delegation principle)area, as in table (7):

Table (7) Arithmetic means, STDEV, and observed frequencies for the paragraphs (Authorities & powers delegation principle) area

paragraph number	**(Authorities & powers delegation principle) area**	**Paragraph rank**	**Very small**	**Small**	**Medium**	**Large**	**Very large**	**Arithmetic mean**	**TDEV**	**Practice degree**
36	Assign to second-in-command or assistant the powers to manage school and run its affairs in their absence	1	4	14	27	73	12	4.196	0.99	
34	Authorize teachers the competence to supervise building maintenance and cleanliness, and school facilities	2	15	29	49	86	51	3.561	1.16	Large
32	Engages student council in following up students daily absence, and informing school management about it	3	20	28	61	70	51	3.452	1.21	Medium

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29	Delegate part of their powers to some teachers who are able to solve the sudden daily problems in school, to develop their leadership spirits	4	21	24	64	75	46	3.439	1.19
37	Develop joint plans for the joint teacher per subject, to improve their performance and raise students level of achievement	5	17	30	68	71	44	3.413	1.16
35	Authorize teachers and students the power to oversee, develop, and beautify the school garden	6	20	35	57	71	47	3.391	1.22
30	Delegate to students the management of some school activities to develop their leadership spirit	7	17	41	53	76	43	3.378	1.19
31	Engages student council in managing some school activities	8	20	40	64	71	35	3.265	1.17
33	Involve teachers and parents in school activities planning and sponsoring it	9	22	40	77	70	21	3.122	1.1

It notices from table (7) that paragraphs (34&36), recorded an arithmetic means of (3.561& 4.196) respectively in a descending order, with large (authorities & powers delegation principle)area for each of them, and standard deviations of (1.16&0.99) respectively, while the paragraphs with the ranks (29, 30, 31, 32, 33, 35, 36) recorded an arithmetic means ranged between (3.122-3.452), with a medium (authorities & powers delegation principle)area and standard deviation ranged between (1.10-1.22).

5. In regard to the paragraphs (freedom of opinion & expression principle) area: the arithmetic means, standard deviations, and observed frequencies were calculated for the paragraphs of (freedom of opinion & expression principle)area, as in table (8):

Table (8) the arithmetic means, standard deviations, and observed frequencies for the paragraphs of (freedom of opinion & expression)

paragraph number	**(freedom of opinion & expression principle)area**	**paragraph rank**	**Very small**	**Small**	**Medium**	**Large**	**Very large**	**Arithmetic mean**	**STDEV**	**Practice degree**
43	Accepts teacher's opinions and suggestions during the official meetings	1	17	20	54	68	71	3.678	1.21	Large
38	Gives students the opportunity to express their opinions freely and openly, within educational disciplines	2	15	22	52	86	55	3.626	1.14	

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40	Listen to parents opinions about the school level and its effectiveness	3	10	18	67	90	45	3.617	1.02	
42	Recognize teachers opinions and the mechanisms to implement it in the area of raising students scientific level	4	10	29	61	92	38	3.517	1.05	
41	Show concern about the suggestions provided from teachers to develop the training programs during service	5	17	28	72	80	33	3.365	1.1	
39	Encourage open meetings between students and teachers to listen to their opinions about their problems.	6	31	35	67	63	34	3.148	1.24	
46	Encourage the educational development council to provide suggestions about improving the education process	7	31	46	61	58	34	3.078	1.26	Medium
44	Encourage the open regular meetings between students and teachers to see their opinions about teaching methods	8	21	53	73	89	24	3.052	1.13	
45	Encourage students to write the reports that carry their opinions and treatment of their daily problems	9	26	56	74	39	35	3.004	1.22	

It notices from table (8) that paragraphs (38, 40, 42, 43), recorded an arithmetic means ranged between (3.517- 3.678) respectively in descending order, with large (freedom of opinion & expression principle)area for each of them, and standard deviations that ranged between (1.02-1.21) respectively, while the paragraphs with the ranks (39, 41, 44, 45, 46) recorded an arithmetic means ranged between (3.004-3.365), with a medium (freedom of opinion & expression principle)area and standard deviation ranged between (1.10-1.26).

Second: the results related to answering the question which stated: "Is there any statistically significant differences at the level ($\alpha = 0.05$), between the study sample members' estimates, for the democratic behaviours practice degree of public basic schools male and female principals in their tasks performance at Bani Obeid District, from the standpoints of their teachers due to the study variables of sex, qualifications, and years of experience?"

In view of the many results related to this question, and in order to simplify the presentation and display of its results, the researcher saw to divide it into two parts, as follow:

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Table (9) the virtual correlation relationship of the study tool principles

	Team spirit work principle	Participate in decision making principle	Justice & equality principle	Authorities and powers delegation principle
Participate in decision making principle	0.77*			
Justice & equality principle	0.74*	0.79*		
Authorities and powers delegation principle	0.60*	0.73*	0.70*	
Freedom of opinion and expression principle	0.73*	0.77*	0.79*	0.76*

* Significant at error probability of ≥ 0.05

It notices from table (12) that correlation relationships between the study tool areas were statistically significant at level (α=0.05), and in order to verify which one of the study tool areas had the effect of sex variable, the single variance analysis of factorial design (2; 2; 2) was performed for the main effects, as in table (14):

Table (10) the results of single variance analysis for the secondary practice degree of democratic behaviours, for each one separately

Variance source	Dependent variable	SS	DF	MS	F-value	Statistical Sig	Scientific Sig
Qualification	**Team spirit work**	0.875	1	0.875	1.545	0.215	0.7%
	Participate in decision-making	0.718	1	0.718	0.902	0.343	0.4%
	Justice & equality	0.325	1	0.325	0.457	0.5	0.2%
	Authorities and powers delegation	0.307	1	0.307	0.434	0.51	0.2%
	Freedom of opinion and expression	0.591	1	0.591	0.688	0.408	0.3%
Experience	**Team spirit work**	0.112	1	0.112	0.197	0.658	0.1%
	Participate in decision making	1.342	1	1.342	1.688	0.195	0.7%
	Justice & equality	3.48	1	3.48	4.886	0.028	2.1%
	Authorities and powers delegation	1.614	1	1.614	2.282	0.132	1.0%
	Freedom of opinion and expression	3.568	1	3.568	4.159	0.043	1.8%
Sex	**Team spirit work**	2.316	1	2.316	4.088*	0.044	1.8%

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	Participate in decision making	4.455	1	4.455	5.602*	0.019	2.4%
	Justice & equality	7.381	1	7.381	10.363*	0.001	4.4%
	Authorities and powers delegation	0.518	1	0.518	0.732	0.393	0.3%
	Freedom of opinion and expression	2.662	1	2.662	3.103	0.80	1.4%
Overall	**Team spirit work**	131.555	229				
	Participate in decision making	186.086	229				
	Justice & equality	171.327	229				
	Authorities and powers delegation	162.73	229				
	Freedom of opinion and expression	200.374	229				

* Significant at error probability of ≥ 0.05

It notices from table (14) the existence of statistically significant effect at level (α=0.05), for the secondary practice degree due to the independent study variable (Sex) on the secondary areas, Team spirit work principle, Participate in decision making principle, and Justice & equality principle, while it didn't show an effect for appointing the study variables.

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Career and Professional Success through Counselling

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Abstract

In order to fulfil their objectives, the young people aspiring to a professional career need specific skills for making adequate choices when on the job market. Based on this idea, a career counselling program took place aimed at university students who, together with "*planning*" actions (based on analysis), were given the opportunity *to practice and understand the concept of elaboration* (which requires affective implication and interpretation). In addition to the classical structure of a counselling program (obtaining objective information trough psychological assessments and elaborating a psychological-professional profile), activities based on the sociodynamic model were also included, aiming to help identify potential professional identities for the participants in this counselling action. The program focused on developing specific skills to help achieving success in the early times of career building, such as analysing professional versus personal live roles and personal branding.
The program was optimally implemented, without any abandonment. For career counselling specialists this may offer an alternative way to organize and run a counselling program, and for the beneficiaries it may represent a learning activity useful for developing their professional identities.

Keywords: counselling program, planning, elaboration, success.

1. Introduction

We can ask the following question - can we discuss about career in the counselling process for young people (students)? Or is it more appropriate for those who already have professional experience? A pertinent answer states that the concept of a career has a broader connotation, thereby understanding the path travelled by a person through learning and professional activity. In order to build a career and then to develop it, we need to develop many skills and competences - some result after the completion of the training process for a profession, others develop over time, in different stages of life, in formally organized contexts or in an informal environment. If one of the current desiderata concerns lifelong learning, considered a form of permanent development and improvement, it is even more necessary to implement the career counselling services in the sphere of educational activities. From this perspective, career counselling, in a generic sense, is considered to be a learning activity of proactive behavioural access to the labour market.

Among the specific activities in the field of career counselling services we mention: career information, career education, career counselling, employment counselling, placement. Although the theoretical delimitation can be achieved very easily, in reality the boundary between these types of activities is flexible. Career information activities provide

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people with the information they need to plan, get, and maintain employment. Information on occupational / occupational fields is transmitted, as well as information on the skills required for those occupations, the educational paths to prepare for the profession, the labour market trends, etc. is presented. It is an essential activity in any career counselling process.

Career education aims at transmitting information about work, values, and life in general. It facilitates the development of different skills for social integration, motivation for lifelong learning and respect for work.

If the first two can be facilitated by other education specialists, *career counselling* is considered to be a *specialized activity* that helps people in general, regardless of age, to clarify their goals and aspirations, to accept themselves as they are, a process that provides support in the decision-making process and the establishment of a professional development plan. Later, hiring counselling has the role of assisting people to identify and clarify their job-seeking expectations, to learn job search strategies, to help them develop their skills to get a job (writing a CV, skills to successfully go through an interview). Finally, *placement* is the support for individuals to find a job (job mediation services).

To conclude, specific career counselling activities follow three specific areas of intervention: *cognitive* (informing the client about the possibilities of professional development); *affective* (self-knowledge support, learning about techniques to improve individual performance, support for personal development, support in identifying what the individual feels for personal satisfaction and satisfaction); behavioural (counselling for decision-making, planning and implementation of actions, proper use of job search techniques). All of these sub-stages flow from one another, and the process will be complete if the applicant will benefit from all these stages in different moments of his or her educational or professional development.

A relevant aspect of career counselling activities is the support given to the beneficiary by creating a favourable context for developing an active and positive attitude towards self-knowledge, personal development, exploration of educational / professional opportunities. This focus is "career counselling" and is supported by the following:

- the fact that individuals are increasingly involved in their own formation and evolution, claiming that it is a continuous process that evolves at the same time as the beneficiary; from this perspective, careers are at the intersection of the wishes of individuals and the specific conditions we find in the work field/ life of organizations;
- choosing a career can no longer be reduced to the simple option of the person for the type of occupation desired, it is a complex action that involves the individual's effort to analyze and anticipate, as well as project into the future;
- taking into account that the labour market is dynamic, flexible, how does the career planning work be done?
- how do we describe career success? Do we relate to personal expectations, to our abilities? Or to the results already achieved? Do we relate to social constraints?

What does career success really mean? It is the goal of each of us. It can be the result of the relationship between expectations, personal goals pursued and the results obtained.

Where do you need to start and where do you need to get to be successful in your career? It is important to identify your personal perspective on success. An analysis of one's own person, identifying personal and professional needs. Drawing an action plan, specifying milestones, time and resources required can be aspects that everyone can reflect upon when thinking about professional success.

We can say about counselling that it is an essential process that can alleviate or avoid any imbalances in the adaptation of young people at the time of transition from the academic to the professional environment after completing their studies, capitalizing on their potential, their accountability and dynamic adaptation to the social requirements of personal and professional success of an individual. The career counselling syntax can be metaphorically compared to an "umbrella concept" that integrates into its action a wide range of activities within this field, the purpose of which is to teach the beneficiary specific aspects of personal care management. Another type of counselling result is the support given to applicants in shaping an image of *professional identity*. Through daily actions, by capitalizing on personal traits, a personal profile is reflected in a professional image through daily behaviour supported by the value points of each individual.

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2. Career counselling: traditional approach & sociodynamic approach

Let's first highlight some of the theoretical aspects of the two approaches used in developing the structure of the counselling program which will be described in the next section.

Counselling for support in choosing a profession is directly related to personality assessment. It is believed that until adulthood, the personality structure of each of us becomes relatively stable and can be described by means of skills, inner values, and orientation towards certain types of activities. Information about these should be the first step in the professional guidance process. Typically, the traditional approach of the counselling approach, from the perspective of professional choices, involves evaluating the vocational personality with the help of psychometric instruments, and then correlating the results obtained with information on the labour market. The counselling specialist helps the candidate identify the factors that will influence his / her career, anticipate the difficulties and draw up a study plan / professional plan. According to most statistics, people who have success in one area of activity have in common certain abilities, interests, values. These make up the *Vocational Psychological Profile*, specific to that field. Most counsellors develop such an applicant profile through multiple phases of psycho-diagnosis that aims at assessing the personality by identifying personality traits to find out what type of activity or work environment best suits that person; as well as identifying real interests, areas of interest, values, and the aspirations of that person. Traditionally, we are talking about *planning* and *implementation*, based on this information, after we have a clear picture of what we want. Beneficiary's involvement is medium in the sense that he expects to be provided with information about himself, about professions, about the professional environment, etc., and then, also with external support, to make a decision based on these external factors.

Compared to the traditional approach, the sociodynamic model highlights the active involvement of the individual in the process of counselling from the very first moments, bringing the idea of "*testing and learning*" into consideration, but applied from a different point of view. We test through various activities that we initiate, which of the identified / detained skills we will be able to use on a professional level or we could develop them. The model envisages the action to advise, based on the identification of the beneficiary's " life roles".

H. Mintzberg's view comes to support this idea. It highlights the difference between the concepts of "*planning*" and "*elaboration*". Planning is considered to be a methodical act, based on a thorough, rational analysis, while elaboration is based mainly on involvement (we have in mind the affective aspect of the action), being supported by experience and commitment, reason being only of secondary importance. If things are unfamiliar (for example, some anticipated professional experiences that might exist in a few years, but we are still in school), it becomes even more necessary to learn about them through direct involvement and not by planning.

The sociodynamic model integrates the ideas of the constructivist approach that highlights the involvement of the clients in building their own personal meanings and the fact that these personal meanings are reflected in the past and present through various life roles. The promoters of the theory, V. Peavy and P. Brott, emphasize that the adviser's capitalizing on his life stories is supported by the proper application of life-related techniques to *co-construct*, *deconstruct* and *construct* the client's story.

The counsellor *co-constructs (discovers and explores) with the client his life story*. The client's life experiences reflect the client's "personal meanings". At this stage of counselling, the relationship is built, the client is considered an expert in the story of his life. Among the techniques that can be used, we mention: the map of the living space, the line of life, the genogram of the living space, the circles of life. In sociodynamic counselling, viewing and mapping processes are considered essential communication tools. Views can be represented by memories, observations, thought processes, sensations, or being formed as anticipations of an imagined future. Mapping techniques are based on visual imagery, i.e. the transformation of mental images into drawings, maps, graphics, symbols, etc. P. Brott resorted to the use of mental mapping, a technique that allowed the client to visualize the next stages of life. This way of working is one of the most appropriate ways to make associations between different ideas, to analyze in detail a topic of reflection, to have an overview of a larger topic. These are considered tools for building reality.

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By *deconstructing (opening)* these topics, the client will be able to identify new possibilities, find resources to define the next stages of life. By involving him in the process of self-awareness and self-evaluation, the fundamental values on which decision-making will take place are revealed.

De-constructing the client's history is a stage of the process that offers other points of view to his story and to the challenges of the social context. Counselling strategies have as a mark the analysis of client's values and convictions, assessing their importance in designing (constructing) the next steps. The client's choice of important aspects of life can provide the motivation for future actions in his professional story. The perspective of the life roles, plays a part in deconstruction, allowing the client to broaden the definition of career - such as living a life of multiple life roles.

Constructing client's history: focuses on future periods of his life. Future life stages are developed throughout the identified life roles and integrate values, beliefs that have been brought to the attention of the client.

The career plan is being developed, considering the actions to be taken, the decisions, the obstacles that may arise, and the resources that can be used. Once this stage is being achieved, the counsellor supports the client to make a dynamic projection of his future life story, including all possible personal, professional, and social plans to try to capture the possible interconnections between them. The marks used by the counsellor to make this projection together with the beneficiary are: goal formulation, identifying competitive advantage, identifying options and capitalizing on opportunities, analyzing the concept of relationship on the professional plan, personal involvement.

A goal map can help the client visualize the steps to be taken, the obstacles that may arise, the resources that can be used to overcome obstacles and the clear focus on the desired outcome.

Knowledge of comparative advantage refers to skills, existing skills developed at a higher level, in relation to others. The comparative advantage does not mean getting a better result, but it can be an element that the individual manages much better than others.

Identifying options and maximizing opportunities can be achieved by applying a PEST analysis on a personal level - in the sense that the individual carries out the self-assessment while taking into account the environment he or she lives, works and wants to integrate into. This helps identify the "trends" in the chosen career field. It is important to search for information about professional news or employer expectations. Applying this analysis to the career development strategy, the most probable career development opportunities, as well as the risk elements and the areas that need to be avoided, can be identified.

The analysis of current options is an intermediate stage, involving the analysis of tactical options, available in the short term ("what I can do here and now, but whih will support me in the near future"). Clients are supported / trained to make a list of options that can help them coordinate their career in the desired direction, following the stages of professional growth.

Relating is an essential element in developing a career development strategy. It aims at developing soft skills in identifying and building future professional relationships. It is based on the analysis of how to use social media tools (Twitter, LinkedIn) in the process of creating professional relationships.

Personal involvement implies that once important elements in career development have been identified, the next step is to determine the personal goals, both long-term and short-term, whose fulfillment will be an integral part of the career plan designed by each. It is a stage that actually highlights the immediate result of participating in counselling activities.

To conclude, life stories as a subject of predominant analysis of the sociodynamic model presented in relation to career evolution, are *a predominantly affective and interpretive component* in the process of building up the future professional identity.

Thus, in addition to the objective part of the test, the structure of the counselling program considered the idea that *career choice is also an emotional act* that reflects what the client wants, not just a calculation and a comparison of alternatives. This might reflect the idea of choosing, in accordance with the message promoted by the author of the work "Indoor Play and Work", which highlights the fact that work requires "to be useful to ourselves", a principle already applied by the author in developing programs for development professional. He considers it important to *distinguish between a routine activity and an activity that generates satisfaction*.

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3. The methodology of organizing and conducting the process of counselling with sociodynamic influences

We shall present next a practical approach to counselling, in whose structure we find the application of the traditional model of counselling and influences of the sociodynamic model. This counselling program was developed, tested and implemented in the framework of a project addressed to students (900 beneficiaries, in a two-year activity) of the "Gh. Asachi" Tehnical University of Iasi. The aim of the project was to facilitate the transition from school to active life, through the implementation of integrated information, counselling and vocational guidance activities. The program implementation methodology considered how to:

- select the tools to be used for the testing activity in order to develop a psycho-professional profile of each beneficiary within the project target group;
- organize and conduct testing (in order to verify the optimal selection of evaluation tools);
- inform the students about the content of the counselling sessions within the proposed program: presentation and analysis of the results obtained from the evaluation, analysis of the psycho-professional profile elaborated on the basis of the information provided by the personality assessment tools, presentation and working with tools specific to the elaboration of a Career Plan (Curriculum Vitae, letter of intent, thank-you letter, building a personal presentation portfolio for an application) and that can be used in the career development process;
- run the counselling program according to the established schedule;

The structure of the counselling activity pursued two different ways of organizing it, as follows:

- group activity: students filled in the set of questionnaires in order to get their psycho-professional profile; they provided information on the working tools that can be used in the specific process of identifying and taking up employment; they discussed and analyzed the structure / content of a CV, a letter of intent / motivation / thank-you letter; they developed a career plan based on personal / professional goals;
- individual activity: analysis of the results obtained in the questionnaires completed by the participants, discussions on the elaborated psycho-professional profile;

In order to achieve a psycho-professional profile, it is imperative to have information about the *personality* traits, the *professional interests of the person*, as well as his expectations regarding the *value aspects of the activity he / she wishes to carry out professionally*. In view of these milestones, the team of counsellors selected three working tools to obtain information about: a) the person's temperament, referring to how to engage in activities; b) specific behaviours agreed at the professional level, related to certain categories of abilities of the person; c) value points, highlighting how a person relates to professional activities, or what his expectations for work in general are.

The anticipated and obtained results were: the analysis of professional identity by presenting and analyzing the psycho-professional profile; developing and practicing skills in the use of career tools: Curriculum Vitae, letter of intent / thank-you letter; developing the skills for filling in / elaborating the Career Plan; strategies to build a personal presentation portfolio for an application.

Main themes approached: the importance of self-evaluation / self-knowledge in the process of identifying occupations appropriate to personal traits and values; training / developing skills to use search and employment tools; providing basic information in the process of developing a Career Plan; practice the development of a Career Plan; developing the ability to identify personal and professional goals.

The whole process has mainly focused on the idea of identifying different aspects / facets of professional identity using narrative techniques specific to the sociodynamic approach to identify the activities that "attract us" on the basis of the analysis of the social circles, of the life-forming events, all presented and structured in a "*story*" that has the role of linking *what we did in the past, we are now doing what we will become*. Another aspect of the counselling program was to integrate the elements that underpin the soft skills required by employers (creativity / ingenuity, analysis, communication, teamwork, etc.) in working with these techniques.

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The strategies used were aimed at finding / creating mechanisms for triggering change and using them to rewrite the life story.

Traditional approaches aimed at identifying the answer to the question *What do I want?* What was actually the result of the action of probing the person's possible wishes (evaluation of his personality) - *What can I explore? How can I get this?*

When it comes to students, the vocational training period is a transition period in which professional identity is not yet defined because they are still preparing *to identify possible life / professional roles*.

The "life course" metaphor has been used, starting from the meaning of the Latin term for "Curriculum Vitae". According to current assumptions, this is a document that contains a summary of the experience in education for students, namely work for those who have already accessed the labour market. It can be considered a tool of persuasion, which can influence a job according to your personal expectations.

In order to achieve this sequence of counselling and achieve beneficial results for the participants, the main consideration was to avoid the redundancy of the information and the approach to the subject. Throughout schooling, but also from the multitude of media sources (articles, guides, shows, Internet access, etc.), they came in contact with information about the role, purpose, rules of writing a CV.

The resonance with the areas of interest of the beneficiaries and the positive impact obtained was based on the application of the constructivist working techniques as close as possible to the real life concerns of the beneficiaries. So bringing to the attention of the digital, infographic CV, of personal links was successful. The use of software (e.g. Prezi / Presume applications) in the presentation of professional identity can be considered a manner of differentiating someone in the act of shaping the professional path.

The program is actually an "interactive storytelling technique". Through it, the author (in our case, the participant in the counselling activity) can tell and illustrate the story, addressing different themes according to his life, highlighting the strengths. The themes of presentation, according to the software, are diverse. For example, the *Whiteboard* is divided into five parts: education, experience, skills, hobbies and recommendations. These can be modified as required and can be considered compatible with a student / graduate profile. The *Timeline* variant of the software addresses a chronological presentation, the starting point of the author's story, so it can be used at different times of the professional career (even from the onset). It can be an opportunity to argue with arguments or evidence (participations in events, life situations, networks of friends / colleagues / collaborators, results obtained, etc.) the skills sought by the employer. Also, the software, through the "*Start blank Prezi*" option allows the author to develop a *Customized Prezume*.

A well written Curriculum Vitae can be considered *the starting point for storytelling*. This moment of counselling was an important step because the participants learned how to exemplify the acquisition of a certain skill or how they achieved certain results. It was the moment when they realized that they were not accustomed to giving importance to learning experiences, and some did not have the ability to select the right examples. There have been discussed and analyzed, in order to identify the skills sought by employers, different types of stories that can be requested during recruitment processes, such as: solving a particular problem; motivation in key situations; the availability to provide support to colleagues; situations when learned from a mistake; independence was manifested in making a decision; what it means to work with a difficult person, etc.

Applying syntax from other spheres of activity such as the "*personal brand*" may be an alternative to adapting to the development of social networks and to be integrated into the list of sociodynamic counselling tools for the development of professional identity and which can be used for access to the labour market. Working with yourself to present your personal brand is actually another way of promoting what you can do. It is first and foremost a self-knowledge process that builds on self-awareness, but also on identifying strategies for transferring information about yourself in different ways, alternatives to the traditional way of a Curriculum Vitae in a text format, or a portfolio with diplomas, etc. Is this concept appropriate to be brought into discussion for the early career? It is essential because students learn in a proactive way, integrated with the actions of building a professional route.

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Basically, these content elements were the main milestones for the implementation of the career counselling program, based on the influences of traditional work and the sociodynamic model. Following the participation in the counselling activity, the beneficiaries obtained:

- information about the specific elements of the personality structure: which facilitated the process of self-knowledge; who will support (medium and long term) the student in the process of making a professional decision;
- information about the intrinsic connection of the personality structure and the requirements of a professional field;
- clarifying information about a value system that is related to making decisions in the personal or professional life;
- acquiring the knowledge and skills necessary for searching and obtaining a job after graduating;
- updating personal knowledge and skills;
- developing communication skills;
- developing inter-teaming and teamwork skills;

In the spirit of the sociodynamic model, the changes / updates in the sphere of these services redefine the counsellors as editors and co-authors of the process, together with the beneficiaries.

4. Conclusions and recommendations

We may conclude that the proposed counselling program can be considered as an alternative way of work available to the specialists, meant to teach the beneficiaries how to use specific tools for draw and develop a professional identity when at a career's start. From the beneficiary's perspective, the activities structured according to this approach are responding to an actual need of support trough the preparation process for social and professional success achieving.

From the sociodynamic counselling model's perspective, the changes and the reactualizations in this services field are redefining the counsellors as editors and co-authors of the process, together with the beneficiaries. The counselling action may than be reinterpreted as an act of learning and training for socio-professional integration and adaptation.

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Role and functions of new formative contexts for development of phonological awareness from the ACISSI perspective

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Abstract

The article “Role and Functions of the New Formative Contexts for development of Phonological Awareness from the ACISSI Perspective" is a dual purpose study that aims at : a) presenting models of European projects that refer to the conceptual system of capitalizing the valences of the new formative contexts; and b) determining the level of synchronization of these conceptual structures with the professional paradigms of the authors.

The paper is a comparative study, with the reference to the INATRA project.The submission procedures for implementing projects represent the starting points for our national professional domains, as well as a reversed connection, when using our own models on the basis of the European practice and highlighting the aspects characteristic for the processing of customized projects within a local area.

It is important to mention the praxiological role of the study due to the correlation between such terms as "formative context" and the role of the teaching staff in facilitating the process of customizing projects. The study perspectives are extended from a methodological approach to training viz.the intradisciplinary, interdisciplinary, multidisciplinary, pluridisciplinary and the integrating transdisciplinary models..

Phonodidactics determines the comparable elements between the architectural structures of teaching strategies in terms of INATRA project and the patterns of teaching strategies that derive from professional experiences. The learning skills strategies of both the pronunciation/ articulation and the sounds/phonemes are designed to be achieved within new formative contexts that will include ICT skills ,thus generating new opportunities by eliminating barriers of time and space and increasing the opportunities to successfully engage in a project design at the level of a user , as well as the cooperation with the Others (an efficient integration into a new social environment).

Therefore, the study has an algorithmic structure, being presented from a vectorial perspective of the synthetic approach towards the analytical one. The principle of organizing the scientific text presentation is consistent with the study objectives. We are convinced that the application of the proposed models, as well as the development of the new action archetypes, will contribute to the revealing of the praxiological aspects in the elaboration of teaching resources.

Keywords: formative contexts, phonological awareness, multiple connections,competence metacognitive.

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1. Interference of the new formative contexts and the teacher's role

The new formative contexts show digital hybrid characteristics based on data technologies and complex connections with the teaching projects in terms of linguistic, cultural, cognitive and affective dimensions. These professional realities are the starting point of a collective work "Interdisciplinarità e apprendimentolinguistico nei noovi controversial formative. L'Apprendente di lingue tradizione e innovazione "coordinated by C. Cervini within the CeSLiC project: (Cervini, 2016).

The teacher's roles within the new formative contexts are as follows: a designer, evaluator, mediator, facilitator and tutor of the teaching- learning process. The collectively published materials are of great use for the overall study of foreign languages, particularly, of Romanian as a foreign language. From the perspective of pedagogy, based on customized design and the user's autonomous learning approach, we can deduce the following components, which may be useful in studying phonetics by foreign students:

- the projects that aim to:

a) carry out a number of item banks based on the principles of phonetic discrimination of vocal and consonant segments,
b) elaborate phonetic files containing non - facilitating factors (Buja, 2003, p.19,20)
c) develop phonetic files that would contain models of pronunciation facilitators vs.pronunciation in the native language (phonetic intercomprehensive elements),
d) produce their own teaching materials for connecting the phonemes with graphemes, images, colors and gestures of the user or those proposed by the teacher,
e) create specific audio dictionaries with sound dot patterns that carry out ponunciation exercises.
f) elaborate teaching resources that would include pronunciation models at the level of sound, grammar, lexemes, statements- sentences, statements-phrases.

The confluence of traditional and modern paradigms will detemine the formative contexts. Among the new formative contexts, we can mention the extended learning period from a temporal and spatial perspective by means of information and communication technologies.

Therefore, learning Romanian as a foreign language from the perspective of a phonetics may be enclosed within the models of a guided learning, autonomous learning together with a teacher-guided approach during the classes or using the blended-learning approach (ICT).

The assessment of the user's phonological skills will be carried out according to the monitoring principles with **formant functions** (identifying methods, aimed at improving the acquired skills and training the abilities to perform the tasks efficiently).

Another major teacher's role is that of a mediator that is a quite complex one since the process of communication involves the data transmission with a linguistic content, metinginguistic interpretation of the messages and the decoding of information from a socio-cultural point of view. Mediation is the product of the ability to apply linguistic and intercultural intercomprehensions.

The onomatopees and sounds that express joy/ sadness, satisfaction/ dissatisfaction, amazement, indignation, etc. refer to the study of phonetics.

The role of teachers as facilitators is well-known worldwide,and refers to the activities of completing the action steps of a learning strategy.

The paper cites the assertions of such authors as P.Ardizzone, P.C. Rivoltella, (2003) from *Teaching for e-learning: Innovative methods and techniques used in higer education* (Cervini, 2016, p.10).

The formative value of the new contexts is the outlining the role of sharing teaching experiences, as well as the opportunities offered by a new social environment.

The study approach of the Romanian phonetics as a foreign language will be included in the didactics of the projects, having behavioral models of sharing information, interpretations and their commenting as relative elements.

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The university environment becomes a socio-cultural one that enables permanent *re-configuring of the metacognitive architecture of the user*. The on-going changes imply a global learning approach , whereas the teaching pathway is inevitably accompanied by realities conveyed from an interdisciplinary , pluridisciplinary and transdisciplinary perspective.

2. The introduction of the"zeit-gest" terms within formative contexts

Interdisciplinarity has been noticed as a solution for preserving of "*... the unitary image of scientific knowledge,*" says Horst Schaub & Karl. G.Zenke in his work the Pedagogical Dictionary (Schaub & Zenke, 2001, p.139).

Michele Di Cintio remarked several significant findings in his article: *Multidisciplinarità e interdisciplinarità nel progetto di educazione alla cittadinanza e ai diritti umani afirma:" Multidisciplinarity and interdisciplinarity within the educational project on Citizenship and Human Rights states: " in my opinion , multidisciplinarity is possibly understood as the didactic approach to a topic ,taking into account several disciplines that, even considered thematic and related to their own purpose of learning, do not interact with each other on a methodological level and are limited to develop common arguments, thus maintaining their own methodology features of teaching and their own program structure unchanged.*

However, in my opinion the multidisciplinary character is a step forward towards the interaction between different disciplines, and it may be considered that the perspective of a thematic impact implies a "consultation" at the level of programming among the teachers, so that they have an impact on the programming of particular disciplines that assist in curriculum development , emphasizing "multidisciplinary thematic nodes", according to the terminology stated in the context of state exams (Di Cintio).

Regarding the teaching practice of phonetics applied for foreign students, the multidisciplinary aspect is attributed the role of the conector at the level of learning programming, as well as the role of an analytical presenter of the scientific achievements displayed from a multidisciplinary point of view; whereas the interdisciplinarity involves the analytical character of the acquired data in contrast to the transdigital aspects which resemble a synthetic knowledge design. We may conclude that the new formative contexts are associated with the postmodern principle of unifying integration of knowledge fragmentation (as a methodological archetype and a cognitive inheritance).

The foreign language coursebooks refer to the postmodern philosophy of interrelation between both multidisciplinarity (presentation of elements in the fields of phonology, pedagogy, physics, anatomy, psychology, etc ...) and pluridisciplinarity, by presenting strategies for implementing connections between the data provided by various disciplines.

The concept of modeling architectures of the phonological skills algorithms will be performed according to the analytical/ interdisciplinary and synthetical/ transdiplinary criteria. The philosophical foundations of he curriculum for phonodidactics will refer to these folding vectors on the modern and professional zeit-geist.

3. Multiple connections: the impact of European projects

The concept of the paper presented at the beginning of the article contains three lexemes in the Italian language: IN - to be "in", the realization of the user's awareness, A - in translation, "to", towards the learner and his/her social environment, TRA. - "through", the need to expose and share knowledge archetypes and develop learning strategies based on combined techniques and methodological structures.

Of particular interest is the multimedia design LIRA proposed by Stefania Ferrari, Elena Nuzzo & Greta Zanoni in the article: „Developing L2 pragmatic skills via online learning: Theoretical issues and practical solutions in designing LIRA multimedia environment " (Ferrari, Nuzzo & Zanoni, 2016, p.5-21)

The article highlights the correlation between the pragmatic (to know how to do) and the communicative competence (various communicative situations). The diaspora studies on the acquisition of pragmatic communication skills based on the principle of spontaneity (the level of appropriateness) and a guided learning are of particular significance. From the

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perspective of the socio-linguistic field, the adults activating witin other linguistic professional communities rather than the native ones have the opportunity to provide data about a foreign language taught to their own children, whereas the international students can improve their language skills, including the phonological components through formative contexts: tandem, e-tandem, forum. The behavior of the user will be influenced not only by the information received, but also by the behavioral patterns of the social environment, by the historical and cultural heritage, as well as daily activities.

The paper refers to such authors as Rheingold, Gannon-Leary, Fontainha who operate with the notion of a virtual community. From the prism of interdisciplinarity, the phenomenon of phonological awareness by means of pragmatic skills requires the integration of knowledge in the field of information and communication technologies, linguistics, communication sciences, anatomy, etc.

Multidisciplinarity is like being exhibited on various well-contoured, welded, field-related thematic sections.

The notion of multidisciplinarity will not be considered as an entirely related concept for teachers, but as a pragmatic competence which implies the user's ability to discover cognitive, behavioral and emotional valences specific to various domains, used to achieve his/her own goal. The unifying principle of scientific knowledge and the methods of application of the overall acquired skills will help the user to integrate the knowledge into his/her inner universe, a concept that is designated as transdisciplinarity.

An interesting study *is Fostering multilingualism and student mobility*: the case of E-LOCAL for all by Andreea Ceccherelli and Antonela.Valva (Ceccherelli & Valva, 2016, p.21-40) presenting the E-LOCAL project Electronic Learning Other Cultures and Languages. The project was based on the two concepts of contemporary philosophy in terms of linguistic education: multilingualism and plurilingualism.

The difference between the terms is partialy explained as following: *"Therefore ,plurilingvism includes the linguistic variety defined as" native language", "first language", or "second language"*, etc.

However, the definition of multilingualism suggests the presence of several linguistic varieties within a geographical area, regardless of its size. "The plurilinguismo includes pertanto to the linguistic variety indicated" lingua madre "," the first lingua ", "seconda lingua", etc. (the article available on: www.cr.piemont).

Therefore, we have noticed the conceptual similarities between multidisciplinarity and multilingualism, pluridisciplinarity/ pluriligvism. The projects such as E-LOCAL for All, perfectly combine the presentation of linguistic and cultural resources specific to a language or ethnicity and the establishment of connections: intercomprehension and interculturality. Refering to the phonological skills acquisition, a list of objects will be presented ,specific to the patrimony of an ethnicity (similarly for several ethnics from a region or for an international educational institution),whereas the name of the object will have an attached sound dot with the lexeme pronunciation, as well as a dual phonetic file with the presence of facilitating factors and ways of eluding non-facilitating factors. The presence of facilitating or non-facilitating factors are connected with the use of techniques and methods based on inter-comprehension patterns related to teaching approaches, which have as a reference the intercomprehensive elements and the correlation of the teaching activities related to local professional enviromments and the projects developed within the professional context of other European states: GALANET and GALAPRO , which have been previously reported in the other articles.

We should mention the findings mentioned in the article Interaction platforms for intercomprehensive teaching from GALANET and GALAPRO to MIRIADI: Interaction Analysis and "Basic skills in ICT" by Mathilde Anquetil and Silvia Vecchi (Anquetil &Vecchi, 2016, p.40-63).

Here are some ways to apply intercomprehension at a phonetic level. The similarity of sound pronounciation (lexeme banks with facilitating factors at the level of phonemes/ graphemes, reading the groups of sounds/ letter groups based on the phonological resemblance to their native language or the already known languages (previous linguistic experiences) the development of dictionaries with elements such as: attached sound dots, eventually with video communication situations, carring out the previous activities with the use of the phonological intercomprehensive elements (initially, for the languages of the similar linguistic group and subsequently extending the comparable range). The assessment of language proficiency and communication is a complex and delicate process, aimed at providing information to participants regarding the tests, as well as for those who will use the test results for their accuracy and fairness. In this respect, it is impossible not to define the assessment process as a social-political-cultural practice, closely related to the

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subjects, with the purpose and within the context it occurs. Its consequences directly affect those who submit to tests as social actors, as well as the entire society. These involve politics, defined as a process of management of social relatedness, and ethical values that underlie individual and collective choices which may lead to consequences on individual and collective levels.

4. Conflict confluences - expressions of formative systems

The triad - Interdisciplinarity/ Interaction/ Inclusion involves the presence of communication channels that would ensure interpersonal or unter-group interaction. Social inclusion is posible in the condition when a full linguistic integration status is achieved and both psychological comfort and self-confidence regarding the study objectives are present. The ability to "know how to make the correct pronunciation of lexemes" and to "know how to receive the exact message" are based on the paradigm constructing, deconstructing and reconstructing cognitive, metacognitive, behavioral and affective architecture. The learning paradigm of constructivist refers to a social element that infers the constructing by the user and the group as well (which can be homogeneous or ethnically, socially and professionally heterogeneous). The constructing together with "The Others" implies specific cooperative skills in non-homogeneous groups compared to the homogeneous ones.

In terms of the teaching approach , the pronunciation skills acquisition together with the building of the group projects represents a wide range of possibilities for comparing and collecting facilitating factors that can be stored according to the criteria related to the linguistic groups.

5. Conceptual interconnection between ACISSI and the training process in terms of new formative contexts

Contemporary learning approaches also propose the interpretation of the role of similarity and differentiation between multidisciplinarity/ multilingualism/ multiculturalism and pluridisciplinarity/ plurilingvism/ pluriculturality. Analysis can be performed in terms of exogenous and endogenous phenomena.

From the point of view of the learning process approach and the objective of the users' phonological awareness, we propose a separate presentation of the data taken from different disciplines as fields of knowledge, from different languages, from different cultures (onomapatees, expressions of inner states, intonational stratification, progressive guidance of phonetic acquisition). Subsequently, in order to integrate the principles of study and knowledge, multidisciplinarity, plurilingualism and pluriculturalism will be used.

The INATRA project provides information on the learning environment and the application of the knowledge.

Cristiana Cervini proposes the article: „*Approcci integrati nel testing linguistico: esperienze di progettazione e validazione in prospettiva interlinguistica*". (Cervini, 2016, p.61-86).

Initially, the author expresses her opinion upon the non-adherence to the assessment practices accompanied by quantitative comments in the absence of the qualitative ones. The linguistic assessment takes into account the social realities of internationalization and globalization, whilst the monitoring standards regarding the formative assessment will fit into the area of plurilingualism and pluriculturality.

The formative assessment contributes to the improvement of the management process of social relationships. The study project is based on the management skills of the communicative flow through the communication channels provided by new formative contexts in relation to the management of social relationships between users/ social actors. The complex correlation of the both management processes will be achieved at the level of teaching/ learning/ assessment. Since the user is a social actor, the monitoring of the assessment results will be associated with qualitative interpretation, data customization, interrelation between the assessed -assessor in terms of the complex context of the social, professional and cultural realities. The study also represents a particular interest for the presentation of various international assessment organizations of undeniable prestige.

While reflecting upon the product results of the IN ATRA project we determined the following terms: transferability, transdisciplinarity, transformation. The transfer of appropriate user strategies for various skills acquisition, information

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transfer, transfer of opportunities for personal growth and transfer of resources lead to the possibility of converting the skills and competence management system from a broad cross-disciplinary perspective.

The article by Sabrina Fusari named "A blended e-learning course of Systemic Functional Linguistics" is interesting from a systemic perspective of the grammatical heritage and its discovery through a contextual hybrid pattern of formative-blended learning.

The information regarding the course structure may appear very useful for the teaching staff.

• Unit 1 - What is Functional Grammar?
• Unit 2 - The relationship between structure and function: the rank scale
• Unit 3 - The nominal group
• Unit 4 - Clauses in combination
• Unit 5 - The Clause as Exchange (1). Speech functions and Mood Block
• Unit 6 - The Clause as Exchange (2). Modality
• Unit 7 - The Clause as Message. Theme and Rheme
• Unit 8 - The Clause as Representation. (1). Experiential meaning
• Unit 9 - The Clause as Representation. (2). Logical meaning" (Fusari, 2016, p.86-87).

The innovative element that we propose for the language skills acquisition toghether with the phonetics and graphemic compartments, as well as for the formation of the practical skills of social interrelationships, is the ACISSI an acronym for the philosophy of constructivist pedagogy, based on the configuration algorithm and insertion of the stratified structures in terms of an integrative perspective. Thus, the ideal representation of an object is shaped as a mental representation, which then takes the form of a lexeme expressed by graphemes or phonemes. The next stage of content resource bank configuration refers to the relatively fixed grammar structures. Therefore, the grammatical word material will be stored according to the dual principle of both nominal and verbal groups, as well as of the grammatical categories (similarities/ differences).

Apart from the usual tandem of teacher/ user within a virtual learning group (members of the virtual learning community), the e-tutor can also be a peer with a wider linguistic experience, a local e-tandem partner, etc.

Therefore, we are absolutely confident that the application of the proposed models can ensure an efficient studio effect.

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Emotional Intelligence in Romania: Research and Practice

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Abstract

Emotional Intelligence (EI) is a growing research domain all over the world. It involves many specialists and also, have a lot of visibility outside of the scientific area, in the real world. In Romania, the study of EI is on the beginning. Only a few of the researchers headed for studying this domain so the progress and the results are rudimentary. This article aims to analyze the situation of Emotional Intelligence in Romania on both sides: scientific research and practice approach. The research is conducted based on an examination of scientific databases for papers regarding the domain, a generic investigation on how the EI is used in trainings (corporate and educational) and also an investigation on all the Romanian Universities, concerning graduation programs. The study shows an image regarding theoretical and practical approach of EI in Romania. The result is analyzed on behalf of relevance between these two sides. Limitations of the research are also discussed.

Keywords: Emotional Intelligence; Romania; Research; Universities; Practice; Training; Analysis.

1. Introduction

Emotional Intelligence (EI) is a relatively new and the same time a fast growing research domain. It was developed in the late of 20th century and the same as many other new research domains, it was approached by a small group of specialists. In the last years, together with Daniel Goleman researches, EI gained more visibility and become a fancy subject, attracting people interested in personal development. In the same time, its role in business was recognized and many organizations started to develop trainings and courses based on its theory. This fact leaded to a fast developing industry, which counts many speakers, trainers and organizations involved. Unfortunately, being a growing domain, there are no guide lines strictly marked so many of these stakeholders, provides trainings without scientific support.

Despite its well recognition in America and Western Europe, Romania is one step behind in this domain. Only a few of the researchers headed for studying this domain so the progress and the results are rudimentary. More than that, there is only one university in Romania, having the EI on its field of study. The only domain partial shaped is the training area, which is speculated on behalf of the personal development willing of the young's.

2. Literature review

Studies regarding Emotional Intelligence has propagated in the last years, aiming to analyze the influence of it in educational process (Mohzan & al., 2013), or workplace activities (Kannaiah, 2015).

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As studies shown, the process of education is directly influenced by EI traits. The higher score of self-motivation, self-awareness or self-regulation, the easier process of academic knowledge achievement is (Joibari & Mohammadtaheri, 2011). Another study reveals a positive relationship between each component of Emotional Intelligence and education performance based on gender, academic rank or experience (Rahmat & al., 2014).

In terms of workplace activities, there are studies proving that people having higher EI capacities are capable of a better work-engagement (Schutte & Loi, 2014), managing in the same time their emotions for a better understanding of the job processes (Behbahani, 2011).

EI trainings aims to develop participant's skills, improving their life. There are studies showing that after a training session, the subjects gained better result on different exams (Mischung & al., 2015), being even a direct correlation between general health and the level of received training (Hatamzadeh & al., 2012).

3. Methodology

3.1. Research goal

This paper attempts to analyze the Emotional Intelligence domain in Romania, focused on both, research and practice approach and to offer an image of the phenomenon regarding its development at this moment. The importance of the subject is based on the fact that at this moment, there is no analysis of the EI domain which encompasses all the three areas: research, university programs and practice applicability.

3.2. Objectives

- O1: To find out and emphasize all the papers written by Romanian authors or containing studies on Romanian market in EI domain;
- O2: To find out how many trainings are provided in Romania based on EI theories;
- O3: To find out if there are any graduation (under-graduation or post-graduation) program on EI domain in Romania;
- O4: To analyze the phenomenon of EI in Romania, making a comparison between research and practice.

3.3. Data collection

The study is based on data collected through three interrogations administered in the following areas:

A. Interrogation of the scientific databases: I interrogated four databases (Science Direct, Web of Science, Scopus and Google Scholar) in scope of finding papers publicized in scientific area about IE, related to Romania. The keywords were *Emotional Intelligence Romania, Personal Development Romania, Intelligence Romania, Emotions Romania, Psychology Romania, Relationships Romania*. I added Romania at the end of keywords for relating the results with the target. I search in the first 200 articles resulted in every search and I found 22 articles written by Romanian authors or having Romania as a main analysis point.

B. Interrogation of public internet regarding trainings or courses offered in Romania by private entities, regarding elements of Emotional Intelligence. I used Google search engine with the following keywords on both Romanian and English language: *Training Inteligenta Emotionala, Curs Inteligenta Emotionala, Workshop Inteligenta Emotionala, Emotional Intelligence Training, Emotional Intelligence Workshop, Emotional Intelligence Courses.* Being located in Romania, there is no need to add the country on the searched items, since Google will display the results near to the IP location. I analyzed the first 15 pages on every search and I found that 31 organizations are providing trainings on different subjects related to EI.

C. Interrogation of all the Romanian Universities websites for finding if there are any graduation programs focused on Emotional Intelligence.

4. Results

A. Scientific papers:

There are 22 articles linked to Romania or written by Romanian authors in EI field. For a clearly understanding of the subject, I categorized the articles by their domain:

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Table 1. Papers distribution by the area of the research

Domain	No. of publications
Communications	1
Gender differences	1
Efficiency	2
EI Generic	3
EI Scales	2
Emotions	1
Leadership	5
Satisfaction	3
Working relationships	4

The most published articles are linked to leadership, followed by working relationships. One of the leadership papers are giving details about the implications of the EI in naval operations leadership (Cojocaru, 2006). Another three articles are treating the subject from an HR perspective, being focused on people inside organizations - either they are managers or employees (Hahn & al., 2012) (Pastor, 2014) (Stanescu & Cicei, 2002). The other leadership paper is analyzing the concept of leadership and the influence of EI (Chetreanu & al., 2016). The working relationships is debated by four papers. One of it is analyzing the relationship between emotional labor and burnout (Iorga & al., 2012), another two have an HR approach, studying personal selection and the relations developed at workplace (Iliescu & al., 2012) (Dumbrava, 2011) and the last one is focusing on student motivation (Radu, 2014). The less interest in research was for communications (Petrovici & Dobrescu, 2014), gender differences (David & al., 2014) and emotions (Turliuc & Bujor, 2013).

Life satisfaction is another subject analyzed by Romanian authors; there are three papers regarding the domain, all of them studying the academic life satisfaction: one is focused on teacher's satisfaction (Ignat & Clipa, 2012) and the other two on students (Cazan & Nastasa, 2015) (Runcan & Iovu, 2013).

The papers regarding EI Scales are based on Mayer – Salovey – Caruso Emotional Intelligence Test (Iliescu & al, 2013) and Schutte Emotional Intelligence Scale (Dumitrescu & al, 2014) and are trying to verify and validate the Romanian version of the research instruments.

The efficacy is treated by two authors, both of them having analysis subjects represented by elements from educational area: students (Cicei & al, 2012) and teachers (Colomeischi & Colomeischi, 2014).

There are another three articles regarding generic EI issues as methods of developing children's EI (Danciu, 2010), emotional intelligence in Romanian business (Necsulescu & Mironov, 2010) and emotional intelligence versus emotional competence (Vaida & Opre, 2014). I use the term "generic EI" because I couldn't fit these papers in any other specific categories.

All the rest of EI domains, was ignored by Romanian researchers. In the international publishing area we can find papers regarding different types of personalities (Austin & al, 2005), decisions (Sevdalis & al, 2007) or cultural values (Gunkel & al, 2016).

B.

Training:

I found 31 organizations providing personal or corporate trainings on items linked to Emotional Intelligence. Most of the programs are one day long and none of them train the participants more than 2 days. In case of corporate training, the client can opt for one or two days length.

Table 2. Length of the trainings

Training length	No of training programs
1 day	17
2 days	6
Custom (1 or 2 days)	8

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More than a half of the organizations providing trainings are located in Bucharest, followed by Cluj and Timisoara. It should be mentioned that all the companies can develop training programs in client's premises so they can travel all around the country.

Table 3. The location of the organizations providing trainings

City	No of Organizations
Brasov	1
Bucharest	21
Cluj	4
Iasi	1
Oradea	1
Timisoara	3

The cost of the trainings is between 15 and 430 euro for every attendant, with a mean of 130 euro/attendant, depending on the provider and location used. For corporate customers, there are private variable fees. All the trainings are going to show participants how to develop their Emotional Intelligence promising a core understanding of the domain.

C. Universities:

I analyzed the educational offers from all the Romanian Universities. For a precise analysis, I managed to remove from the ranking all the Technical, Artistic, Sports and Medicine Universities, keeping only the universities providing humanist or business programs.

I used the public information provided by the Romanian Ministry of National Education (Ministry of National Education, 2018). There are 48 Public Universities, of which 26 providing Technical, Agricultural, Artistic, Sportive, Maritimes or Medicine education.

Table 4. EI programs in Romanian Public Universities

University	City	EI Program
University of Bucharest	Bucharest	No
The Bucharest University of Economic Studies	Bucharest	No
The National School of Political and Administrative Studies	Bucharest	No
December 1st 1989 University	Alba Iulia	No
Aurel Vlaicu University	Arad	No
Vasile Alecsandri University	Bacau	No
Transilvania University	Brasov	No
Babes-Bolyai University	Cluj-Napoca	No
Ovidius University	Constanta	No
University of Craiova	Craiova	No
Dunarea de Jos University	Galati	No
Alexandru Ioan Cuza University	Iasi	No
University of Oradea	Oradea	No
University of Petrosani	Petrosani	No
University of Pitesti	Pitesti	No
Eftimie Murgu University	Resita	No
Lucian Blaga University	Sibiu	No
Stefan cel Mare University	Suceava	One master's degree program: Scholar Counseling and
Valahia University	Targoviste	No
Constantin Brancusi University	Targu Jiu	No
Petru Maior University	Targu Mures	No
West University	Timisoara	No
University of Bucharest	Bucharest	No
The Bucharest University of Economic Studies	Bucharest	No
The National School of Political and Administrative Studies	Bucharest	Emotional Education

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The only Public University from Romania, having a graduation program referring to EI is Stefan cel Mare University from Suceava which developed a master's degree named *Scholar counseling and emotional education*. The rest of universities don't have programs dedicated to EI.

In terms of Private Universities, there are 37 institutions in Romania, in which 4 of them are in liquidation, and 4 are left out of this research because it has biological or religious approach. I also used the public information provided by the Romanian Ministry of National Education (Ministry of National Education, 2018). None of the 29 Universities have educational programs on EI.

Table 5. EI programs in Romanian Private Universities

University	City	EI Program
Dimitrie Cantemir Christian University	Bucharest	No
Titu Maiorescu University	Bucharest	No
Nicolae Titulescu University	Bucharest	No
Romanian-American University	Bucharest	No
Hyperion University	Bucharest	No
Spiru Haret University	Bucharest	No
Ecological University	Bucharest	No
Gheorghe Cristea University of Science and Arts	Bucharest	No
Athenaeum University	Bucharest	No
Artifex University	Bucharest	No
Business Administration Institute	Bucharest	No
Vasile Goldis West University	Arad	No
George Bacovia University	Bacau	No
George Baritiu University	Brasov	No
Bogdan Voda University	Cluj-Napoca	No
Avram Iancu University	Cluj-Napoca	No
Sapientia University	Cluj-Napoca	No
Danubius University	Galati	No
Andrei Saguna University	Constanta	No
Petre Andrei University	Iasi	No
Apollonia University	Iasi	No
Dragan The European University	Lugoj	No
Agora University	Oradea	No
Emanuel University	Oradea	No
Partium Christian University	Oradea	No
Constantin Brancoveanu University	Pitesti	No
Romanian-German University	Sibiu	No
Dimitrie Cantemir University	Targu Mures	No
Tibiscus University	Timisoara	No

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5. Conclusion and Discussions

In Romania, the Emotional Intelligence isn't a shaped domain in research or universities area. Instead, it has a lot of visibility in practice, that's why providing trainings on personal/professional development is a growing business area. Based on that, I assume that if a university will introduce programs regarding EI, there will be a lot of interest on it; further research could validate (or not) this hypothesis.

There are 22 studies in literature written by Romanian authors or linked to Romanian market on EI and only one university in Romania, having a study program based on Emotional Intelligence, out of all the 51 existents. Instead, there are 31 organizations providing training programs.

The results of the study, highlight the breach between science and practice: the increased demand for EI trainings isn't exploited neither by universities nor researchers. In this case, the training organizations have to focus on international scientific researches and to be able to adapt the discoveries to Romanian market.

6. Limits of the research

It can exist any other papers published regarding Emotional Intelligence, linked to Romania, but it has not been identified on the interrogations. In the same time, there can be any other organizations providing trainings on EI subject, without visibility in searching engine and universities having EI programs without update on their websites. The paper's purpose was to create an image of how is researched, trained and used EI in Romania. In the future, there can be created a rigorous analysis on published scientific articles.

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The factors that cause the change of values in contemporaneity

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Abstract

This article provides an overview of coherency between change of values and contemporaneity. The purpose of this research is to identify the factors that cause the change of values in our days and it is a part within a larger program of research on the crisis of values and lifestyle. This paper highlights some of these factors as being of greater importance.

Keywords: value, factors of change, contemporaneity.

The purpose of this paper is to describe some factors of greater importance nowadays in order to have an understanding of changing of values among young adults. The process by which this relationship occurs still remains an understudied area. In an attempt to understand this phenomenon, we started from clarifying what the values are and how they are formed.

By literature review we determined that values play an important role in the personal, social and cultural activity. At the root of all human activities are values. Nobody can deny that this same concept has played a dominant role in earlier phases of thinking, and that it is still a main topic of philosophy in our times. Talking about values was and will always be a very difficult task because of the different connotations that are given to the term in various scientific domains, connotations further propagated into common language. „So different are these interpretations that the field of value has not even the same extension for different philosophers" (Köhler, 1966). The most frequent meaning is the one coming from the humanities. In aesthetics, philosophy and literature, the term tends to have a normative meaning. Values become criteria that people and collectivities use in order to make the distinction between good and evil, between beautiful and ugly or between desirable and undesirable (Peter Ester, Loek Halman & Ruud de Moor, 1994).

After the first half of the 20th century, a still vivid debate in the social sciences reflected the tendency of western countries to renounce to the normativism in favor of accepting diversity. Without acquiring the consensus the way they manifest themselves, in our days, sociology, psychology, anthropology place values at the level of the individual, but still as a main factor in the nature of our society. They are not those clear guidelines that establish an absolute good or an absolute beauty anymore. For psychologists, values represent anchors that allow individuals to become oriented in the surrounding world, acting as decoding systems of the bonuses of the potential directions of action, benefits deriving from everyone's scale of preference, from personal aspirations or needs. In turn, sociology defines values as inner to the individual, but with an important social determinant, as expressed, and at the same time induced by norms, habits or ideologies. In the field of sociology as in the one of psychology too, values act like an engine in everyday choices, helping in tidying up the individual's priorities and personal life.

At the individual level, they are consistently structured in value systems (Rockeach, 1973), values from a specific domain (for instance, religion, family, social relations, work and so forth) being determined and at the same time determining the values of all the other domains. Kluckhohn (1951) talks not only about values, but also about *value*

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orientations, more generally speaking, acting as organized and generalized conceptions, influencing behavior, regarding nature, the human place and role, the relations with other people, what is desirable or undesirable, no matter if these last ones are related to the environment or to the inter-human relationships.

Values cannot be directly observed. No one can precisely describe which somebody's values are. They behave as latent realities, inner to individuals, but with an important social determinant. Human collectivities develop common sets of values that insure social cohesion and the possibility of living together in the same environment, but also allow value orientations specific to some subgroups and even to individuals who nevertheless adhere to common values.

The inclusion of values in values systems and the pronounced social determinacy lead to their stability. Values do not change from day to day; they need a long time to restructure, every change practically affecting all the other spheres of one's life. This leads to the fact that, in studying value dynamics, long time intervals are needed (5-10 years) so that the possible fluctuations become visible (B. Voicu & M.Voicu, 2008).

Changing of values is a continuous and lasting process; many values disappear after a time for others to take their place, just as lost values can once revive; members of a community, communities or societies are directly responsible for transforming, preserving and transmitting values.

Radical social changes in contemporaneity have led to substantial changes in the mentality of population. We are all aware of the fact that our world today is plagued by a number of paradoxical socio-political, economical and bioethical issues that change values. So, it is soundly to ask „What factors serve to values changing?" Whatever the answer is, it remains a fact that it is troublesome.

There are a lot of global and national challenges –including campaigning on humanitarian and environmental crises. A number of different researches have provided evidence for this phenomenon. Factors that we think are likely to influence people's values and their change are: *culture, policies, education, institutions, social movements, family, home, media, income, commercial marketing, peers, as well as anomy, acculturation, migration, globalization, exodus of minds („brain drain")* etc.

Culture. An individual's values comprise an integrated system, arranged in a way that is highly consistent across many cultures. Some values are mutually consistent; others tend to act to oppose one another. Activating a specific value causes changes throughout the whole system of that person's values; in particular, it has the effect of activating compatible values and suppressing opposing values. Values are crucially important in motivating behavior, and the integrated nature of an individual's value system entails that some behaviors will tend to occur together, and others will tend not to occur at the same time. Experiments find that the activation of a particular value will:

- motivate behavior associated with that value;
- motivate behavior associated with other values that are compatible with the value that is activated;
- decrease motivation for behavior associated with values that oppose the activated value

Priming values associated with a particular behavior are found to increase motivation to engage in that behavior, at least in a shorter term. But it is important to consider not just those factors that lead to the activation of particular values, but also those ones that contribute to the relative strength of particular values in society – that is, how easily these values are activated. These two considerations are inter-related: it seems that the process of activating particular values *also* works to strengthen these values in people's minds, and in culture generally – making them more accessible, so that they become more easily activated. This understanding raises important practical and ethical questions about cultural values and the impact of factors that contribute to their shaping. There are many factors that contribute to strengthen particular values culturally. People tend to internalize, and attach greater importance to the values of those around them – those expressed by their parents, teachers, peers, cultural rolemodels, and the commercial marketing to which they are exposed and the media they consume (Banerjee & Dittmar, 2008).

It seems likely too, of course, that civil society communications and campaigns also contribute to strengthening some values and suppressing others. All this is to be expected: values are beliefs about what is important in life, and, like other beliefs, they are learned.

Policies. People's experience of public policies and institutions also affect their understanding of what is „normal", and can therefore lead to the strengthening of particular values across a culture. For example, citizens of countries that have adopted more competitive economic systems tend to place more importance on extrinsic values (Schwartz, 2007).

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Of course, such correlations do not reveal the nature of the underlying causal mechanisms, there is evidence that public policies do indeed contribute to shaping citizens' values. So it seems that cultural values are shaped in an important part as a result of collective decisions about how society is organized. Moreover, they can exert profound influence over our responses to bigger-than-self problems, often without conscious awareness. The implication of this is that business, public agencies, government and, of course, civil society organizations, must take responsibility not just for the direct „material impacts" of their activities, but also the impacts that they have on dominant cultural values. But very often public debate neglects to examine the in escapable importance of these factors in shaping cultural values and, therefore, how we come to view and to respond to some of the most pressing challenges that we face. There is no such thing as a „value-neutral" policy, for example, and yet public debate about policy tends to focus far more on the immediate material outcomes of this than on its inevitable impact on cultural values. This raises the possibility that particular interest groups can – whether deliberately or inadvertently – exert an influence on cultural values in ways that serve to promote their particular agenda, while at thesame time avoiding full public scrutiny (Crompton, 2010).

It is well established that values that prevail in society are used by political leaders to set policies. For example, welfare laws are stronger in countries where values, such as justice and equality, are emphasized. In other words, there is a strong positive correlation between the values of the government and those of the electorate. How, then, does the change come around? What is the direction of effects in the interaction between the electorate and the government? Do the electorate's values change government's values – or the other way round? (Hoff-Elimari, 2013).

Migration can be defined as geographic mobility of people moving from one country to another, alone, in groups or in mass, leaving temporarily or definitively their homes.

The phenomenon of ***intellectual migration*** or ***„brain drain"*** is defined as a constant transfer of highly qualified staff from some countries, generally less developed, to more economically stronger ones. The phenomenon has grown in the Moldovian society especially in the last 30 years and can be one of the causes of the current crisis situation. Improving this phenomenon can be an effective solution for the recovery of national, social and economic difficulties. The phenomenon of migration of educated or talented people is called „brain drain" or „human capital flight". Why do the specialists go? What are the causes of the phenomenon? If we were to simplify things, the main cause is the individual's natural desire to find prospects, recognition, greater gains, and a better standard of living.

Acculturation is the dual process of cultural and psychological changes that take place as the result of contact between two or more cultural groups and their members. The implications of group acculturation are clearly presented by J. Berry. First appear *physical changes,* including a new location, another home, but also *biological changes* (a new nutritional style, other diseases). Then, *political transformations* usually lead non-dominant groups under a certain degree of control and may involve loss of autonomy. Next, the *economic changes* can remove people from traditional styles to new forms of employment. Furthermore, *cultural changes* are emerging, including the alteration of original culture replaced by linguistic, religious, educational or technical aspects. Last but not least, there are *social transformations* at the level of inter-group and inter-personal relationships (Berry, 1992).

Anomy opens the perspective of analyzing social transplants. The more intense these transplants/changes are at the individual level. Values, beliefs, attitudes of the individual are tested by inserting him into a new social and cultural context. Personal and ethnic identity suffer real transformations, and at the individual level there appear frequent social and psychological problems, which according to (Berry et al., 1987) are called generic *acculturative stress.*

Of course, cultural shock is a profound personal experience and does not affect people in the same way or with the same intensity. An increased intensity can easily lead to an acculturative stress. We could say that acculturative stress is a process of many events and may take place simultaneously at different levels. It becomes weaker or stronger depending on the way the individual applies it, and it can lead to radical transformations of individuals.

Thus, the generation of young people in our society are, at the value level, the product of a society in transition, anomalous, and the only way to know the life is based on change. In some social environments, some have taken over the parent's values and their social environment values. But most try to find their own road, their own life strategy, leading to a dynamic adaptation to the changing environment in which they live.

Although each society or ethnicity tends to keep its identity and perpetuate the values and norms over the time, many values change, and the way each individual of a society absorbs and processes the axiological tendencies inside from the outside is a complicated and at the same time an intimate act. The study of values shows many signs of

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becoming a challenging area for research in the years ahead.

Some strengths of the current study should be noted along with the corresponding theoretical implications:

- the present study extends previous works by following the examination of values change;
- further investigations can begin to outline other factors, and coping variables that can moderate the factors and change of values relationship;
- the findings provide some insight into the process that underlies the link between some factors of contemporaneity and change of values.

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Transcendental awareness, the basic value of academic staff

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Abstract

This study is a theoretical-applicative study on transcendental awareness, based of interdisciplinary approches of the most resent reserchers. The authors of this article first define the concept of transcendental awareness, on the basis of literature, then advance to their own understanding of the concept. Based on the conceptual model developed by the authors, they propose the elements of a training program in transcendental awareness skills for teaching staff. This draft contains the topics (titles and detailed contents), and the corresponding training methods.

Keywords: conscience, transcendence, transcendental awareness, teacher, andragogy, strategy.

1. Introduction

Technologies of the 21st century have brought about a new crisis of significance, which is determined by materialism, expedient attitude, narrowness generated by the self-centeredness, lack of sense and poverty of commitments. This state of affairs is also characteristic for the contemporary Higher Education, which is going through a decisive stage when it has to rethink the communication schemes methodologies. Teaching staff, as the servant leaders of the successful education, have a special responsibility to develop competence for social integration through a profession. Thus, the academics have a specific mission to demonstrate not only the deep knowledge, but also the transcendental awareness.

2. Background

2.1. The concept of conscience and transcendence

On the other hand, conscience is something that scientists have ignored to study most of the time. *Conscience* is the highest pattern, own of man, of reflection of the objective reality and product of the human brain and social life. For most of them, the behavior or the external manifestations were objects of research. However, there is research cutting edge signed by Denis Pare, Rodolfo Llinas and colleagues at New York University School of Medicine on brain neuronal oscillations of 40 Hz, showing awareness as an intrinsic property of the brain. In this context can be added the notes of Zohar and Marshall (2009): consciousness, in and for itself, although this awareness of background, intrinsic, can be modulated, (can be given a specific shape or design) of the stimulations from the outside world or even from inside the body. Research of Pare and Llinas indicates, as we will see further, that all mammals share at least this feature of intrinsic consciousness and that the consciousness itself is a transcendental process, so that our own consciousness connects us with a reality much deeper and more rich instead of the simple connection and vibration of some nerve cells. Moreover, in the same vein it was conducted investigations by Wolf Singer and Charles Gray. In concern to study the neural oscillations in the framework of integrated perception of the leaf objects in the

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background of the meditation; contemplation and other spiritual practices were revealed the brain waves of the increasingly harmonized with the different frequencies (including 40 Hz), on the stretched brain areas.

Awareness is a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. She allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment. Awareness is the quality or state of being aware: knowledge and understanding that something is happening or exists promoting a heightened awareness of the problem seemed to have only a slight awareness of what was going on an acute awareness of subtle differences.

Therefore, "when I think of spirituality, I think less of a heightened intelligence, as Emmons has described it, and more of a heightened consciousness" (Mayer, 2000). Thus, consciousness is the primary attribute of spiritual intelligence (SQ). Vaughan (2002) observed that spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world, including transcendence.

Amram (2007) proposes the Ecumenical Grounded Theory of Spiritual Intelligence. In this theory, he observes transcendence: going beyond the separate egoic self into an interconnected wholeness.

Transcendence in the academic educational context reflects the teacher's activity to extrapolate ideas beyond the limits imposed by external factors to overcome commonality and thoroughness.

2.2. Transcendental awareness

Csikszentmihalyi (1993) also refers to the transcendent self, describing successful individualsas transcenders who "move beyond the boundaries of their personal limitations by integrating individual goals with larger ones, such as the welfare of the family, the community, humanity, theplanet, or the cosmos". In the similar way, Levenson (2009) described transcendental awareness as the ability to go beyond self-centered consciousness to see things with a high level of freedom. Regarding the transcendental awareness, Johnstone et al (2016) notes that only selflessness is the foundation of spiritual transcendence and that this fact indicates the unique perspectives from the neurosciences and religious studies. Therefore, the positive impact of the neurosciences (e.g. neurophysiology, neuropsychology, cognitive neuroscience etc.) on transcendental awareness is proved in interdisciplinary studies of the most actual researchers (Les Lancaster, 2016; Mossbridge, 2016; Vago, & Zeidan, 2016 etc.). As was noted by King and DeCicco (2009), transcendental awareness is a set of mental capacities which contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence leading to deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states.

Our position on this topic is that in higher education transcendental awareness refers to the teachers' qualities to be flexible, to present self-awareness, of being holistic, to assume and promote rigth values; capacities that contribute on mobilization, guidance, support, stimulation of curriosity as well as promotion of students in their journey of personal and vocational training. This capacity can be developed through a new teacher-training program and can be validated empirically, if a conceptual model is evolved.

Building on the work of Abraham Maslow, Hamel, Leclerc, and Lefrançois (2003) have described an additional process of transcendent-actualization, which they define as "a self-realization founded on an awareness and experience of a Spiritual Center, also called the Inner Being or the Self" (p.4). Hamel et al. (2003) recently identified two components of Maslow's (1971) metacognition (i.e., an expanded unitive consciousness). The first component is in-depth perception, described as the "ability to discern and explore the different aspects of one's life and life in general, going beyond appearances" (Hamel et al., 2003, p.11) and developing "a perception of realities that ordinary consciousness cannot perceive but that are common in contemplation" (p.12). The second component is holistic perception, defined as the "ability to perceive one's life and life in general from a viewpoint independent of numerous attachments" (p.11).

According to King (2008), "Transcendental awareness is the capacity to identify transcendent dimensions/patterns of the self, of others and of the physical world during normal states of consciousness accompanied by the capacity".

Transcendental awareness and spiritual presence it comprises of the capacity to identify transcendent (non-material) dimension of self, others and physical world during normal states of consciousness (King, 2008), awareness of ego self and higher/spiritual self in oneself and others. It is the ability to identify and act from spiritual self rather

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than from ego habits (Wigglesworth, 2002; Diedrich, 2008; Belf, 2002) and awareness of spiritual needs of others and ability to be spiritual teacher/mentor.

The our systemic approach of transcendental awareness of the academic staff

We thus present our systemic approach of transcendental awareness, the basic value of academic staff (*see* Figure 1).

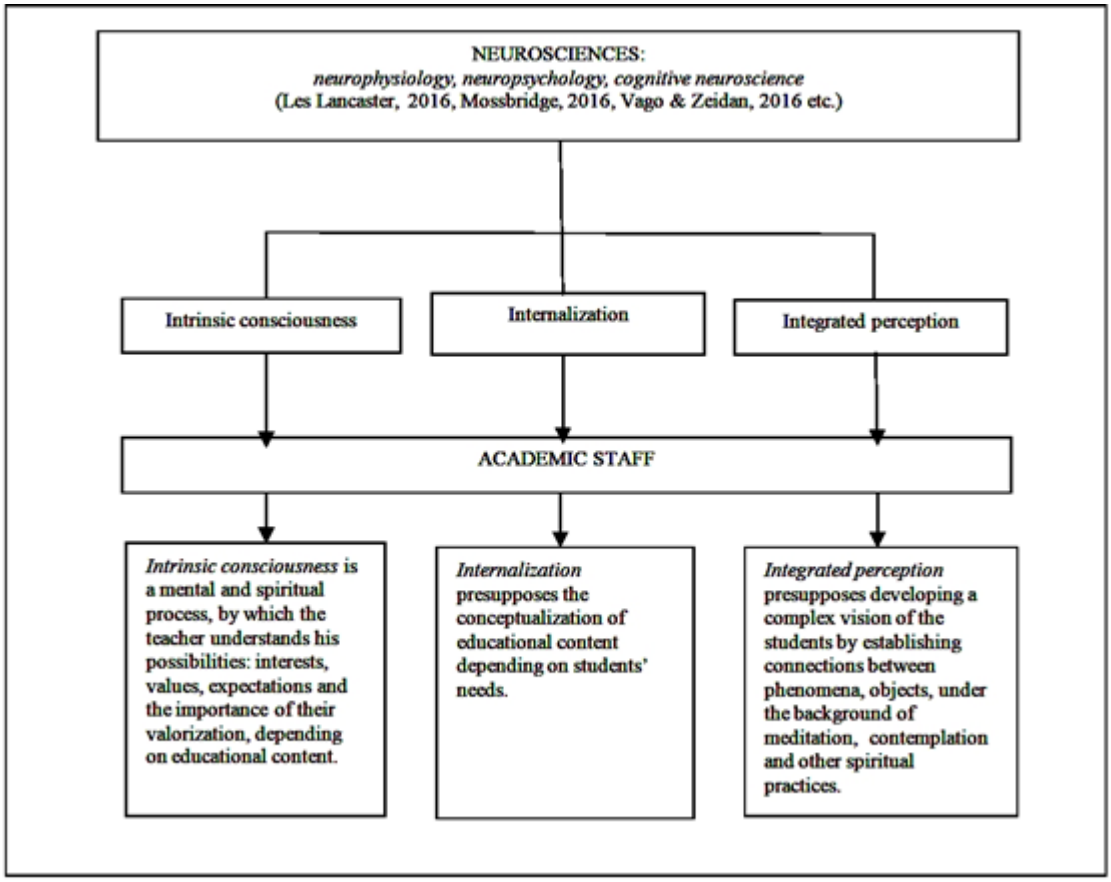


Fig. 1. The our systemic approach of transcendental awareness of the academic staff

On the base on conceptual model, we developed the first draft of the teacher-training program. The draft of the program integrates conceptual model with concrete themes (Table 1).

3. Program of transcendental awareness skills for academic staff

3.1. The Aim of the Teacher Training Program

Findings relating transcendental awareness have established clear defined goals to achievement spiritual intelligence skills of the academic staff. The specified conditions clearly state a special responsibility of the teacher as the agent of education in his/her relation to the preparation of learners for life, and especially of the social integration through a profession. Thus, the didactic function of the teacher is integrating in a specific mission toward those whom they train. Academic staff, especially those engaged in the training of future teachers, become directly responsible for

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conveying of the axiological, moral, cultural, social mechanism and for perpetuation of the humankind. Starting on this assertion, the proposed methodology integrates transcendental awareness.

The importance of methodology is to increase the ability of academic staff to turn ordinary job into a true vocation, designed to teach other teachers in a (meta) cognitive way. The metacognitive approach transcendental awareness and faculty training is presented in the following table (Table 1).

3.2. Design Training Program

We thus present training framework within Program of development the transcendental awareness at academic staff (*see* Table 1).

Table 1. Training framework within Program of development the transcendental awareness at academic staff (Bîrnaz, & Butnari, 2017).

Topic / theme of the training	The goal / aim	Techniques / interactive methods
1. Dimensions and principles of the Ego integrity	Establishment of the size and principles of Ego integrity	• Role play • Self-assessment
2. Authenticity and self-consciousness: the essence of the spiritual maturity	Exploring of authenticity and self-awareness through research practice on the sense of the personal and the existential human	• Self-interview • Self- suggestion • Meditation
3. Practices for learning behavior, independent of context"	Determination of practices for learning behavior "independent of context"	• Critical Incident • Simulation • The tour of gallery
4. Reflective cognitive style - methods of practice and development. Ways of capitalizing the life experiences	Streamlining reflective capacity and valuing experiences of the life by adopting a (meta) cognitive style	• Contemplation • Technique of relaxation • Example
5. Purpose – an indispensable element of the personal integrity and professional integration	Design of the personal and professional goals, as required, individual and social values	• SMART • Individual plan • Group's mini project
6. Holism and flexibility: conditions of becoming spiritual	Valorisation of consciousness behavior that will be adaptable to different contexts of life	• Technic Lotus • Method R.A.I. • Cluster
7. Transcendental awareness, an important acquisition in the professional activity of academic staff	Evaluation of the transcendental awareness level to academic staff and of the conducted training activities	• Questionnaires • Conversation • Comparative analysis

4. Conclusion

This chapter is a theoretical – applicative study in transcendental awareness focused on design an innovative teacher training program. Transcendental awareness is an important capacity of the academic staff that need to be developed and increased. Most disturbing perhaps is that a majority of these academics teach academic subjects aims to develop cognitive intelligence.

The main conclusion is that transcendental awareness can be considered a fundamental prerequisite for personal and social - professional life experiences, which are fulfilling and healthy. Given the fact that the education system is going through a decisive moment in rethinking schemes of communication, affective interaction, and instructive approach, we have consider a great responsibility of the teacher to be a spiritual agent of education, in relation with the process of preparation the student for the life, and, especially for social integration through a profession. This assertion supports the importance of the transcendental awareness for teacher training. The proposed program, aim to develop transcendental awareness skills to academic staff is appropriate and necessary.

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Lastly, understanding how transcendental awareness influence academic teaching is essential for understanding how students may motivationally learn the university courses to streamline the efficiency of personal and professional development of students. Finding from such research can explain the impact of academic staff skills and behavior, effort, time and actions on students' learning.

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Cyberbullying among Romanian adolescents: the relationships between the cyberbullying status and depression, anxiety, and self-esteem

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Abstract

Cyberbullying has to become one of the main concern in the educational field of children and adults. Adults have to be aware of this new phenomenon and its' negative effects in order to prevent and help children deal with it. Researchers found that cyberbullying has serious psychological effects on children and those effects influence the adult life of those who were confrunted with it. This study examines the roles of gender, age and internet frequency in cyberbullying for Romanian adolescents. The study also intends to investigate the differences on depression, anxiety, and self-esteem depending on the gender, age and cyberbullying status of adolescents. The participants were 495 Romanian adolescents, aged between 13 and 18, recruited from secondary and high schools. They filled in four standardized self-report scales. Our findings show that adolescents who spend more time on the internet (more than 15 hours per week) have higher scores on cyberbully and cybervictimization, with boys having higher scores on cyberbullying than girls. Also, girls are more depressed, more anxious and have lower self-esteem than boys. Cybervictims and adolescents with double role are more depressed and more anxious than those with no experience in cyberbullying. Furthermore, adolescents with double role are more anxious and have lower self-esteem than cyberbullies. This study supports the results of previous studies which underlined the psychological negative impact of cyberbullying on today adolescents, the future adults of the society.

Keywords: Cyberbullying; adolescents; depression; anxiety; self-esteem.

1. Introduction

Adolescents and youth use the internet and mobile phones for a better and wider communication, for social interactions, but also for negative actions which include sending shameful pictures or messages, threatening someone, spreading rumors, using a fake identity or taking revenge. Such online activities are called cyberbullying, defined as "an aggressive act or behavior that is carried out using electronic means by a group or an individual, repeatedly and over time, against a victim who cannot easily defend himself/herself" (Smith et al., 2008). From this point of view, cyberbullying is a type of bullying occurring by using digital technologies.

Unfortunately, cyberbullying is present in Romania and has reached worrying levels. Romania is the country with the highest rate of harassment among European states. The EU Kids Online II study (Haddon & Livingstone, 2012) shows that 41 % of Romanian children were bullied or cyberbullied, and 13% declared they were cyberbullied. A study published by Bitdefender (Palade, 2017) states that four from five adolescents less than 18 years old were the target of cyberbullying. Also, among Europeans, Romanian parents are those who underestimate their children's negative experiences on the internet: „while 21% of children say that have been bothered by something on the internet, only 7% of their parents are aware of this fact" (Haddon & Livingstone, 2012,p 54). Parents also underestimate their children's exposure to online sexual harassment („sexting"), only 6% declaring that this happened to their child. Romanian parents are among the Europeans with the lowest level of the new technical skills, so it is necessary to educate the adults in issues related to e-safety and digital competences (Haddon & Livingstone, 2012). It is also important to make Romanian adult aware of this phenomenon because adult education about cyberbullying can undermine the negative effects.

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Cyberbullying is associated with depression, suicide or suicidal ideation, anxiety and lower self-esteem (Erdur-Baker & Tanrikulu, 2010; Kowalski, Limber & Agatston, 2012; Patchin & Hinduja, 2010), school problems (suspension, school aggression and lower academic achievement) and other deviant behaviors (alcohol abuse, substance abuse) (Hinduja & Patchin 2007) for victims. Being a cyberbully has been associated with depression, suicide attempts (Patchin & Hinduja, 2010) alcohol and substance abuse, antisocial behavior and poorer quality of life (Foody Samara, & Carlbring, 2015). The double role was associated with more severe psychological effects and traits (Kowalski et al., 2012).

The most often analyzed *risk factors* of cyberbullying in adolescence are: gender, age and psychological differences. Regarding *gender*, there is a strong disagreement between researchers. Some researchers claim that girls are more involved in cyberbullying with verbal and relational aggression than boys (Keith & Martin, 2005). Erdur-Baker and Tanrikulu (2010) found that 14-year-old girls had high scores in cyberbullying, both from the other females and from the 14-year-old boys. Other researchers say boys act more aggressively in cyberspace. Then another group of researchers say that gender is not related to cyberbullying since both girls and boys are equally involved in cyberbullying (Hinduja & Patchin, 2007). Therefore, if in the classical bullying the author was generally a strong boy, in the online environment the harasser can be anyone because he is not directly confronted with the victim.

Age seems to be an important variable that influences cyberbullying. It was found that secondary school students are more involved in cyberbullying than other age groups (Wiliams & Guerra, 2007). However, if in traditional bullying the incidence of the phenomenon decreased with the age of children, in cyberbullying, the probability of a child being involved both as an aggressor and as a victim increases with age (Haddon & Livingstone, 2012; Kernaghan & Elwood, 2013) until late adolescence.

Research in the field has also highlighted a series of *psychological characteristics* of children and adolescents involved in cyberbullying. Kokkinos, Antoniadou and Markos (2014) investigated the relationship between aggressor/victim experience in cyberbullying and the characteristics of pre-adolescents based on the big five personality models and coping strategies. According to their results, adolescents with double role showed low scores of agreeableness and conscientiousness and high scores for neuroticism. They tend to use non-adaptive coping strategies such as aggression, resignation, and passive avoidance. The cyberbully was predicted by low conscientiousness and non-adaptive coping strategies. The victim was predicted to use aggressiveness, passive avoidance and control of the situation as coping strategies. People who are targets of cyberbullying spend a larger percentage of online time and reveal more personal information when they are online than those who are not victims (Ybarra & Mitchell, 2007). It is important to examine if the existing evidences reported by researchers from other countries are generalizable across other cultural samples, such as a Romanian one.

2. Method

2.1. Aims and hypothesis

This study aimed to develop an exploratory approach to cyberbullying and adolescent characteristics such as self-esteem, depression, anxiety. Our hypotheses are: 1. The rate of cyberbullying decrease with age for boys, and the rate of cybervictimization decrease with age for girls. 2. Boys who spent more time online have higher scores on cyberbullying, and the girls have higher scores on cybervictimization. 3. There is a combined effect of age and time spent on the internet on the experience of cyberbullying (aggressor score and victim score). 4. Also it was expected that younger girl would have higher scores on depression and anxiety and lower scores on self esteem than boys of 17-18 years old. 5. There will be differences in anxiety, depression and self-esteem between the four cyberbullying statuses; the double role group is expected to exhibit highest scores on depression and anxiety, and lowest level of self-esteem, followed by the cyberbully and the cybervictim groups.

2.2. Instruments

The Revised Cyberbullying Inventory for Students (RCBI, Tanrikulu, 2015) comprises 24 items that measure, on a Likert scale in 4 points, the nature and severity of the cyberbullying experience. There are two similar forms of scale

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for the bully and the victim in cyberbullying, giving a score for each subscale. A total score of 12-48 is obtained, high scores indicating the frequent behavior of the aggressor or victim. The Alpha Cronbach coefficient for the cyberbullying scale was .76, and .78 for the cybervictim scale.

The Beck Depression Inventory (Beck & Steer, 1984) comprises 21 items that measure depression on a scale of 0 (symptom absence) to 3 (severity of the symptom). The Alpha Cronbach coefficient was .87.

The State-Trait Anxiety Inventory (STAI, Spielberger, 1983) comprises two scales X1 - state anxiety and X2 - trait anxiety. Each item is quoted on a scale of 1 (almost never) to 4 (almost always). For this study only the trait anxiety scale will be used as a feature with the Alpha Cronbach coefficient of .85.

The Self-Esteem Scale (SS, Rosenberg, 1965) comprises 10 items that measure on a Likert scale in 5 points (1 = strong agreement, 2 = agreement, 3 = indefinite, 4 = disagreement, 5 = strong disagreement) what a person thinks about himself/herself. The Alpha Cronbach coefficient obtained was .82.

2.3. Participants

A number of 500 adolescents, aged between 13 and 18 (M = 1,96, SD = .80), from urban and rural areas of Galati county, were initially included in the study. In the final research, we included the data gathered from 495 teenagers (242 male, 253 female), and we eliminated 5 participants due to missing data in their answers to the questionnaires.

Based on the RCBI sub-scale scores and on the median test, participants were grouped in four cyberbullying status: cyberbully, cybervictim, double role and non-cyberbullying. To be classified as cyberbully, adolescents need to have high scores to cyberbully, and low scores on cybervictim scale. And vice-versa, to be classified as a cybervictim, adolescents need to have high scores on cybervictim scale, and low scores to cyberbully. Due to the definition of cyberbullying which require the repetition of behavior, and because the minimum score of 12 at each scale means no implication in cyberbullying, the total scores under the medium score of each scale were interpreted as non-cyberbullying behaviors. The adolescents with double role status have high scores on both cyberbully and cybervictim scales, and the non-cyberbullying group reported single or no engagement in cyberbullying or cybervictimization. Thus, for hypothesis no.5, the sample has 427 participants (185 non-cyberbullying, 45 cyberbully, 73 cybervictim and 124 double role); 68 of the participants had the total score at cyberbully scale or cybervictimization scale equal with the median scores thus they were excluded.

2.4. Procedure

Written information about the study was given to each school principal in order to get permission to apply the questionnaires in the schools. After the consents of the principal and the parents were obtained, each subject signed a written consent for the participation in the study. Also, in each institution, the questionnaires were applied by school psychologists. Participants filled in the four questionnaires (RCBI, SS, STAI, Beck scale for depression) individually during the training classes.

3. Results

H1. Effect of gender and age

To verify the differences in cyberbullying or cybervictim involvement of adolescents according to gender and age, the multivariate factorial ANOVA test was applied.

The results (Table 1) show only the main effect of the gender on the cyberbullying variable ($F(1,489) = 15.28$, $p < .0001$), uninfluenced by the age of the subjects. The post hoc test for variance inequality (e.g. Gabriel test) indicated that the male subjects score significantly higher on cyberbullying (M1 = 19.02, SD = 6.01) vs. female subjects' scores (M2 = 17.02, SD = 4.98).

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Table 1. Anova Tests of gender and age for cyberbullying and cybervictimization

VI	VD	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Cyberbullying	463.549	1	463.54	15.28	.000	.030
	cybervictimization	18.641	1	18.64	.52	.470	.001
Age	Cyberbullying	90.409	2	45.20	1.49	.226	.006
	cybervictimization	16.931	2	8.46	.23	.789	.001
Gender * age	Cyberbullying	48.853	2	24.42	.80	.447	.003
	cybervictimization	171.501	2	85.75	2.40	.091	.010

H2. Effect of gender and time spent on line

In order to verify whether there is an interaction effect of the variables, the gender of the subjects and the time spent on the internet, the multivariate factorial ANOVA test was conducted.

Table 2. Anova Tests of gender and time spend on the internet for cyberbullying and cybervictimization

VI	VD	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Cyberbullying	520.424	1	520.424	18.56	.000	.037
	cybervictimization	8.009	1	8.009	.23	.628	.000
Time	Cyberbullying	1280.876	3	426.959	15.23	.000	.086
	cybervictimization	965.710	3	321.903	9.43	.000	.055
gender * time	Cyberbullying	82.580	3	27.527	.98	.401	.006
	cybervictimization	67.144	3	22.381	.65	.580	.004

The results (Table 2) indicate the main effect of the gender on the cyberbullying variable (F (1,520) = 18,56, p <.0001) - previously demonstrated - and the main effect of the time spent on the internet on the cyberbullying (F(3,426) = 15.23, p <.0001), and cybervictimization (F (3,321) = 9,43, p <.0001). In order to analyze the main effect of the internet time variable on cyberbullying and cybervictimization, the Gabriel post hoc test was performed. Thus, there are significant differences between adolescents spending 0-7 hours per week and those who spend 15-21 hours a week on the internet (Gabriel t = 3.48, p <.005; Gabriel t = 3.48, p < .005), between adolescents spending 0-7 hours per week and those who spend more than 22 hours a week on the internet (Gabriel t = 5.01 p <.0001; Gabriel t = 6.11. P <.0001), and between teenagers spending 8-14 hours a week and those who spend more than 22 hours per week (Gabriel t = 3.27, p <.0001; Gabriel t = 4.15, p <.0001) on cyberbullying scores. In all cases, adolescents spending more time on the internet have higher cyberbullying and cybervictimization scores than those who spend fewer hours on internet.

H3. Effect of age and time spent online

To verify if there is an interaction effect of subjects age and the time spent on the internet, the multivariate factorial ANOVA test was conducted. From the analysis of the results we can see that significant results are obtained for the main effects of the time spent on internet on cyberbullying (F (3,367) = 12.70, p <.0001) and cybervictimization (F (3,317) = 9,31, p <. 0001).

H4. Effect of gender and age on anxiety, depression and self-esteem

To check whether adolescents' anxiety, depression and self-esteem differ according to gender and age, the univariate factorial ANOVA test was applied. From results are presented in Table 3. For the depression and anxiety variable, a significant principal effect of the gender variable of the subjects was obtained (F (1,487) = 6.17, p = .013; F (1,488) = 26.32 p <.001). To test how the depression and anxiety differs depending on the subjects' gender, the t test for independent samples was applied. The result of the Levene variance homogeneity test is not statistically significant (F (491) = .02, p = .70) therefore the variants of the two groups are equal. The result obtained in the t test are statistically

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significant (t (491) = 2.58, p = .01; t (492) = 5.22, p <.0001), which means that female subjects have significantly higher scores on depression and on anxiety than male subjects.

Table 3. Anova Tests of age and gender for depression, anxiety and self esteem

VI	VD	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	Depression	343.328	1	343.328	6.179	.013	.013
	anxiety	2524.418	1	2524.418	26.328	.000	.051
	self esteem	389.086	1	389.086	7.323	.007	.015
age	depression	135.875	2	67.938	1.223	.295	.005
	anxiety	3.489	2	1.745	.018	.982	.000
	self esteem	302.406	2	151.203	2.846	.059	.012
gender * age	depression	91.548	2	45.774	.824	.439	.003
	anxiety	186.045	2	93.023	.970	.380	.004
	self esteem	50.969	2	25.484	.480	.619	.002

For the self-esteem variable, there is a significant principal effect of the subjects' gender (F (1,488) = 7.32, p = .007). Even if the result for the main effect of age is insignificant, the Tukey post hoc test indicates a statistically significant result in the self-esteem of adolescents aged 13-14 compared to 17-18 years (Tukey t = 2.45, p = .03). That means that adolescents of 17 -18 years old get higher scores for self-esteem over those aged 13-14. To test how the score for self-esteem varies according to the gender of the subjects, the t test for independent samples was applied. The result obtained in the t test under this condition is statistically significant (t (492) = 2.84, p = .005), which means that male subjects scores are significantly higher at self-esteem than female subjects.

H5. Anxiety, depression, self-esteem, and cyberbullying status

To test if there are differences in anxiety, depression and self-esteem depending on the status of cyberbullying (cyberbully, cybervictim, double role (cyberbully and victim), and non-cyberbullying (no experience in cyber bullying) the one way Anova test was performed. First, we have verified the equality of variance of groups. Statistically significant results in the Levene test were obtained for depression (F (3, 423) = 4.556, p = .004), anxiety (F (3, 424) = 4.662, p = .003), and self-esteem (F (3, 424) = 7.296, p < .0001). In all cases, the variance of the groups is not equal. However, the F test is robust in breach of the variance homogeneity hypothesis.

Significant results are obtained for depression (F (3, 423) = 5.95, p=.001), for anxiety (F (3, 423) = 8.63, p<.001) and for self-esteem (F(3, 423) = 3.17, p=.024). Analyzing the post hoc Tukey HSB for depression, we see that results are statistically significant for cybervictims and double role comparing with non-cyberbullying. So, cybervictims have higher scores on depression (M = 9.13, SD = .84) and adolescents with double role have higher scores on depression (M = 8.08, SD = .64) than those who were not involved in cyberbullying (M = 5.48, SD =.53).

For anxiety, the post hoc Tukey HSB revealed that results are significant for cybervictims compared with non-cyberbullying, for adolescents with double role compared with non-cyberbullying adolescents, and for subjects with double role compared with cyberbully. Thus, cybervictims (M = 44.30, SD = 1.14) and participants with double role (M = 45.05, SD = .87) have higer scores on anxiety, than non-cyberbullying subjects (M = 39.96, SD = .71). Also, participants with double role have higer scores on anxiety than cyberbullies (M = 40, SD = 1.45).

The results of post hoc Tukey HSB for self-esteem were statistically significant only for cyberbullies and double role in cyberbullying. Cyberbullies (M = 37.86, SD = 1.09) have higher scores on self-esteem than participants with double roles (M = 34.22, SD = .66).

4. Conclusions

The purpose of this research was to track whether there are differences in cyberbullying experience depending on the gender, age and time spent on the internet by adolescents as well as the association of cyberbullying with depression, self-esteem and anxiety. In terms of gender and experience in cyberbullying as a victim or a bully, the data

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of previous research is not conclusive. Some studies suggest that girls are more often victims than boys (Connell, Schell-Busey, Pearce, & Negro, 2014; Kowalski et al., 2012), while another group of researchers indicate that gender is not related to cyberbullying, since both girls and boys are equally involved in cyberbullying (Hinduja & Patchin, 2007; 2015). Other researchers argue that boys act more aggressively in cyberspace (Slonje, Smith & Frisen, 20012). The results of this study indicated that there is a difference in the experience of cyberbullying based on gender, but only in relation to cyber-aggression. Thus, male subjects had significantly higher cyber-aggression scores than female subjects which is contrast with the results obtained by Erdur-Baker and Tanrikulu (2010), who found that girls had higher cyber-aggression scores than boys. The results of this study are sustained by other research (Patchin & Hinduja, 2010), in which boys have higher scores on cyberbullying. The results indicate that there are no differences between girls and boys regarding cybervictimization. Thus, the presents results are consistent with those observed by most of the research (Erdur-Baker & Tanrikulu, 2010). A meta-analysis of cyberbullying research (Zych, Ortega-Ruiz & Del Rey, 2015) notes that most studies state the link between masculinity, cyberbully status, and the double role status. Also, the study indicated the lack of relations between gender and cybervictim status.

Our results does not show a significant effect of age on cyber-aggression or cybervictimization, although many previous research has suggested that it is more likely for a child to be involved both as a cyberbully or a cybervictim as he/she grow older, until late adolescence (Haddon & Livingstone, 2012; Kernaghan & Elwood, 2013; Velicu, 2014; Wiliams & Guerra, 2007). The lack of significant relationship between age and cybervictimization was also found in others studies (Erdur-Baker & Tanrikulu, 2010; Li, 2006). This fact may indicate that any adolescent can be a cybervictim regardless of age.

Another variable that could predict involvement in cyberbullying is the time spent on the internet. Previous research has indicated that people who are targets of cyberbullying spend a large percentage of time online (Kwan & Skoric, 2013; Ybarra et al., 2006). The findings of this research, too, are in line with these data, namely that adolescents who spend more hours on the internet get significantly higher scores on cybervictimization, than those who spend less time on the internet. In our study, participants who spend more hours on the internet get significantly higher scores on cyber-aggression too.

In the present research, the differences in depression, self-esteem and anxiety according to age and gender of adolescent were also analyzed. Significant results were obtained only for the gender, regardless the adolescents' age. Thus, female subjects have significantly higher scores on depression and anxiety than male subjects, and significantly lower scores in self-esteem than male subjects, consistent with previous studies in the field (e.g., Quatman & Watson, 2001).

The result revealed that cybervictims and adolescents with double role have higher scores on depression and anxiety than those who were not involved in cyberbullying. The results confirm the fact that participants involved in cyberbullying have more psychological problems (depression, anxiety) than those who were not involved in this phenomenon (Harman, Hansen, Cochran & Lindsey, 2005; Ybarra & Mitchell, 2007; Perren, Dooley, Shaw & Cross, 2010) Also the double role have higher scores on anxiety, and lower scores on self-esteem in comparison with cyberbullies. These results are similar with other research (Kokkinos et al., 2014), who found that double role status is associated with more psychological problems, than being a cyberbully or a cybervictim.

This study has some limitations. First, because the sample was originated from a limited geographic region, future research could investigate cyberbullying with larger groups. Second, the use of self-report questionnaires presents the risk of socially desired answers and the future studies can use different research methods. Also, this study is a correlational one, and we cannot say if the depression or anxiety determines cyberbullying, or if they are its consequences. Future longitudinal studies are needed to determine the common coping responses of cybervictims. This is particularly important, as research has shown that young victims are unlikely to look to adults for help in such situations (Smith et al., 2008). The lack of prevention and intervention programs leads to a high prevalence of cyberbullying in adulthood. Acknowledging that cyberbullying is not just an adolescent problem, more programs of education of values of the virtual medium and strategies of interventions can and must be developed.

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Values Promoted by Intercultural Education

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Abstract

Our paper aims to identify the values promoted by Intercultural Education. The method will consist of a comparison between the results of our literature review on this specific topic and the data obtained from a questionnaire-based investigation conducted on a sample of 68 3rd-year students – pre- and in-service preschool and primary school teachers – from Vasile Alecsandri University of Bacău, Romania. Our study comprises three stages: generation and presentation of the results of our literature review on the topic of the values promoted by intercultural education (IE); application of the questionnaire-based investigation on the topic of the values promoted by IE, and analysis and interpretation of the data obtained; comparison between the results obtained from the literature review and the data from the questionnaire-based investigation. Our objective is to highlight similarities and/or differences between the values promoted by IE in various countries and the values promoted by IE in Romania. The aim of our research is to define the status of IE in Romania, the values that it promotes/may promote and thus emphasize the relevance of IE as a main tool for the promotion and maintenance of peace within the context of a society increasingly marked by various types of conflicts because of globalization. Our conclusions are: *tolerance* and *respect* are the values mostly associated with/promoted by IE; the values of tolerance, respect, solidarity/mutual help, empathy, equality, love for others have been identified as highly associated with/promoted by IE in national and international literature; IE has been found as highly suitable for the promotion of such values; the findings represent arguments and motivation for an experiment-based research to identify and compare levels of tolerance before and after attending IE courses/modules/activities at various ages and educational levels.

Keywords: value; intercultural education; peace education; humanity; respect; diversity.

1. Conceptual framework

Etymologically, the word 'value' (Latin, *valere*) means to be *strong*, to be *worth* something. Depending on the domain, the concept of value acquires various meanings: the object of moral preferences/choices, or moral conduct criterion (ethics); value as price that supports trade vs. absolute intrinsic untradeable value (moral philosophy); social norm that regulates social cohabitation (sociology) (Drago & Boroli, 2004: 1152); an ideal associated with well-being and respectability; a main feature of values is their relativism, namely, they may vary based on age, historical moment, generation, culture etc. (Ferréol&Jucquois, 2005: 660). The values of education are values related to the finalities, content, methodology, and epistemology of education (Pâslaru, 2003: 104). For a brief presentation on classification criteria and types of values see Boghian (2017b). Given that young people are constantly faced with the need to choose responsibly, origin and content of values, selection criteria and strategies of interiorization into individual consciousness and behaviour should be clarified as highly relevant aspects for building educational strategies focused on forming and promoting values (Pichiu & Albuț, 1994: 68). Considering the relevance of the teacher' role of model for students of all ages, Cojocariu and Albu have undertaken a longitudinal study on the values of Romanian teachers at different educational levels: values held by undergraduates (with or without teaching experience) preparing for the teaching career in primary and pre-school education - truth, good, equity, patience, responsibility, love for others

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(Cojocariu, 2014); the axiological universe of primary school teachers - truth, equity, faith in God, professionalism, and of pre-school teachers - respect, work, honesty, professionalism (Cojocariu, 2015a); the values of senior and junior university professors - morality, love for people and faith in God, and the values that professors regard as most important for the university teaching career - professional competence, students' appreciation and dignity (Albu & Cojocariu, 2015); values cherished by middle-school teachers - respect, work and education/self-improvement, professionalism (Cojocariu, 2015b); comparison of the values held by undergraduates (with or without teaching experience) preparing for the teaching career in primary and pre-school education at the beginning of two successive academic years (Cojocariu, 2015c). In recent years, there has been increased promotion of the values associated with the practice of tolerance: harmonious coexistence, respect for the rights of others, acceptance of diversity, free choice of value options (Boghian, 2017a).

Intercultural education (IE) is a pedagogical approach to cultural diversity which considers spiritual (cultural) and other specificities (gender, social or economic particularities) and tries to avoid the risks stemming from all sorts of inequalities. Intercultural interaction skills may be achieved by learning specific behaviours within educational formal, non-formal or informal influences. Several synonymous, equivalent terms have been associated with IE: peace education, tolerance education, education for non-discrimination, civic education; they all share the focus on teaching human and individual rights and freedoms, and the need to respect and protect them. In nowadays' world of globalization and cultural diversity, *cultural competence* is required for social and economic success; cultural competence means "appreciation of the creative expression of ideas and emotions by all types of individuals", including aspects of person, interpersonal and intercultural competence "evidenced through effective communication and collaboration" (Mishra & Kereluik, 2011: 11). The literature connects cultural competence to these key concepts: intercultural knowledge, civic knowledge and engagement, knowledge of culture and physical world, skills for a global world (Zhao, 2009), communication in foreign language, social civic competence, cultural awareness and expression (CEFRL, 2011), global awareness (Partnership for 21st Century Skills, 2007).

2. Literature review on values promoted by intercultural education

2.1. Method: searching and selection procedure and data analysis

The purpose of this section is to highlight values associated with IE in international and national literature. The search and selection procedure applied to electronic databases and open-ended search period focused on the phrase: 'values promoted by/associated with intercultural education'. The electronic databases used include, but are not limited to: PsycARTICLES, ERIC, EdITLib Digital Library and Academic Search Premier, the latter of which is one of the most prominent databases in academic institutions (Blessinger & Olle, 2004). The search yielded a relevant number of papers on our topic of interest, published particularly in recent years. Our literature review implied a research question, namely: What are the values associated with/promoted by intercultural education, according to the literature, at a national and international level?

2.2. Results

One of the reference documents related to our topic is the UNESCO 1994 guide on tolerance that establishes the guidelines for an education based on, and aimed at promoting democracy, peace and human rights. The document *Tolerance: the threshold of peace. A teaching/learning guide for peace, human rights and democracy* focuses on promoting tolerance education and describes approaches to it in primary and secondary school being, in fact, a "study manual for all who can help to educate for tolerance", inside and outside schools (UNESCO, 1994: 4). Regarding the concept of tolerance – one of the values associated with IE in our questionnaire-based investigation –, we have briefly presented the semantic field of 'tolerance', the areas and main theories associated with it in our previous article (Boghian, 2017a): tolerance as a social, ethical and religious notion denoting respect of the freedom of others, their way of thinking, behaviour, and opinions of any kind (political, religious, etc.). A distinction should be made between toleration and tolerance: "toleration is a word often used for deliberate forbearance from interfering with something that is disapproved of; tolerance can be the name of an attitude, which for many liberals will be a virtue in its own

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right" (Haydon, 2007). In another literature-review paper we have identified teachers' perspectives on tolerance education; the conclusions were: tolerance education is associated with IE in a relevant number of papers; enhanced tolerance capacity is a means and a goal of IE; (in)tolerance examples should be used as teaching material to raise awareness of the various dimensions and meanings of tolerance; tolerance is a central value of the 21st-century education; tolerant attitude and behaviour is acquired based on models from the earliest ages; the school is a small society, appropriate for raising awareness of the phenomenon of tolerance and practicing it in multiple circumstances and relationships; tolerance is not a feeling inherited by birth, but acquired through education; implementing and conducting tolerance education is hindered by the fact that teachers, parents, students, other agents involved in the educational process do not understand the goals, principles and utility of teaching tolerance (Boghian, 2016).

At the international level, our literature review highlighted the results on values associated with/promoted by IE that we shall further briefly enumerate. In 1985, the Swedish parliament assessed the need to have an intercultural perspective in all education, as an approach – not a subject – that should be included in all subjects and cover intercultural teaching and learning, communication, school development and intercultural pedagogical research; the values on which interculturality focuses are explicitly stated in the Swedish National Curriculum: tolerance, mutual understanding, equality and solidarity, social justice, individual freedom and integrity; the best ways to inculcate such values is by means of teaching critical thinking, connect classroom activities and discussions to students' daily lives, build intellectual cooperation and mutual respect in class, exploit students' differences constructively and thus make students more open to differences (Tuomaala, 2013: 13).

In Europe, countries accept the Council of Europe's recommendation regarding the matter of teaching intercultural values; education focused on intercultural values, which are part of the so-called democratic values, namely those based on human rights, fosters attitudes, skills and concepts related to freedom, equality, democracy and individual responsibilities (Fernández, DeLuna & Eisman, 2014: 442). But, each country differs in how the European recommendations are put into practice: for example, in Spain, intercultural values are taught in Compulsory Secondary Education within the subject Education for Citizenship and Human Rights as well as cross-curricular contents and aims at students acquiring the values of tolerance, cooperation and civic solidarity, awareness of one's obligations towards others and of others' rights; gender equality; awareness of and respect for cultural diversity, one's own and other people's history (Eurydice, 2005). In Norway, although there is no independent subject on intercultural aspects, students learn about similar values – equality, equal opportunities, spiritual freedom, tolerance, environmental awareness and international collective responsibility – within subjects such as Social Studies, Christianity, Religion and Ethics, and Student Councils (Fernández, DeLuna & Eisman, 2014: 442).

Based on the competencies and attitudes essential for negotiating identity in society, Neuner (2012) has outlined the intercultural learning goals, namely: empathy (trying to understand the others in their own socio-cultural contexts), which implies cognitive and affective aspects; role distance (realizing that not all people share our view of our own world, hence stereotypes and prejudices), decentring (the ability to step outside of one's own frame of reference) and multiperspectivity; tolerance of ambiguity (the ability to accept that others are different from us and that sometimes there are no definite answers regarding otherness and difference); awareness of self and representation of identity (awareness of the socio-cultural foundations of one's world and that influence one's world view – traditions, values, judgements – daily life – routines, rituals, life style – shape mentality and attitudes, as well as how one relates this self-awareness to others; emotional openness to relate to others in a multicultural setting; relinquishing centre stage (creating a balance between dominant and shy persons in a multicultural group, in order to avoid exclusion and self-isolation); language competence (one's mother tongue contributes to shaping one's identity, hence understanding one language means better understanding the speaker of that language) (Neuner, 2012: 35-38).

In Romania, the 2007 Order no. 1529 of the Ministry of Education, Research and Youth addressed, for the first time, the issue of cultural diversity within the Romanian educational system and established the introduction of elements specific to this problem in school curricula and syllabi; one year later, it was established the introduction of intercultural education as optional course – at the school unit's decision – for the middle-school educational level (Ivasiuc, Koreck & Kővári, 2010). Works on values associated with/promoted by IE written by Romanian authors revealed results that we shall further present. Education for all promotes respect for all and promotes every individual as a value (Bunăiaşu, 2015: 42); diversity and differences are regarded and approached with respect and thankfulness, because "the greater the diversity, the richer our capacity to create new visions on life" (Vrasmaş & Vrasmaş, 2008:

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40). The main conclusion of a Romanian author's study is that the particularities of the society influence how people define their own system of values; IE, defined first and foremost as 'education for values' is decisive in this respect; the values that IE promotes, and builds are: tolerance, acceptance, collaboration (Voinea, 2012: 290).

The values of tolerance, freedom, equality, respect for difference and others' rights, solidarity, cooperation, empathy, acceptance of diversity have been identified as highly associated with/promoted by IE in both national and international works (Cucoș, 2000; Gay, 2000; Chiriac & Guțu, 2007; Haydon, 2007; Salgur, 2013; Savu, 2014; Albu & Cojocariu, 2015; Țurcan, 2015).

3. Questionnaire-based investigation on values promoted by Intercultural Education

3.1. Method

Our questionnaire-based investigation was conducted on a sample of 68 3rd-year students with ages between 18-50, from Vasile Alecsandri University of Bacău, Romania. The participants are undergraduates, as well as pre- and in-service preschool and primary teachers, attending the Psycho-pedagogy of Primary and Preschool Education study programme at the Faculty of Letters. Our paper is part of our wider project that aims to identify whether IE may be exploited to build and promote tolerance and related values in the Romanian education system. The questionnaire included several items, but the three items relevant for the aim of this paper are the following: 1. Mention and rank the values promoted by Intercultural Education. 2. Is IE a good/suitable way to promote the values mentioned for item 1? 3. Has attending this course on IE made you a more tolerant person? The questionnaire was applied after the students' (study participants) attendance of an optional course on Intercultural Education during the first semester of the 2017-2018 academic year, with 2 lecture and 2 seminar hours per week, for 12 weeks. The IE lectures and seminars addressed themes such as: acceptance and participation, learning cohabitation – learning to live together, avoiding stereotypes and prejudices, solutions for promoting the values of democracy and interculturality/multiculturalism.

3.2. Results of questionnaire-based investigation

The results for the item 'Mention and rank the values promoted by intercultural education' highlighted several values: *tolerance*/acceptance of difference and diversity; *respect* for human rights and for others' identity; *solidarity, mutual help, love for people*; *empathy*; *equality*. Table 1 presents the frequency, namely how many times these values were mentioned by the respondents. Out of the total of 198 occurrences for all values, the percentages are: tolerance – 26.26%; respect – 25.25%; empathy – 18.68%; love for others – 15.65; solidarity – 10.10%; equality – 4.04%.

Table 1. Frequency of values associated with/promoted by IE.

Value	Frequency
Tolerance	52
Respect	50
Empathy	37
Love for others	31
Solidarity	20
Equality	8

The respondents were also asked to rank the values according to their importance; the results shown in Table 2 reveal the ranks for each value. The ranks represent the importance given by the respondents to the respective value.

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Table 2. Ranks attributed to the values associated with/promoted by IE.

Value	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Tolerance	25	34	15	11	1
Respect	28	12	5	4	1
Empathy	8	8	11	6	4
Love for others	6	7	8	7	3
Solidarity	-	4	9	3	4
Equality	2	2	2	1	1

According to the questionnaire answers, the 68 respondents mentioned the value of *tolerance* most frequently (52 mentions), very closely followed by the value of *respect* (50 mentions), and at some distance by *empathy* (37), *love for others* (31), *solidarity* (20) and *equality* (mentioned only 8 times).

According to the respondents' rankings, the values mostly associated with/promoted by IE are *respect* (28 mentions as rank 1 value) and *tolerance* (25 mentions as rank 1 value); however, *tolerance* has occurred with 34 mentions as rank 2 value, whereas *respect* was mentioned only 12 times as rank 2 value; these results show that *tolerance* and *respect* are the most important values associated with IE; it is difficult to hierarchize these 2 values I terms of their importance in IE. Although *empathy* was mentioned quite frequently (37 occurrences), it achieved fewer scores as rank 1 or rank 2 value (8 times each), with most of the mentions as rank 3 value (11). *Love for others* was mentioned mostly as rank 3 value (8 times) and then as rank 2 and rank 4 value (7 times each); *solidarity* was mostly mentioned as rank 3 value (9 occurrences), with – surprisingly – no mention at all as rank 1 value; also surprisingly, *equality* had the fewest occurrences, with equal mentions as rank 1, rank 2 and rank 3 value (2 occurrences each). The respondents placed *tolerance* and *respect* at the top of the hierarchy of values promoted by IE, and, at quite a distance, the values of *empathy*, *love for others*, *solidarity*, *equality*, in the lower half of the hierarchy. Could this indicate a preference for tolerance and respect as a *passive* acceptance of difference and diversity and a reluctance towards *active tolerance*? In psycho-pedagogy, *active tolerance* means involvement in life and actions to achieve the interests of others, attitudes of cooperation and co-participation, respect and a benevolent tendency to coexistence; active tolerance is manifested as the humanism of social relations, characterized by mutual dialogue and understanding, constructive interpersonal communication; *passive tolerance* manifests as endurance, indulgence, long acceptance of inconveniences, etc.

The results for item 2, 'Is IE a good/suitable way to promote/build the values mentioned for item 1?' are the following: all the 68 (100%) respondents answered affirmatively. And the answers for item 3, 'Has attending this course on IE made you a more tolerant person?' have also been 100% affirmative. This supports the need for further experiments that may identify and compare levels of tolerance before and after attending a course/module on IE.

4. Discussions and conclusions

The results of our questionnaire-based investigation and the comparison between the data obtained in the questionnaire and the literature review highlight the relevance and urgency of introducing IE activities/ lessons/ modules/ courses if not at all levels, at least from the primary educational level to high-school and university level.

The findings based on the comparison between the literature review results and the data from the questionnaire-based investigation may be expressed as follows:

- both the literature review and the questionnaire results highlight the need for education for tolerance in todays globalised society;
- both the literature review and the questionnaire results reveal Intercultural Education as a discipline significantly suitable for building, developing and promoting the values of tolerance and acceptance of diversity, respect for others and for other people's rights, empathy and compassion, love for others and positive interpersonal relationships,

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solidarity, equality;

- both the literature review and the questionnaire results provide strong arguments for conducting an experiment-based research that may reveal to what extent IE courses/modules/lessons/activities may affect levels of tolerance at various ages;
- although there is theoretical agreement on teaching intercultural values at the international level, countries apply various practical approaches: in some countries, intercultural education is a distinct, compulsory subject, whereas in others there is no distinct subject, but only intercultural education themes discussed during various subjects (foreign languages, civic education, religion etc); perhaps, based on some international collaboration program/project, there could be developed a common framework of best practices for applying the intercultural approach to education at least in several countries, so that each nation may contribute to elaborating it and benefit from the final result;
- building a state of mind that creates a greater capacity for tolerance and ambiguity, for openness to different values and behaviours does not necessarily mean accepting and taking the different values as one's own, but the ability to see them as they are from another culture's perspective/context; understanding and accepting cultural relativism means acknowledgment of the equality of cultures and of the fact that the values and norms of one culture cannot be used to judge other cultures.

One of our conclusions was that teachers should join their students in the learning experience in order to develop collaboration, promote positive attitudes for change, and thus build acceptance and tolerance; students need to see that the teacher is a real person, with positive and negative experiences, who learns permanently and does not always have the right answers, who collaborates with them or with other teachers; the intercultural teacher is a model: always in search of and open to new experiences which he shares with others, constantly raising new questions and looking for more than just one answer; he promotes fundamental values through his behaviour and believes in the students' power to change, being a model for change himself.

Another conclusion has already been highlighted in our previous study (Boghian, 2017b): the value theories elaborated by Romanian thinkers (Andrei, 1945; Vianu, 1998; Blaga, 1996; Neculau, 2011; Cojocariu & Albu, 2015) are in accordance with value theories elaborated all over the world (Wlodkowski & Ginsberg, 1995; Reardon, 1997; Powell & Caseau, 2004; Haydon, 2007; Polat & al., 2016), converging towards highlighting the value of Good; this value is understood as consisting of three major significations: an individual state of well-being, a state of well-being of a community, and the action of doing good to others. P. Andrei sees value as a characteristic neither of the subject, nor of the object, but as a functional relation in which the two factors cooperate (Andrei, 1945). The values we have identified as being promoted by IE are associated particularly with the meaning of Good understood as a state of well-being of a community: *tolerance* and *acceptance* of diversity, *respect* for others and for other people's rights, *empathy* and compassion, *love* for others, *solidarity* and *mutual help* and positive interpersonal relationships. Such values express a functional relation – to use Andrei's terms – in which the subject (individual) and the object (community, society, the world) cooperate for the well-being of all the actors involved; thus, it is highlighted the *active dimension of values*: values do not simply exist as abstract entities, but manifest, in fact, as (principles of) behaviours that have a tangible cause (the desire to be tolerant, respectful, open, empathetic, compassionate, helpful) and effect (better, more positive interpersonal relationships and, as a result a better world).

Intercultural education lectures and seminars have helped the participants in defining and identifying values in general, the values associated with tolerance and peace education, as well as the importance and need to teach and promote these values in today's world.

The literature review and the questionnaire results provide arguments, motivation and support for conducting an experiment-based research that may reveal to what extent IE courses/modules/lessons/activities may affect levels of tolerance at various ages; our questionnaire results revealed that IE does increase levels of tolerance, respect for diversity and empathy; an experiment-based research would reveal the amount of this increase.

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The teachers' stress in relation to school violence

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Abstract

In the context of the current society, both at the global and national level, the professional stress is present in many areas. Researchers' professional stress can be associated with leaving the teaching career and also questions are raised about the quality of the teaching process in these conditions. The initiation of this research started from the desire to understand the influences between the factors that contribute to the professional stress of the teaching staff in the pre-university education and the professional involvement in the context of the violence manifestation in the students. The design of the research aims to capitalize on research into occupational stress in schools and the absence of reference research on occupational stress versus school violence. The theme responds to current concerns about the importance of human resources so that the efficiency of teachers in classroom runs to the maximum. We also took into consideration that this aspect is not studied from the perspective of curricular changes or violence in school, but rather from the medical, emotional or physical perspectives. At the same time, we will capitalize on the research of the European Trade Union Committee on Education (ETUCE-CSEE) on teacher stress. The project aims to analyse aspects such as: the connection between teachers' stress and violence in school; the professional stress of the teaching staff and its influence on the educational atmosphere in the school; the link between formal, non-formal and informal education as a beneficial stress factor – eustress. In the literature review, we are considering: methodological delimitations, new approaches, modern theories about stress in school; comparative analysis of the results of various international studies in the field; analysis of modern theories about teachers' stress associated with violence in school. The research is focused on the questionnaire, the focus group and the interview research.

Keywords: occupational stress; school violence; educational atmosphere in the school; teacher; students; parents.

1. Introduction

In the context of the current Romanian school, the professional stress of the teachers can be associated with leaving the teaching career. Those who remain in the system are trying to adapt, but they don't always have success, so there are signs of question about the quality of the teaching process (Billingsley, 2004).

Starting with the year 1960, the literature highlights the research works on occupational stress in the teaching career, introducing formulations such as the teachers' stress, the overworking of the teachers, the work satisfaction of the teachers and the motivation of the teachers. The consequences of the occupational stress in the teaching career affect not only the person concerned, but also the didactic act, the working group and, implicitly, the pupils. The teacher is no longer a simple executant of some prescriptions, but becomes an active factor in the educational process, teaches those who teach, is improving his work constantly in order to carry out the task it is entrusted with. The teachers are directly responsible for their actions. The role and the responsibilities of the teaching staff in today's society are diverse, in line with new demands such as technology, globalization, multiculturalism, social and material insecurity; they come from both the institutional environment (students, parents, school as an organization) and from the social environment (the community in which the school operates).

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The research aims the professional stress in schools as well as the absence of some reference research related to the professional stress versus the violence in the Romanian school. The theme responds to current concerns about the importance of human resources so that the efficiency of teaching process to be at optimal parameters. We also have in mind that this aspect is not studied from the perspective of the violence in the school, but rather from the medical, emotional or physical perspectives. At the same time, we have used the research of the European Trade Union Committee on Education (ETUCE-CSEE) on teachers' stress: "Stress can thus be harmful not only for the workforce (teachers and other staff in education), but can indirectly harm the pupils and put at risk the quality and efficiency of the education provided." (ETUCE-CSEE, 2007).

The term "stress" comes from English and means: pressure, load, defence, solicitation, non-specific response of the body at any request. Stress is a nonspecific response of the human being at any type request of it. Specialists distinguish two distinct categories: the beneficial stress - eustress - that motivates the individual to engage in difficult work and negative stress - distress - if it persists over time it produces negative health effects. The specialty literature shows that the exposure to the problematic behaviours can significantly contribute to a level of distress and high burnout (Hastings, 2002; Mills, 2010). Bernard (1990) defines teachers' stress as the product of how they react and adapt to the requests of the job, both to the daily tasks as a teacher, and to the other hand the threats (actions of others). This is the aspect that is the subject of research proposed by the project team.

As effects of professional stress, the TALIS 2013 study lists: - the feeling of professional non-fulfilment; - low self-esteem; - emotional exhaustion; - dehumanizing professional relationships; - diminishing professional involvement; - professional and human exhaustion, disinterest, apathy, indifference; - attracting qualified staff of poor quality into the system. All these facts lead to an unattractive image of the teaching career and due to this, some teachers prefer to change their profession (TALIS 2013).

Among the stressors with persistent actions can be identified: the diversity of motivations and the learning rhythms of the pupils ((attrition related to confrontation with problem students, the complexity of communicative interactions in concrete situations of learning); the tensions and the latent conflicts with the authorities at the level of the school or at the community level.

The initiation of this research started from the desire to understand the influences between the factors that contribute to the professional stress of the teaching staff in the pre-university education and the professional involvement in the context of the manifestation of violence in the school environment.

The project aims to analyse aspects such as:

- The connection between the teachers' stress and the violence in school;
- The professional stress of the teachers and their influence on the educational atmosphere of the educational unit;
- The link between formal, non-formal and informal education as a beneficial stress factor - eustress;

In the literature review section, we considered:

- Methodological delimitations, new approaches, modern theories about stress in school; comparative analysis of the results of various international studies in the field;
- Analysis of modern theories about the teachers' stress associated with violence in school.

2. Methodology

This study is a section of a research regarding *violence in school*. The investigation is focused on questionnaires applied to 1300 teachers, 150 school counsellors, 160 directors and 1800 students.

Working hypothesis: the teachers' stress and the violence in the school are connected and are potentiate each other. Specific assumptions: managing the personal relationships with the students, managing conflicting situations between the pupils or the students and the teachers, difficulty teaching a fluctuating curriculum, difficulties in managing the time and the school bureaucracy (commissions, files), the students' assessment, the institutional personal assessment are major stressors for teachers.

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General objectives: the mutual influence of teachers' stressors and deviant behaviours (violence phenomena) of the students; analysing the pupils' perceptions about the sources of stress and the strategies they use to overcome them.

Theoretical Objectives: defining stress-related concepts for teachers; analysing the previous studies on relationships between the teachers' stressors and the violence in school; identification stress-generating situations for teacher-student;

Investigational Objectives: how mutually reinforcing pupil violence and stress levels of the teachers; exploring teachers' perceptions of the professional stress of violence against school violence; analysing how the teacher-student relationship is influenced by the stress level of the teacher; identifying the correlations between the teaching efficiency and the stress due to the student's behaviour; analysis of the stress-vulnerability areas of the pupils in the school environment and the impact on school violence; identifying personal strategies used to overcome stressful situations - teachers and students.

2.1. Questions

The questions that have been analysed were:

- How often did the forms of violence mentioned in the table appear? (teachers, school counsellors, directors)
- In your school, have there been cases where students have recourse to violence against teachers? (teachers, school counsellors, directors and students)
- How often do students in your class or school find themselves in the following situations? (teachers, school counsellors, directors)
- How often do students in your class or school find themselves in the following situations? (students)
- What do you think are the causes of the verbal and / or physical aggression of students in your school towards the teachers? (school counsellors, directors and students)
- Students are sometimes violent towards the teachers because ...: (students)

3. Results and Discussions

From the answers given by the teachers (1300), we obtained the following data on the frequency of school violence, possible causes and parents' attitude.

3.1. Frequency of school violence

Teachers' responses showed that frequent phenomena are: violence between the students (15.22%), the inadequate behaviour of the students towards the school staff (teachers or auxiliary staff) (8.95% of respondents), violence of the parents / siblings / other foreigners toward other students in the school area (2.31%) and inadequate behaviour of the parents towards the teachers (4.54%)

11.74% of the questioned teachers said that in the school they teach there are cases where the students resort to violence against the teachers.

The answers of the school counsellors have shown to frequently recorded the following: 36,25% - violence between the students, 14,65% - inadequate behaviour of the pupils towards the school staff (teachers or auxiliary staff, violence of parents / siblings / other foreigners toward other students in the school area (9.09%), 6,49% - inadequate behaviour of the parents towards the teachers, 1,29% - inadequate behaviours among teachers.

To the question - "In the schools where you work, are there any cases when students resort to violence against teachers?", 31.13% of the counsellors answered positively.

The answers of the directors have recorded to "frequently" the following: 12,03% - violence between the students; 4,35% - inadequate behaviour of the pupils towards the school staff (teachers or auxiliary staff; 0,63% - violence of the parents / siblings / other foreigners toward other students in the school area; 2,51% - inadequate behaviour of the parents towards the teachers, 0,63% - inadequate behaviours among the teachers.

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The comparative study of the responses of the three categories of respondents shows the facts as shown in the figure below.

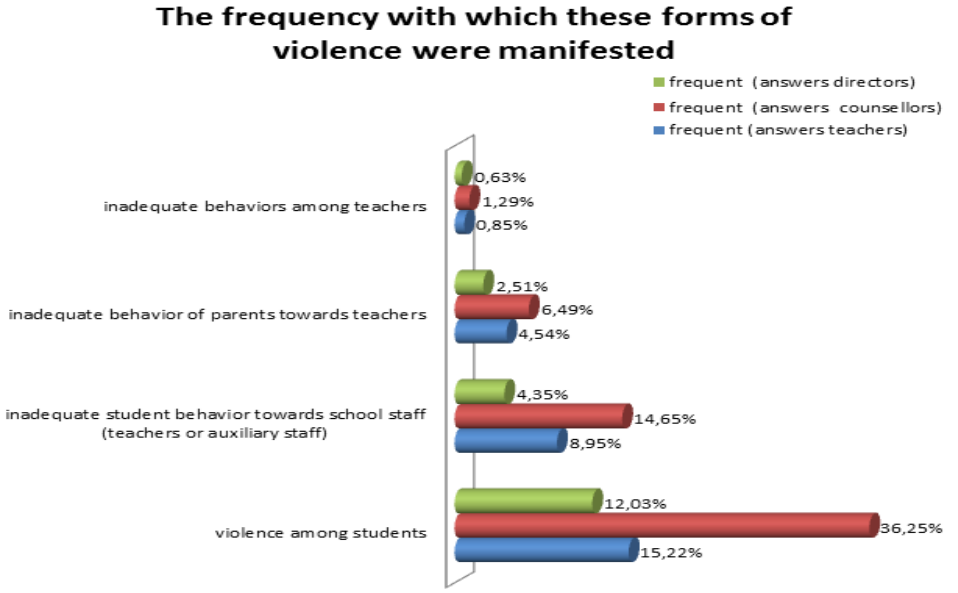


Figure 1 The frequency with which these forms of violence were manifested

In the view of the teachers, inadequate behaviours of the students towards them are attitudes such as: ignoring the transmitted messages, refusing to perform the tasks (10.58%), ironic / sarcastic attitudes (5.21%). Although the percentages are small, there are references to the existence of injuries, offenses, threats, nonverbal aggression (gestures, threats, etc.), hitting, physical aggression, destruction of belongings of teachers, other abusive behaviour towards the teachers, blackmailing the teachers by the students, cyberbullying (Internet harassment, social networks, email, telephone, etc.). In “Other forms” were attitudes such as: indifference, apathy, disinterest towards the class, towards school, education and the teacher; verbal harassment by the pupils' parents; eats in hours, desires to the toilet and throws pieces of paper which can be considered various forms of harassment of the teachers.

The point of view of the counsellors was noted in the answers to the question: "How often had the students the inadequate behaviours in front of the teachers?". The situation is illustrated as follows: 33,33% - ignoring the transmitted messages, refusal to carry out the tasks; 17.22% - ironic / sarcastic attitudes; 2.68% - injuries, offenses, threats; 8.72% - nonverbal aggression (gestures, threatening attitudes, etc.); 34% - humiliating behaviour towards the teachers in equal percentage with the teachers blackmailed by students and 0.67% cyberbullying (Internet harassment, social networking, email, telephone, etc.)

Inappropriate behaviours towards the teachers were also investigated from the directors' perspective, where 11.76% of respondents said yes; were highlighted the answers with 17,73% - ignoring the transmitted messages, refusal to carry out the tasks; 5.23% - ironic / sarcastic attitudes.

29% of students said there were inappropriate, aggressive behaviours towards the teachers. These are usually manifested in the following situations: 13,07% - are not careful, they ignore what the teachers say, they refuse to do their schoolwork; 6,67% - have naughty, rude attitudes towards the teachers; 3,49% - speak ugly to the teachers, offend them; 3,95% - show gestures, threatening looks to teachers; 1,09% - physically assaults towards the teachers; 1,38% - destroy some personal belongings of the teachers; 1,33% - harass the teachers through the Internet, social networks, email, phone, etc.

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3.2. Possible causes

The causes of the pupils' aggression have been analysed both from the perspective of the adults - teachers, school counsellors and directors, as well as the pupils' perspective.

From the teacher's perspective, to the first places are distinguished: the lack of interest and motivation of the students to learn (67.42%); the models of the relational family (57.82%); the negative influence of the virtual environment (Internet) similar with the coping of some models of relationships / behaviours from different groups (neighbourhood gang, group of friends, etc.) (52.38%) and models presented in the media (41.31%). The lower percentages were for: difficulties in communicating with the teachers, students' reaction to the teachers' authority, student discontent with the teachers' performance, students 'feeling of being ignored by the teachers, student reaction to assessment considered subjective, students' reaction to what they learn (lack of timeliness, utility / applicability, etc.). Other causes have been mentioned: lack of socio-emotional education in the family and in the school, pupils' age, respectively adolescence, the feeling of loneliness, the inability to relate, the models promoted by the society, lack of culture of family education, social causes / precarious material, difficulties in controlling their emotions; curiosity, testing of teachers' behaviours.

The counsellors placed among the main reasons: the lack of interest and motivation of the students to learn (76, 16%); the pattern of family relationship (64,90%); the acquisition of relational / behaviour patterns from different groups (gang neighbourhood, group of friends, etc.) (58.28%). Other causes have been specified: emotional imbalances caused by poverty, instability of parents' economic situation; inadequate attitude of their parents towards teachers; encouraging and externally rewarding the rebelliousness towards the school and the teachers; lack of the consequences and intervention in case of offensive behaviour towards the class and the teachers; poor intelligence; personality disorders, other adaptation disorders, drug use, psychoactive substances, avoiding the effort of learning and assertive engagement; the social valorisation of violent reactions through explicit and implicit assumptions of the kind "only those aggressive, incisive, who 'leap out of the way' resist, are valuable"; the too permissive climate of the school, the lack of rules, the lack of a legal framework to control this phenomenon.

In the question to the school councillors, "What do you think are the causes of the stressful relationship between the teachers and the students?", they ranked significantly: challenges from the students (59.72%); difficulties in communicating with the students (52.78%); lack of the teachers' ability to coordinate / manage class (39.58%); difficulties in communicating with the parents, with effects on the relationship with the students (39.58%); lack of knowledge of age psychology (25,00%); low level of motivation of the teachers (salary, social recognition, etc.) (22.22%); imposing multiple tasks beyond the teaching load (21.53%); external pressure / in the organization of own teaching activity (lack of autonomy in the curriculum / planning approach, pressure to obtain school results, etc.) - 20.14%; authoritarian attitudes in relation to students (16.67%). To "In other cases" it has been highlighted the provocative behaviour, student disrespect for teachers.

Answers of directors to question "What do you think are the causes of the verbal and / or physical aggression of students in your school towards teachers?" have shown: communication difficulties with the students - 42.52%; student challenges toward the teachers - 44.09%; authoritarian attitudes in relation to the students - 11,02%; low level of motivation of the teachers (salary, social recognition, etc.) - 25.98%; lack of the teachers' ability to coordinate / manage class - 39.37%; lack of knowledge of age psychology - 20.47%; external pressure on the organization of their own teaching activity (lack of autonomy in the curriculum approach, pressure to achieve school results, etc.) - 22.83%; imposing multiple administrative tasks- 18.9%; difficulties in communicating with the parents, with effects on the relationship with the students - 41.73%.

The students have motivated the violent attitudes towards the teacher through: not like what they learn at school (obsolete knowledge, no usefulness / applicability, etc.) - 22,00%; have no interest and motivation for learning, for school in general - 33,07%; some students learn to be aggressive in the family and behave in school the same way, whether or not they are right - 29,80%; some students learn to be aggressive in different groups of friends (neighbourhood gang, group of friends), whether or not they are right - 36,74%; some students imitate some TV behaviours - 29,01%; some students are negatively influenced by online Internet games - 30,71%.

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3.3. Parents' attitude

15.50% of the teachers participating in the research stated that the students' parents show violent behaviours in the school.

Worrying responses relate to parents' attitudes towards teachers and other abusive behaviour towards teachers (89.87%); parental blackmails (86.79); the destruction of personal belongings (60.38); ironic / sarcastic attitude (57.45%); all of these count for over 50% of the opinions. Not to be neglected are other results like non-verbal aggression (gestures, etc. sight threatening.) (42.79); insults, threats (42,41%) and impactor / physical aggression (29.29%). The figure below shows the situation of teachers 'responses to parents' attitudes toward the teachers, their own children, colleagues of their children and other parents.

To "Other forms" have been listed following: harassment through the threat of opening a trial; revolt against the assessment systems; request to change the class teacher on the grounds that the marks awarded are too low in relation to what the parent thinks the student knows. It has been pointed out that there are parents who do not cooperate very much with the teaching staff. Most of them rarely come to school or do not come at all. Others come to school only when they are asked in writing or by phone, and when they come, they talk about different themes or are aggressive with the school representatives. Most parents do not have time to support their own children; these are gone out by the home or in the country, and they expect everything to be solved / supervised by teachers (child education, level of knowledge, etc.). Many parents evaluate teachers in front of the child; in consequences, the child reproduces the parents' behaviour and a low esteem and gratitude to the teaching staff; lowers confidence in their teachers, etc.

The answers of the school counsellors also showed that there is a violent attitude of the parents towards the school environment, the first places being highlighted: teachers blackmailed by parents (42,88%); other humiliating behaviours towards the teachers (33,33%).

24.83% among directors responded that there were phenomena of aggression of the parents in the school space. Regarding the typology of these phenomena, we have the following results: humiliating behaviours and parental blackmails towards the teachers (100%); the destruction of personal belongings (83,33%); ironic / sarcastic attitude (71,43%); physical aggression (54,55%) opinions.

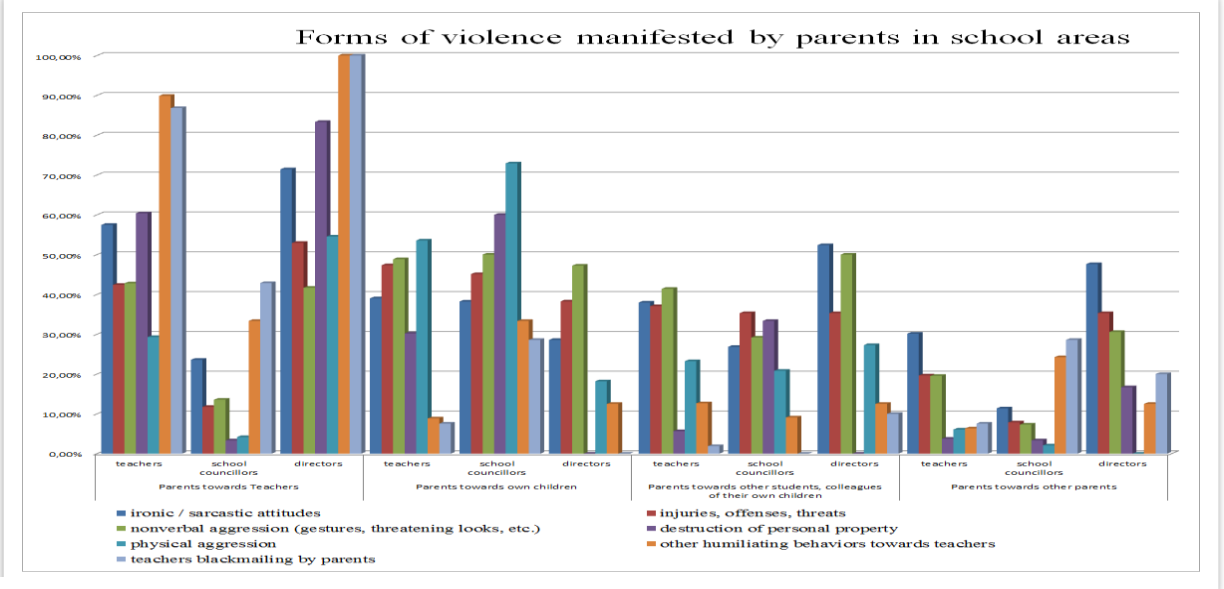


Figure 2 Comparative Study.

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4. Conclusions

The aggressive attitude of the parents in the school setting instigates stress not only when it manifests directly on the school staff, but also when it manifests itself toward other categories of actors because the teachers are the ones who have to manage the conflicts.

Among the sources of the teachers' stress, an important place is taken by the students and their parents; the number of the students in the classroom, their lack of motivation for learning, the difficult relationships with the parents, the students' indiscipline, the verbal, physical and physical violence of students.

There is a correlation between the professional satisfaction and the pedagogical behaviour of the teachers on the one hand and the behaviour of the pupils, the degree of their motivation, the attitude towards the didactic act by other hand. Low levels of professional efficiency were linked to the difficulties faced by teachers with regard to inadequate student behaviour. These are pessimistic about student learning, experiencing higher levels of professional stress and lower levels of professional satisfaction. Many teachers teaching children with emotional problems are stressed because of the lack of certain skills and / or experience to teach these children. Manifestations of students with special educational or behavioural problems may affect the personal effectiveness and professional satisfaction of the teaching staff.

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Old age and aging in research - towards gerontological education

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Abstract

The article is of research nature and its aim is to show the ways of perceiving old people and old people both in the area of her (old age) of objective and subjective features, determining the place of an old man in the family and society. Everything on the background of demographic determinants of the aging of societies, which determines the necessity of education "to" and "for" old age, gerontological education.

Keywords: old age, aging, features of old age, perception of old man, gerontological education.

1. Introduction

Ageing and demographic old age became a challenge for contemporary societies. Moreover, humans' ageing is an univerasal phenomenon – people had aged, they still are and they will in the future. However, in the recent dozens of years, especially in countries with rapid expansion, this matter has increased intensively, what – together with simultaneous decrease of population growth in those countries, causes a fast growing percentage of old people in the society.

The number of old people increases in all European societies and around the world. According to Central Statistical Office in 2020 there will be 9.8 million of people 60 and over 60 years old (24% of all people). Expected number of those at this age in 2030 will increase up to 10,6% and it will determine 27% of Polish population. Equally, there will occur a dynamic increase of people aged 80 and over 80 years old. It means that the demand for new and different forms of activation for the aged and the need of supporting and taking care of them will be higher and higher in the future.

The effects of demographic aging are:

- Division of the whole population of seniors: early and late old age and its priorities – for early old age - it is maintaining the self-sufficiency, independence, autonomy and subjectivity until the latest years of living; - for late old age – it is mainly subjectivity, relation and dignity till the end.
- Singularisation.
- Feminisation.
- Age integration, i.e. the social structure without structural delay.
- Necessity of 'to' and 'for' old age education (pedagogy of old age).
- New structuring of social risks – from the risk of old age to the risk of care.
- Necessity of the new forms of the work with senior, e.g. coaching – within the meaning of management of senior's or his protector's resources as a part of personal relation. The aim of this bond is a development.
- Verticalization of care and old age.

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2. Ageing and old age – theoretical implications

Due to their specific and complex character, ageing and old age evade explicit interpretations and cognition. Particularly since the complexity and multidimensionality of ageing and old age made them the interdisciplinary subjects of many sciences which, depending on the point of view and the research field adopted, place the human being in the center, living in and interacting with: the natural world (medical, physiological, pathological anthropology); the social world (social gerontology, sociology, demography, economics); the cultural world (cultural anthropology) and the individual, internal world (psychology, philosophical anthropology). Their connection to many a field in reality points to the need of implementing multi-aspect perception, understanding and interpretation of old age as the last stage of human life.

It is assumed that ageing and old age are constructive concepts applied in social gerontology, which is defined as multidisciplinary or interdisciplinary science in many specialist studies, one that can be only developed and exercised by applying three methods/ approaches:

- institutional approach – refers to the system of research institutions and associations focusing on the examination of ageing and old age phenomena;
- research and scientific approach – as part of which theorems, laws and theories are presented along the results of scientific studies which describe the specific character and the nature of ageing and old age processes;
- methodological approach – where the goal is to determine the character of interdisciplinarity of social gerontology towards the integral gerontology model. (Muszyński, 2011, pp. 235 – 236)

Interdisciplinary and multi-thread gerontological studies and analyses have not produced a single, unquestionable definition of ageing and old age.

According to various determinations derived from a study of social gerontology, it is assumed that ageing is a dynamic process that takes place in three layers: the biological, mental and social layer, and as per the logotherapy concept coined by V.E. Frankel, in the spiritual layer. According to this concept, there are three dimensions, in which a human personality is and becomes: the physical, mental and spiritual (neotic) dimension. The neotic, i.e. empowered and personal dimension manifests itself with the activation of needs, drives and outlooks on significant existential qualities, such as: freedom, dignity, sense, value, responsibility which shape human personality though experience and living, thus affecting its relations with the environment, allowing one to surpass their and their environment's conditions and lead their own lives. (Popielski, Lublin 1994).

Old age is static. It is a stage, a phase, a time in life which has its objective and subjective features. The former, i.e. objective features, encompass all externally observable qualities which, sooner or later, considering the individualization of ageing processes, appear in the ontogenic life and functioning of each ageing individual and are related to biological ageing (gray hair, wrinkles, complexion, stoop, skin discoloring, etc.). Subjective features are the outlooks we adopt at old age, on our own old age, on other people's old age and old age as an objectively existing social and cultural phenomenon that is shared by a specific generation. It is an objectively selected manner of experiencing our own old age and a choice of methods to adapt to changes in life after retirement, or to being a senior.

The senior population is very diverse. What is emphasized is its polymorphic and heterogeneous character relative to the overall population. At the same time, certain homogeneous features tend to be particularly exposed in specific age cohorts. In its structure, the senior population differs internally in terms of age, demographic features, yet strives to normalize, unify its needs and possibilities of satisfying them in individual stages of development.

For the ease of analysis, the human life cycle was systematized by introducing a division into phases. These phases can be used to better recognize the needs, regularities, problems, and traits of people of specific age. Since there is no commonly accepted criterion of old age, this study has assumed the norms proposed by experts from the World Health Organization. Accordingly, we should be using at least three sub-periods of old age: early, late old age and longevity.

- the age of getting old, advanced age, early old age, the "third age" (60-74 years); people of this age are referred to as young-old;

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- senile age, late old age, proper old age, the "fourth age" (75-89 years); people of this age are referred to as old-old;
- ripe old age (90 years and more); only the oldest-old live to that age (long life). (Zych, 2001, p. 202).

The objective and subjective features of old age are described and reflected upon in the adopted theories of ageing and old age. Social analyses of ageing and old age include several theoretical orientations, which are best illustrated in the following table 1.

Table 1. Theories for ageing and old age – a selection own study based on: A. Klimczuk, Kapitał społeczny ludzi starych na przykładzie mieszkańców miasta Białystok, Wiedza i Edukacja, Lublin 2012, pp. 22 – 23 and further

Orientation/theoretical trend	Theories
Structuralist – old age is analyzed in macro- and micro-social categories	Exclusion, activity, stratification of age, modernization and political economics of old age
Interactionist – old age is considered in the categories of micro-structural, interpersonal and consciousness phenomena	social exchange and stigmatization, subcultures, successful ageing
Psychosocial – old age is analyzes as a lifelong process, lasting from birth to death, and experiencing/living old age is shaped by individual and historical-cohort factors	the life span theory

Theories for ageing and old age reflect the views of their authors on the specific character of old age as a stage in life and a social phenomenon with implications for personality changes with respect to certain outlooks and behaviors, or mechanisms for adaptation to old age. They can also describe the types of social relations, interactions and activities which are exercised by seniors in their last stages of life.

3. Research methodology and analysis

The main scope of the research stems from the paradigm of quantitative studies, and was carried out to diagnose and describe the ways in which ageing and old age are perceived in three age groups: adults, adolescents and children. The diagnostic poll method was applied in the research, following a division formulated by T. Pilch, aside from the polling method and the questionnaire tool. The research project refers to similar studies, carried out in the middle of the last century. Their purpose was to identify differences in the perception of ageing and old age then and now.

The outlined diversity and multidimension of the study was an inspiration to take up a research project that has helped to answer the following question: Have the perceptions of aging, elderly people and their place in family and society changed? How have they changed? Following the research of M. Susułowska, the age of respondents was taken as a variable, which significantly differentiates the views of respondents.

This article is the research report on the perception of aging and old age by parents and their children. The study was conducted in two age groups: adults aged between 35 and 55, graduate stationery students of pedagogy and children aged 9 to 13.

The inspiration for this study was an attempt to demonstrate the changing image of the elderly in the society, attitudes towards old age and in old age. They were to confirm the need to develop gerontological education and lifelong learning. Thanks to them, you can go from stereotypical to objective perception of aging and stamina as a process and stage of culturally shaped life.

This article aims at answering the following questions:

1. What age is considered as the beginning of an old age?
2. How does age of respondents influence the movement of the threshold of old age?
3. Does age of respondents influence qualitative and quantitative perception of characteristics of old age?
4. Who, according to respondents, is responsible for care for the elderly?
5. How do respondents perceive their own old age, and how does it change due to their age?

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The research results will be presented on a broad socio-demographic background of conditioning of volatility image of aging and old age.

4. Seniors in the opinions of children and adults - a research report

In the course of their lives, every person, in different circumstances needs social support in various aspects of their lives, what is more, they are given the support, and they are the ones who support. However, with regard to the period of old age, it can be argued that it is a time that is conducive to unfavorable coincidences influencing the situation in life, which contribute to a negative evaluation. And this is certainly a moment, in which the start of social support network becomes necessary, both in its subjective and objective dimension . It should also be remembered that the main support ground for seniors is their family, also in the dimension of education to old age. "In the family, a strong emotional bond is created, due to which a number of its members' needs is satisfied. The family, due to its continuity, stability, diversity of interactions and relationships among its members, has a great influence on the behaviour and social attitudes of a child (...). Experiences and skills gained in the family in early years of life are durable in nature and shape attitudes of adults to a large extent." (J.Karczewska & E.Zyzik, 2012, p.212). The family (...) should pass down a basic system of values and customs to a child, shape appropriate attitudes, teach proper behaviours and provide the knowledge that is necessary to its future life. "(...) Parents satisfy basic needs of a child, that is a sense of security and love. In the family, at the early stage of child' life, there are shaped basic habits and skills" (E.Zyzik, 2011, p.159), including the attitude towards old age both as an abstract phenomenon for them, as well as an experienced interpersonal contact with grandparents, who in some cases need to be supported, even if it would take the form of an invitation to a play.

The presented research results should be considered fragmentarily, due to the fact that they are part of a larger unit. The research, which was conducted in the first half of 2012 in the świętokrzyskie province, concerned the perception of aging and old age by younger age generations. The study included a total of 300 people, amounting 100 within each of the following age group: children, undergraduates in their final year of stationary studies and adult people aged between 35 and 55. The study was outbalanced by females, as there were 204 women and only 96 men.

The structure of procreation in the families of the respondents shows that almost a half, as much as 140 people, implement their life goals in complete families with two children. In the second place (96 people), there are the subjects, who share their flat with their grandparents. It can be assumed that the problems associated with daily functioning of an old man in the family are familiar to them. There were 61 families with one child, and only 3 of them indicated the "spouses" category. Family structure of the respondents suggests that the frequency and extent of contacts between the respondents and elderly people can be considered "good". The respondents' views on the characteristics of old age are presented in Table 2.

Table 2. Features of age in the opinion of the respondents

Externally observable features	100	100	100	100
Characterological grumpiness and demanding attitude	81	91	30	202
Overprotection in relation to grandchildren – eating habits	8	98	58	210
Fear of disease and loss of independence	98	75	-	173
Loss of spouse and loneliness	81	46	-	127
Rejection by the family -	67	2	-	69

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children, grandchildren				
Fear of death	41	4	-	45

The responses to the first question about the age threshold that distinguishes seniors in the research reflected, in a sense, the regularity known from developmental psychology. Namely, it has been confirmed that a group of young people - children - indicated the age of 30, 35 as the threshold of old age. The older the respondents, the more the age threshold lengthened, thus, students often pointed to the age of 50, 55, and adults to 60 and more. A similar pattern has been observed in the responses on the characteristics of the old age, those that are ascribed to the elderly. In the youngest age group of the respondents, features concerned only externally observable characteristics of old age, that is those, which are visible in the appearance of aging people, such as gray hair, baldness, wrinkles, spots on hands, etc., which constituted almost 100% of indications to all the mentioned features. In the group of students, in addition to objective features such as those mentioned by the previous group, character features such as obstinacy and grumpiness, each having 91 indications, excessive care for their grandchildren's eating habits - 78 indications, a fear of disease and loss of independence - 71 indications, a fear of loneliness and death of spouse - 46 indications, and only four of them pointed to a fear of death. In the group of adults, indications to existential problems appearing in the old age prevailed, such as a fear of loss of health and independence - 94 indications, loneliness and death of spouse - 81 indications, the lack of interest on the part of family (children and grandchildren) 67 indications, the death - 41 indications.

An interesting material has also been obtained from the answer to whether, in the opinion of the respondents, the elderly have authority, and how it translates into the frequency of giving advice by grandparents in the important issues in life and family. Thus, virtually all age groups declared that seniors have the respect and authority among young people. In the group of children, such answer was given by 50 subjects, students - 87, adults - 78 However, this declarative bestowal of elderly people with respect and authority, is not reflected in the frequency of following advice and tips given by seniors. The frequency of following seniors' advice on important matters in life is illustrated in Table 2.

Table 3. The frequency of following the advice given by seniors in all groups of the respondents

adults	30	56	14	100
students	21	57	22	100
children	33	57	10	100
total	84	170	46	300

The age group that showed a considerable distance to advice given by elderly people, were students. In this group, only 21 people (18 women and 3 men) indicated to the answer "often", the least of the total number of the respondents, with the simultaneous high indication to the response "not at all" - 22 people (21 women and 1 man). In the two other groups, the number of indications for further categories was similar, adults "often" asked for advice in 33 cases, "rarely" - 57, "not at all" - 10, in the group of children the sequence was as follows: "rarely" - 56, "often" - 30, "not at all" – 4.

Unfortunately, even with a request for specific assistance (material, child care, in life situations), we more often address someone from extended family or friends, younger than elderly people. Such response was given by 46 children, 29 students and 49 adults. In the second place, in the group of children and adults, ranks the response: "grandmother" and they correspondingly equaled 40 and 25 indications. Only students most often chose "grandmother" as the person to whom they turn to when they need support - 49. Mainly, it is a material and housing aid. Students are in a contradiction here, because they are the group that rarely takes into account the advice of elderly people concerning solutions to various issues and while decision-making, on the other hand, they most frequently and abundantly benefit from instrumental help of seniors.

We most often turn to elderly people for advice when we deal with family issues: children – 47, students – 56, adults – 50, most rarely in professional matters, analogously in the following groups, with no indication in the first

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group, 6 and 1.

Also, in the responses concerning circumstances and situations, in which the elderly should be taken care of, given help and support, the respondents demonstrated their practicality, not to say instrumentality.

Very intriguing responses have been received to the question about the circumstances and situations, in which the elderly the most and most frequently expect help and support from others. In all categories, the first place was taken by the following response:

1. Dealing with authorities – 106 indications of children, 334 students and 364 adults
2. The need for contact and conversation – 269 children, 206 students, 222 adults
3. Assistance in economic activities – sequentially in groups: 204, 212, 218
4. Supervision of visits to the doctor and taking medication – indications of 188 children, 105 students and 166 adults.

Two last places according to the importance, that is 7th and 8th place, was admitted by the respondents to:

1. Solitude – 158 of children's choices, 131 students, 155 adults
2. Disease – analogously, 98, 94, 87 indications.

Ranks are differentiated only at 5th and 6th place, and so, children and students pointed to depression and crisis at the 5th position – 184 and 200 choices. On 6th place, there was indicated bereavement, in a group of children 208, and among students 113 choices. In the case of the adults, the results are reversed and 5th position is occupied by the loss of a beloved one, with 208 indications, and the 6th place – depression, with 150 choices.

The thesis that we are more and more willing to provide instrumental, rather than mental support, seems to be justified. Also, a sign of the times has been confirmed, where duties and responsibilities are more important than interpersonal bonds.

Responses to the question of who should care for the elderly, provide confirmation of the thesis that in the opinion of most people, family still remains the most important and the best milieu for life and emotional existence. It gained 1st place in the amount of indications in all age groups, with the following number of choices: children – 89, students – 100, adults – 81.

The results of this study, however fragmented, do allow to make some conclusions. In the research, it was assumed that the age of the respondents will differentiate their attitudes towards elderly people, just like their opinions on forms of support and care and circumstances of their activation. This premise was only partly confirmed, since age varies the responses concerning the threshold of the old age and its qualitative and quantitative attributes. As far as the other questions are concerned, this thesis has not been confirmed in the study: age of respondents does not differentiate attitudes towards elderly people or opinion on the circumstances, in which seniors need support from other people the most, also, who should take care of them in their old age. The factor differentiating the opinions is the family structure and the resulting spread, frequency and quality of contact with elderly people, involving them in the common life, the form of activities and services, where family support is implemented.

The study has also shown that the family, especially a big one, is still a kind of internally self-operating system, a group constructing a sense in the issues of being needed, being a member of the family, which translates into a within-family reciprocal system of mutual favours, advice and services, forms assistance and exchange.

5. Conclusion

The following conclusions were drawn from the research:

1. The perception of chronological age as the determinant of old age is changing. This has forced researchers to redefine old age and change its arbitrary threshold, which entails the need to consider the creation and development of a pro-vocational policy for seniors, a reconstruction of social systems to oversee that any disproportions between the productive group and the post-productive group do not generate an economic crisis by overloading the system of

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retirement and pension benefits. A negative perception of old age prevails in the society, which is directly rooted in its grounded stereotypes. On the other hand, however, there are "new seniors" who pose new challenges for the society as they seek to remain active and have a higher quality of life for a longer period of time, expressing their usefulness to the society and their indispensability in terms of the inter-generational transfer of values that serves as the basis of national identity. They prove that they are a repository of knowledge and experience, one that grows throughout a long life.

2. Seniors are ageless people immersed in time. Basing on their appearances or lifestyles, we are unable to explicitly determine their calendar or chronological age.
3. Due to the diverse material and health condition of seniors, usually worse compared to other age groups, the authority of seniors decreases in families, and negative aspects dominate in the perception of ageing and old age.
4. Family is the most important reference group for the social and emotional life and functioning of seniors.

Summary

Gerontology as a science is in its heyday, numerous new research papers of a theoretical-empirical nature appear, but it seems that the increase in the knowledge about aging and old age and the circumstances of life and functioning of elderly people in social and family structure does not translate into conventional wisdom, judgments and views on this period of life. Views and opinions on seniors are still built by referring to our own experience, arising from the quality and extent of contact with the elderly, the intergenerational transfer of emotions, feelings and values, and the media that represent elderly people in a one-sided and uniform way, in black and white colours only.

The public still does not see that our seniors are changing (their education, needs, expectations, health status, material aspect). Contemporarily, 60- and 70-year-old people are completely different persons than their peers from 10 or 20 years ago. However, their perception and reception have not particularly changed. It is almost the same as it was 20 years ago.

So what for the research and created theories? They are important. Gerontological content should be popularized, not only at the level of academic education and that in selected faculties of pedagogy, the concept of education to the age by A. Kamiński, gerontological education at the possibly earliest levels of education should be repeated, if we want to promote models of good, decent old age and correlate it with the activity in the last period of life. Moreover, we cannot forget that seniors have always been and are very important and integral part of society the small social structures, which is the family.

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Career Decision – between motivation and vocation with FSPAC students

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Abstract

The present study proposes to investigate the correspondence between the motivation of choosing a profession and the exigencies that profession brings at an aptitude level to high school graduates who hold the admission exam at FSPAC for the specializations: *Communication and Public Relations, Publicity, Journalism, Media Communicatin, Public Administration, Political Sciences, Public Health*. The research aims to carry out for case studies. Of the total number of surveyed candidates, half of them opted for a professional specialization in accordance with the vocational skills they are aware of and which they manifest through their professional interests and in our assessment. More than half of the prospective students started in this career decision based on intrinsic motivation.

Keywords: professional interests; vocational skills; FSPAC; academic choices; profession.

1. Introduction

Vocational counseling in Romania is one of the topics of increasing interest for the actors of the Romanian education of all grades. Choosing a career is one of the most difficult and important decisions in the life of emerging adults (18-25 years), of students, and the maintenance or change of career decision is the point of interest for university education.

Normally, choosing the right career involves both a process of assessing personality, skills, self-interest, self-confidence (self-efficacy), self-performance, past life experience. It is a process of exploring opportunities related to academic choices, the family, socio-economic and cultural context, the labor market. The conclusions of these investigations should form the basis of a responsible and appropriate career plan, consciously assumed. But, in the Romanian reality, things do not happen this way. Highschool students and university students choose their career on the basis of insufficient or irrelevant criteria ("what they are looking for on the market", "what my mother advises me", "what I find cool", etc.), without seeking or receiving real support, adequate school counseling, so necessary to reach an optimal career decision.

Romanian realities are rather compellingly reflected by statistics. For example, in Romania, in 2012, over 800 students were assigned to only one school counselor, 190,000 university graduates were trained for various domains without a motivated and confirmed labor market demand, 80% of the graduates worked in a different field than the one they got prepared for, 74% of the people with higher education said they would have chosen another profession if they had had access to vocational counseling during their high school or university studies. The data are taken from the ARACIS and POSDRU websites (the ARACIS study, 2012; the 2007-2013 POSDRU study).

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1.1. The subject of research

Career Decision – between motivation and vocation with FSPAC students proposes to investigate the correspondence between the motivation of choosing a profession and the exigencies that profession brings at an aptitude level to high school graduates who hold the admission exam at FSPAC for the specializations: *Communication and Public Relations, Publicity, Journalism, Media Communicatin, Public Administration, Political Sciences, Public Health*.

According to the statistics, the drop-out rate at the level of the first year of study is the highest in the entire academic process of studying. All the statistics confirm that in Romania there are a small number of graduates working in the field where they were trained (the ARACIS study, 2012; the POSDRU study, 2007-2013). An old, but newly signaled phenomenon is the one of functional illiteracy in the case of graduates who cannot apply the assimilated information in real life and work contexts.

Among the many causes identified or confirmed by studies, one of them is due to the lack of consistency between what students want to do, what they are able to do (between motivations and skills, vocational skills) and what they have to do in a profession.

1.2. The objective of this paper

The objective is to explore the interaction between motivational and cognitive factors with first-year students from the Faculty of Political, Administrative and Communication Sciences, and the vocational characteristics required by the professions which these students are trained for at FSPAC. The research approach can be considered an attempt to identify one of the many underlying causes of functional illiteracy in students, of the dropout from the first year and of the professional failure after graduation.

The research aims to carry out for *case studies* between the first-year students' career decision, the invoked motivations and the specifics of the careers which the Faculty of Political, Administrative, and Communication Sciences, from UBB Cluj, prepares students for.

1.3. The Research Design. Theoretical Foundation

Vocational psychology explains, interprets vocational behavior through several theoretical approaches that have become classical: approaches to person-to-environment correspondence, dynamic approaches to career development, and social-cognitive approaches (Hackett, Lent & Greenhaus, 1991). The common questions that each of the three theoretical guidelines attempts to address are: 1. What personal and environmental factors interfere with career decisions, career involvement and performance, and what factors determine indecision, unsatisfactory decisions and lack of performance? 2. What personal and environmental factors lead to stability or change in the type and level of work a person performs? 3. What are the most effective ways of counseling people with career problems (Holland, 1959, 1973, 1997).

1.4. The personalistic/ person-to-person correspondence theory (Holland, 1959, 1973, 1997), General guidelines for the preparation of your text

The personalistic/ person-to-person correspondence theory (Holland, 1959, 1973, 1997), which has long established research in the career field, is one of the most influential in the field of vocational psychology. The concepts derived from this theory are assimilated into the general vocabulary, methods and practices of career counseling. Holland (1997) describes his theory as "a structural and interactive one". It is "structural because it organizes vast information about people and occupations" and it is "interactive because it analyzes human behavior and career from the perspective of the permanent person-to-environment interaction" (Holland, 1997).

Holland's theory supports some fundamental principles: people and work environments can be categorized into 6 types (Realistic, Investigative, Artistic, Social, Entrepreneurial And Conventional – RIASEC); people tend to look for work environments that will allow them to implement the characteristics of their vocational personality; Vocational

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Behavior (Vocational Option, Vocational Stability, Educational Option and School Performance, Professional Competence, Social Behavior, and Susceptibility to Influence) is the result of interaction between personality types and the environment. To these basic ideas are added a series of hypotheses that Holland and his collaborators later tested thus enriching the original theory. The first concept of the six classifications of individuals (Realistic, Investigative, Artistic, Social, Entrepreneurial and Conventional: RIASEC) takes into account the interaction of the personal factors that characterize a particular person and the cultural ones. From this point of view, this theory is consistent with the more recent approaches to career development (Social Learning Theory – Krumboltz, 1979).

Each type of personality from the six proposed by Holland (1956) has a characteristic set of attitudes and skills in relation to environmental problems and tasks. By comparing the attitudes and skills of a person with the characteristics of the types proposed by Holland, the degree of similarity between the person and each of these types can be determined. The more similarities with a certain type are registered, the more likely it is to belong to that particular personality type.

Still, there are no pure types of personality, Holland claims (1956). Affiliation to one of the types is established in relation to the pattern of the dominant type, for which the highest degree of similarity is recorded, but similarities are also found in the other patterns (of the secondary types). For example, a person may have the highest degree of similarity to the social type, the second, in order of similarity, to the enterprising type, the third to the artistic type, etc. They will become the first in the personality pattern of the person, after which, in descending order of similarity, they will pass to the other types. There are 720 different patterns of personality or repertoires of behaviors that allow for a more accurate and personalized interpretation of data (Holland, 1997).

Between personality and the environment there is an experimentally verified and practically-applicative correspondence in everyday life. Building the hexagonal pattern of occupational environments has started from the idea that people with similar personality patterns tend to associate, to surround themselves with objects appropriate to their work, and to focus on issues that are on their own interests and abilities. Being influenced by the persons who compose them, occupational environments will also exert an influence on them, giving them a specific arsenal of opportunities and responsibilities. Therefore, environments will favor the development of individuals who can integrate into the environment with common features with them.

There are, therefore, six types of environments – Realistic, Investigative, Artistic, Social, Entrepreneurial and Conventional (RIASEC) – corresponding to the six types of personality. Just like in the case of personality patterns, however, we cannot speak of pure types, but of patterns of specific types of mediums (similar to those of personality).

According to the congruence hypothesis, as we have previously mentioned, a congruence between the type of vocational personality and the occupational environment is needed for career success (Holland, 1959, 1973, 1985, 1997).

1.5. Theoretical Applications, Holland's theoretical model, as well as the developed assessment tools allow:

a) identifying the interests of the person;
b) predicting the congruence between the work place and the person;
c) identifying jobs that are compatible with the person (based on DHOC – Dictionary of Holland Occupational Codes and Educational Level);

2. The study

2. 1. The objective of the study is to observe and explore the relationship between the type of personality (of the 6 RIASECs) of a first-year student at the FSPAC specializations, the vocational characteristics of the profession which

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he has opted for, and which is being prepared in FSPAC (Holland, 1997) and the reasons why he chose one of the FSPAC specializations in the summer of last year.

H1: First-year students at FSPAC / UBB have the specific training required by the professions they are preparing for; There is a great deal of correspondence between their personality type and the vocational profile of the job they want to practice.

H2: For first-year students at FSPAC / UBB, the reasons why they chose in the summer of the previous year are according to their personality type.

H3: There is a positive correlation between the personality type and the vocational profile of the profession in the context of expressing certain reasons.

3. Methodology

3.1. Participants.

The study will use a sample of 28 first-year students, from each of the 7 specializations of the university being randomly selected 4 students.

3.2. Design.

The proposed study has a remarkable design between the psychological profile established by RIASEC (Holland, 1997), the career motivations and the specifics of the professions for which the students are trained in the specializations: Communication and Public Relations, Journalism, Public Administration, Political Science, Public Health.

3.3. Procedure and tools:

Identifying the personality pattern is done through quantitative methods (inventory of interests). The most commonly used scales for personality pattern identification are available for FSPAC students in CASS + format offered by COGNITROM, Cluj in the form of:

3.3.1. Evaluation Questionnaire of interests (CEI) (date: 25/07/2017)

Test Description: This questionnaire evaluates occupational interests (preferences for certain areas of knowledge or activity). Quoting and interpreting answers: The score is: 2 points for the "I like" option (P); 1 point for the "I'm indifferent" option (I); 0 points for "I dislike" (D). The total score for each of the 6 dimensions is calculated. For each rated dimension, the subject can get the maximum score of 20 and the minimum of 0. The items are grouped according to the grid below.

The results obtained on the questionnaire scales:

- Entrepreneurial interests. Scale Description: They are manifested through preference for activities that allow initiative and the possibility of coordinating their own activity or of a group.
- Social interests. Scale Description: They involve the orientation towards activities that require interpersonal relationships – preference for teaching or helping people solve various problems**.**
- Artistic Interests. Scale Description: They are manifested by attraction to less structured activities, which require a creative solution and offer the possibility of self-expression.
- Investigative interests. Scale Description: They suppose an attraction for research, investigation in various forms and in various fields.
- Conventional interests. Scale Description: They assume the preference for activities that require the systematic and orderly manipulation of data or objects within a well-organized and defined framework.

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- Realistic interests. Scale Description: They are manifested by the tendency to move towards activities involving the manipulation of objects, machines and instruments.

3.3.2. Observing and evaluating educational and career choices, the reasons why they have chosen that particular career path. Here, the data obtained from their motivation letters submitted to the admission file of the previous year are going to be relevant or their direct specifications will be recorded.

3.3.3. Inventory of Vocational Characteristics (Holland, 1997) for each of the professions for which FSPAC prepares students, see DHOC – The Dictionary of Holland Occupational Codes and COR (the 9 groups).

The occupational classification system in Romania is based on the following structure:

- Members of the legislative, executive body, senior public administration leaders, senior officials and officials
- Specialists in various fields of activity are specialists with intellectual and scientific occupations who develop the existing stock of knowledge, who systematically teach and who apply scientific or artistic theories and concepts or who engage themselves in any combination of these activities.
- Technicians and other technical specialists usually carry out technical and similar tasks related to research work and the application of scientific or artistic concepts and operational methods, as well as government or business regulations.
- Administrative staff records, organizes, archives, evaluates and performs information processing, performs secretarial work on financial operations (domestic), travel arrangements, requests for information and meetings.
- Workers in the field of services provide personal and protective services related to travelers, households, food supply, personal care or fire protection and delinquency, present and sell wholesale or retail goods in stores or similar establishments, as well as at stalls and markets.
- Qualified workers in agriculture, forestry and fishing are engaged in growing and harvesting field crops or planting trees and shrubs, harvesting wild berries and wild plants, breeding, caring or hunting animals, producing a diversified range of products by animal breeding, cultivation, maintenance (conservation) and exploitation of forests, growing or catching fish, cultivating or harvesting different aquatic species (life forms) in order to provide food, shelter and income to themselves and to their families.
- Qualified workers and their assimilates apply specific knowledge and skills in areas relating to the construction and maintenance of buildings, the raising of metallic structures, the adjustment of machine tools or the manufacture, installation, maintenance and repair of machinery, equipment or tools, the execution of specific printing and production processing of food, textiles, wood, metal or other articles, including handicrafts. The works are executed manually or by means of hand tools and other types of tools that are used to reduce the amount of physical effort and time required for specific tasks as well as to improve the quality of the products. The carried-out tasks require an understanding of all the stages of the production process, of the used materials and tools, and of the nature and purpose of the final product.
- Installers and machines operators, machinery and equipment assemblers operate and supervise on-site industrial and agricultural machinery and equipment, or remotely control with the help of remote controls, drive trains, vehicles, mobile machinery and equipment, or assemble component parts, according to specifications and procedures. The main activity requires the experience and knowledge of industrial and agricultural machinery and equipment, as well as the ability to cope with the speed of operation of the machines and to adapt to technological innovations.
- Unskilled workers perform simple and routine tasks that require the use of hand tools and considerable physical effort.

The information will be used to make the correlations proposed for analysis in this study. For example, if a person wishes to become a journalist or to be employed as a journalist and opts for the specialization of Journalism, they can be classified as being of the dominant Social type with secondary Artistic, because being a journalist is typical for the Social type (Baban, 2000, apud Holland, 1997) .

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4. Research Results

The analysis obtained from the research could provide information necessary to optimize the admission criteria for the FSPAC specializations, taking into account the correspondence between the vocational profile of the future student and the vocational profile of the profession for which he is going to opt for admission.

4.1. Journalism

- Identifying the interests of the person: 1 has social + entrepreneurial interests and 3 have artistic + social interests.
- Observing the reasons for choosing that career path: Of 4 students, 2 have only intrinsic motivations, 1 has mixed motivations (intrinsic + extrinsic), 1 has extrinsic motivation
- Identification of jobs compatible with the person (based on DHOC – Dictionary of Holland Occupational Codes): of 4 students, 3 students overlap their interests with Media; 1 student would be more suited to Business or Public Administration.

Partial conclusion:

In the case of candidates for Journalism, 3 of the 4 surveyed students opted for this specialization / profession of journalist, having professional interests appropriate to the field. The available skills, which the candidates believe they have, encourage them to choose the educational and professional field. So, there is a close correlation between their options and aptitudes when the vocational interest manifests itself. At the level of motivation, the intrinsic motivation, the engine of the long-term actions and of the respected commitments, prevails.

4.2. Public Health

- Identifying the interests of the person: 1 student has social-entrepreneurial interests and 1 student: entrepreneurial-social interests, 1 student has social-conventional interests, 1 student: social-investigative interests.
- Observing the reasons for choosing their career path: Of 4 students, 3 have extrinsic motivations, 1 student – intrinsic motivation.
- Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): out of 4 students, 2 find their professional interests in the Public Health system as experts. The other 2 would be more suited to Administrative or Research Services.

Partial conclusion:

In the case of Public Health candidates, 2 of the 4 surveyed students opted for this specialization / profession of Public Health specialist, having professional interests appropriate to the field. The other 2 have expressed interest in another field according to their aspirations: administrative. At the level of motivation, extrinsic motivation, of a contextual type, which influences the long-term professional oscillations, prevails.

4.3. Digital Media:

a) Identifying the interests of the person:
- 1 student: entrepreneurial-social
- 1 student: artistic-social
- 1 student has: artistic-entrepreneurial interests
- 1 student: realistic-social

b) Observing the reasons for choosing their career path: Of 4 students, 3 have intrinsic and extrinsic motivations, 1 student – intrinsic motivation.

c) Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student is more suitable for the field of Digital Media, and 2 only for part of the professions in the Digital Media and 1 for the administrative field.

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Partial conclusion:

In the case of Digital Media candidates, 3 of the 4 surveyed students opted for this specialization / profession of digital media specialist, based on the professional interests appropriate to the field, even if 2 out of 3 overlap just over part of the professions in the professional field. At the level of motivation, mixed motivation: intrinsic + extrinsic motivation predominates, which provides a balance in long-term professional choices. When extrinsic motivation disappears, intrinsic motivation keeps the subject on the chosen career path. The fourth student argued for the professional choice by intrinsic motivation, the motivation that ensures perseverance and professional stability.

4.4. Political Sciences

a) Identifying the interests of the person:
- 1 student: entrepreneurial-social
- 2 students: social-entrepreneurial
- 1 student has: artistic-entrepreneurial interests

b) Observing the reasons for choosing their career path: all students have extrinsic motivation
c) Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student does not fit with the specificity of the profession, 3 are suitable for professions specific to public space.

Partial conclusion:

In the case of Political Science candidates, 3 of the 4 surveyed students opted for this specialization / profession of public specialist based on the professional interests appropriate to the field. At the level of motivation, extrinsic motivation prevails. The association between the political field and extrinsic motivation indicates the instability of the vocational / professional option.

4.5. Public Administration

a) Identifying the interests of the person:
- 2 students: entrepreneurial-social
- 1 student: social-conventional
- 1 student has: entrepreneurial-conventional interests

b) Observing the reasons for choosing their career path: Of 4 students, 3 have intrinsic and extrinsic motivations, 1 student – intrinsic motivation.
c) Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student is suitable for Public Administration, 3 could excel in Business.

Partial conclusion:

In the case of Public Administration candidates, 1 student out of 4 surveyed students opted for this specialization / profession of public administration specialist, based on the professional interests appropriate to the field, while 3 of them stated their vocational interests for the entrepreneurial domain. At the level of motivation, mixed motivation: intrinsic + extrinsic motivation predominates, which provides a balance in long-term professional choices. When extrinsic motivation disappears, intrinsic motivation keeps the subject on the chosen career path. The fourth student argued for the professional choice by intrinsic motivation, the motivation that ensures perseverance and professional stability.

4.5. Communication and Public Relations

a) Identifying the interests of the person:
- 1 student: social-entrepreneurial
- 1 student: artistic-entrepreneurial
- 1 student has: social-conventional interests

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- 1 student: social-artistic

b) Observing the reasons for choosing their career path: Of 4 students, 1 student has intrinsic and extrinsic motivations, 2 students have intrinsic motivation and 1 student – extrinsic motivation.
c) Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student is suitable for Business, 2 students – for Public Communication and 1 student for the Administrative field.

Partial conclusion:

In the case of CRP candidates, 2 students out of 4 surveyed students opted for this specialization / profession of public communication specialist, based on the professional interests appropriate to the field, while 2 of them stated their vocational interests for the entrepreneurial or administrative field. At the level of motivation, intrinsic motivation predominates: 2 students have argued their choice by intrinsic reasons, 1 student through mixed motivation (intrinsic + extrinsic), which provides a balance in long-term professional choices. When extrinsic motivation disappears, intrinsic motivation keeps the subject on the chosen career path. The fourth student has argued his professional choice through extrinsic motivation, the motivation that announces the instability of the professional decision.

4.6. Publicity

a) Identifying the interests of the person:

- 1 student: conventional-investigative
- 1 student: artistic-social
- 1 student has: conventional-social interests
- 1 student: social-conventional

b) Observing the reasons for choosing their career path: Of 4 students, 1 student has intrinsic and extrinsic motivations, 2 students – intrinsic motivation and 1 student – extrinsic motivation.
c) Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student is suitable for the field of Advertising, 2 students may work in the Public Service area and 1 student in professions requiring repetitive, fixed, investigative activities: police, army, etc.

Partial conclusion:

In the case of Publicity candidates, 1 student out of 4 surveyed students opted for this specialization / profession of advertising specialist based on the professional interests appropriate to the field, while 2 of them stated their vocational interests in the field of Public Communication and 1 student for typical investigative areas.

At the level of motivation, mixed motivation: intrinsic + extrinsic motivation predominates, which provides a balance in long-term professional choices. When extrinsic motivation disappears, intrinsic motivation keeps the subject on the chosen career path. The fourth student argued for the professional choice by intrinsic motivation, the motivation that ensures perseverance and professional stability.

5. Conclusion

Of the total number of 28 surveyed candidates, half of them opted for a professional specialization in accordance with the vocational skills they are aware of and which they manifest through their professional interests and in our assessment. More than half of the prospective students started in this career decision based on intrinsic motivation.

A third of them, who do not have the appropriate professional interests and have extrinsic motivation, could explain the percentage of university dropout at FSPAC during the first year of study. Although our study is observative and empirical, it may offer research assumptions for in-depth studies on the causes of university drop-out from vocational-motivational perspectives.

The limitations of the study

This study does not provide a generalized picture of the issues addressed. The quantitative methods and correlative

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studies would have provided a relevant picture of the relationship between motivation and vocation to first-year students from the Faculty of Political, Administrative and Communication Sciences.

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Particularities of training teachers in higher education from an intercultural perspective

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Abstract

Intercultural education is the education aimed at the pedagogical approach to intercultural differences, a strategy that takes into account spiritual or other specifics (gender, social or economic differences etc.). The primary purpose of intercultural education is to form capable people who appreciate different cultures that are established in a traditional society and accept, evolve in contact with these cultures so that diversity becomes a positive element. Therefore, in the present society, the formation of teachers from the perspective of intercultural education has become an imperative, because only through intercultural training teachers will be able to contribute to the education and training of students in the spirit of the new demands imposed by contemporary society, in the context of the internationalization of education and the globalization of information.

Keywords: intercultural education, interculturality, traditional education, training, intercultural teacher.

1. Introduction

Teacher training is an activity with pedagogical and social content designed, developed and realized within the educational system, with a managerial function of continuous regulation and self-regulation of the educational process, at all its reference levels (functional-structural-operational). At the functional level, the teachers training aims at stimulating the pedagogical and social capacities for the practical conversion of the system finalizations into the objectives of the educational process, both in the academic environment and outside it. At the structural level, the training of the teaching staff aims to stimulate pedagogical and social capacities to fully exploit all pedagogical resources (informational, human, didactic-material, financial) existing at the level of system and process. At the operational level, the improvement of the teaching staff aims to stimulate the pedagogical and social capacities of design, realization, development and completion of the specific activities of the educational process (lessons, courses, seminars, practical works, educational activities, managerial, methodical, etc.), under optimal conditions, corresponding to the existing internal and external context, in the short, medium or long term. The analysis of the teacher training activity implies referring to the pedagogical concepts of training, in general, and continuous training and training from an intercultural perspective, in particular.

Teacher education is the central function of education (expressed as permanent training and development necessary for the optimal social integration of the human personality). Thus, teacher training is functionally dependent on "education that is only a particular case of training". Between education and training, "its functioning matrix is updated differently in teacher training, adult education in general or in student formation".

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In the last decades, the changes in society and the prognosis of the acceleration of the changes in the subsequent stages require that not only the adaptation of the educational systems to the new economic, social, cultural and scientific realities but also the formation within these systems of the capacity for continuous regulation and adaptability. Thus, the principles of intercultural education become guidelines for educational activities, because we live in a multicultural and multiethnic society, and individuals are in a position to permanently structure their own way of thinking and adapt to new conditions.

In this context, teacher education is a modeling action for teachers in line with the requirements of today's society.

If in the perspective of Aristotelian philosophy the teacher training is circumscribed to the action of external impulse of activity by imposing a form, and in the classical pedagogy the improvement means vocational training completed with subsequent education of adults, then, in the modern pedagogy the improvement of the teaching staff presupposes the integration of the professional training actions initial and continuing through action models specific to permanent education and, more recently, intercultural education.

2. Intercultural education, teachers training, and intercultural teachers

Intercultural education is education aimed at the pedagogical approach to intercultural differences, a strategy that takes into account spiritual or other specifics (gender, social, economic, etc.) avoids, as far as possible, the risks arising from unequal changes between cultures. The primary goal of intercultural education is to form capable people who appreciate different cultures that are established in a traditional society and accept, evolve in contact with these cultures, for diversity to become a positive element, developing values of human dignity irrespective of race, political color, gender, language or cultural heritage, enriching the cultural, social, and economic life of the environment.

Therefore, the intercultural approach becomes a new methodology that integrates into the educational space, psychology, anthropology, social sciences, history, politics, and culture.

From the point of view of intercultural education, the term of teacher training captures the process of integrating personality according to an active model realized with the purpose of adaptability of the person, assuming, in fact, the formation of professional competencies that are imposed as imperatives of each professional field.

Projecting and realizing effective strategies in intercultural education is possible if university teachers have the respective competencies (intercultural competencies). Among the established obstacles referring to intercultural education in higher education institutions, the teachers' attitudes and abilities are listed first. This refers to ethnic and cultural prejudices and the use of ethnocentric strategies, caused by the fact that university training programs have not prepared them to teach appropriately in diverse contexts. There are no compulsory courses or optional courses in the university that have the focus on intercultural education.

Questioning teachers with reference to intercultural education have attested the following results, presented in the Table 1.

Table 1. Questioning teachers with reference to intercultural education.

	Question	Answer in % Yes	Answer in % No
1.	Do your courses include the intercultural component of student education?	2 %	98%
2.	Do you adapt the course taught according to the ethnic/cultural diversity of the group of students?	20%	80%
3.	Do you help students to get a better understanding of themselves in the intercultural context?	15%	85%
4.	Have you discussed the key issues of interculturality with ethnic students?	30%	70%
5.	Have you organized extracurricular activities with students of different ethnicities?	5%	95%
6.	Do you promote in your activity the mutual understanding of the values characteristic of the co-operating ethnicities?	10%	90%
7.	Are you tolerant of the diversity of students' opinions of different ethnicities?	90%	10%

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The answers given by the teaching staff in higher education were subjected to the analysis and synthesis and, as a result, we can deduce the following contradictions and tendencies:

The first contradiction: teachers are aware of the importance of promoting interculturality with the students, but the activity of their own education is strictly ethnocentric and technical.

The second contradiction: teachers understand the necessity of self-education from the perspective of interculturality, but do not make any effort to modernize their own course and teaching techniques in the context of diversity.

The third contradiction: concerns the ways in which teachers treat interculturalism as being a marginal, added subject.

The fourth contradiction: centering the initial training courses of a "good specialist" and very little, of an "intercultural competent" specialist.

Thus, the identification and forming intercultural competencies to teachers will serve as support in the process of covering these contradictions. This type of competency is a transversal component for all teachers in general, regardless of their professional profile, and they are not specific to only certain categories of professors.

Training is a form of empowerment that enables the teacher to work in a flexible manner in the domain for which it is formed. This perspective defines in a different way and the professional training of the teaching staff, an area in which the refinement term emphasizes the need for a professional structure capable of self-improvement, especially as the teachers are the category of trainers considered as agents of change.

The change envisaged by the training action is conceived differently in different educational systems. Thus, as A. de Peretti points out in the Anglo-Saxon literature, the term of perfection has a predominantly behavioral and even sporting nuance, using the term "training", while Latin literature focuses more on the internalized version and a more intense cultural connotation of "education". Similarly, in the Nordic countries the term "Bildung" is used, emphasizing the modeling character of the training activities, and the Francophone literature proposes the term "formation" which besides the idea of "pouring into shape" strengthens the idea of inner harmony to which the teacher has access.

If the educational process takes place within institutions that are marked by the culture of the geographic, political and social space in which it operates, the university becomes an impersonal institution whose culture is enriched by the students' culture, which diversifies and refreshes it continuously".

Through this cultural cumulation, vertically through members of the same society and horizontally through representatives of different cultures, higher education institutions propose the formation of individuals in the spirit of tolerance and solidarity, fundamentally intercultural behavior. The university system is an open system (in the sense of Luhmann), which "interacts with the environment in which it operates, realizing with it an exchange of matter, energy and information", it is "an ensemble of interdependent elements in interaction with the socio-economic and political environment (outside)". The characteristics of such a system are globalism, interculturality, teleonomy, entropy, and retroactivity.

The mosaic of cultures, forms, and structures we live in is not a new reality, but an increase in interdependencies between states, intense and alert changes in a short, political, economic and social time, increased international labor mobility and the way they influence individual, state and supra-state existences draws in the forefront the implications and, in particular, the attitudinal reporting of the members of society in relation to those of the ethnic communities by all the inhabitants of the respective country. The fact that in higher education emphasis was placed on intercultural education, which promotes the knowledge and respect of the culture, traditions, and lifestyle of the tutor of the ethnic group in the many forms it encompasses (linguistic, ethnic, religious, social, political, economic, cultural).

In this context, it is favorable to open the methodology to lesser-used forms that are being exploited by those who experience an intercultural approach to education. From the findings of intercultural practices in higher education, we can see intercultural folklore more in the non-formal sector: excursions, visits, extracurricular activities. These activities do not disturb the university curriculum, which takes place under certain established and accepted conditions. The truth is that they are not very easy to organize, manage and evaluate because they are more complex because there are several factors involved, and they are under more controllable conditions. However, they also have the advantage of being less affected by the normative constraints specific to didactic activities.

Because there is a growing development of intercultural educational practices in the non-formal sector, it is very necessary not to transform interculturality into a "dynamic" concern, and content. Intercultural strategies must be

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infused into the whole practice of the education system without to cause harmful exaggerations, such as highlighting intercultural aspects in any content.

From the perspective of intercultural education, higher education institutions have difficulty to adapt to cultural diversity. Because the status of students, characterized by diversity, by the "coexistence of identities with what they have in common and different" is an objective reality, the one that needs to be remodeled is the educational institution, to ensure a remodeling of the society through itself and through education.

Thus, intercultural education is one that makes cultural differences accepted, cherished, lived without being a source of conflict but, on the contrary, a growth and a qualitative contribution, alike. Alain Kerlan argues: "Educational responsibility carries with it the power of regeneration, of reaffirming the ability to valorize".

There are several types of contexts that determine an intercultural approach to education, but all have essentially the same source: the multiplication of situations in which groups of students are characterized by linguistic, ethnic, religious, cultural diversity. In this sense, in the Republic of Moldova, for instance, in universities there are students belonging to different ethnic groups (Moldovans, Romanians, Russians, Ukrainians, Gagauzs, Bulgarians, etc.), different religions, but the expression of a common history, even students from other cultures (Arabic, Turkish, Syrian), as a result of the international migration of capital and labor. In such a complex cultural universe, it is necessary to restructure the attitudes towards alterity, the pedagogical language used, the integrated didactic strategies. In this direction, slow but consistent, the progress made by the understanding of personal and group identity is "as built by a logic of opening rather than closing" or, according to Micheline Rey, "the transition from logic" mono "to inter-type logic, which also involves some obstacles.

Among the obstacles observed (observed) in higher education institutions, regarding intercultural education, we can mention the attitudes and abilities of the teaching staff. These relate to ethnic and cultural prejudices and the use of ethnocentric strategies. However, designing and implementing effective strategies in intercultural education is possible if the academic staff has the respective competences (of interculturality).

Thus, the intercultural teacher has to manifest intercultural openness, tolerance to uncertainty, to realize the manifestations related to the interpretation of the different cultural, social codes, to establish equitable relations with all the students. These elements are particularly important at the academic level, as teaching is to a large extent a profession of communication, so for the "competent intercultural" teacher is not only the teaching/learning process that matters, but also the efficiency of this process, the way in which students perceive themselves, their colleagues and those around them. "It is important for teachers to understand more about how cultural messages, including their own teaching process, affect the formation of students from diverse backgrounds." (Domintineanu, 2009).

In the opinion of Zeichner K.M. the following intercultural competencies, specific to a teacher, involved in intercultural education, can be identified:

1. to have a personal perspective on their own cultural and ethnic identity;
2. to relie on high and expected results from the all the students, accompanied by the confidence that all students can succeed;
3. to establish promotion of equalizing opportunities for all students convinced that they can make changes in the process of teaching/learning of students;
4. to promote a relationship with their students, not perceiving them as "others," "the different one";
5. to provide a stimulative curriculum;
6. to focus on creating an interactive and collaborate teaching/learning environment;
7. to represent a support for students who must perceive teaching/learning tasks as meaningful and relevant;
8. to assume the indispensable presence in the curriculum of contributions and perspectives in different ethnocultural groups, that are constituent parts of society;
9. to grow preponderantly and explicitly cultural elements and to promote the identity and ethnic pride of students;
10. to encourage community members to have an opinion and be able to expose them to the decision-making process.

It should be noted that the development of teachers' intercultural competences covers both the personal and professional areas, including:

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1. familiarization and beneficial knowledge of the community, cultural environment, cultural diversity;
2. understanding cultures, attitudes of other ethnicities;
3. respect for diversity;
4. cultivating trust and respect;
5. understanding cultural flaws;
6. focus on effective work in the multicultural environment.

Focusing on this approach, we can offer a profile of the "competent intercultural teacher" as follows: *A professionally competent teacher has:*

1. the ability to negotiate cultural significance;
2. the ability to adapt, to reorganize its own cultural markers;
3. the ability to perceive and to integrate the multiple alternatives into a personal register;
4. the ability to get into the plurality of interpretations and meanings attributed to different cultural facts;
5. the ability to possess various linguistic and cultural codes;
6. the ability to work optimally with new categories (which considerably diminishes anxiety in front of the unknown), to accept them quickly in their own structures;
7. the ability to empathize (cognitive and affective participation in the experience of another person).

Thus, the "intercultural" teacher manifests intercultural openness, tolerance, he acknowledges the manifestations related to the interpretation of different cultural, social codes, he manages his prejudices and stereotypes, and the preferences directed towards certain styles of communication, communication (Chiriac, 2013).

The relationships of the ,,intercultural" teacher with alterity are detensioned, whether aimed at students, the community, other colleagues. His emotions indispensable to the event's meeting are properly managed. All these are prerequisites of efficiency valid in any educational activity.

An "intercultural teacher" is a teacher with cross-curricular communication skills, since communication is undoubtedly a subcomponent of intercultural capacity. Thus, a good communicator quickly establishes interpersonal relationships, easily empathizes with people from other backgrounds, and solves communication errors.

In addition to these competencies, an "intercultural teacher" must have realistically the relationship between language and cultural significance, as well as the ways in which culture offers the form of transmitted messages. He must appropriately decode nonverbal communication, as the fundamental expression of the message, and to establish equitable relations with all students.

We also have to remark that an "intercultural teacher" is also a reflective practitioner. M.Cardelle-Elawar states that a reflexive practitioner is a teacher willing to review, monitor and cultivate his work; this fact refers to the development of metacognitive strategies in the process of raising awareness not only of his own practices, attitudes, and behaviors but also of their inflexibility on all students. The "competent intercultural" teacher, who is a "practitioner", will realize that his own cultural perspective is not a universal norm nor is it the only correct one; he will objectively and realistically evaluate himself as a "person" and as a "practitioner" (Cardelle-Elawar, 1992).

In the following, we conclude that the key factor in the organization and functioning of higher education institutions is man, namely the teacher, and the reform of education in terms of inter- and multicultural society, presupposes firstly the assimilation and practicing of new behaviors, attitudes, and values, and this can only take place through the teachers.

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In order to meet the demands imposed by an intercultural society, there is a need for an adequate training of the teaching staff, in which the specialized academic training is doubled by affective and relational training in the sense of opening to cultural, ethnic, linguistic, religious diversity, and intercultural thinking. Therefore, the primary requirement that faces the teacher is that of professional (pedagogical) skills. Therefore, in the educational activity professional comprehension means the ability to behave in a certain way in a certain pedagogical situation, the competence being conditioned by information and acting on the performance and the style of work of the professor in the university environment. Thus, we come to the following relationship:

Fig. 1. The relation between teacher's competence information and performance



3. Conclusions

In conclusion, the formation and improvement of the teaching staff from an intercultural perspective is an essential priority of modern pedagogy, which presupposes the ability to communicate effectively with the followers of different cultures that are perceived as being different from their own culture and the activities undertaken by the didactic framework in this sense will have a real impact on improving the quality of educational services, contributing to the continuous improvement of the education system in the context of adapting to new social requirements.

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Personal and social skills of teachers

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Abstract

A changing world somehow forcing changes in the training of future teachers. Socio-cultural and economic changes put before teachers' new challenges. The article concerns the development of competencies of teachers, especially in the so-called emotional intelligence - personal and social competencies for more efficient education, and for some benefits of the teacher - doing better with stress and difficult situations.

Keywords: personal competencies, social competencies.

1. Introduction

The changing world forces some changes in the process of education of future teachers. Socio-cultural and economic changes also pose new challenges for teachers. In order for education to be effective and able to respond to the conditions of the changing world, it is worth reflecting on the competencies of teachers, especially in the area of so-called emotional intelligence or personal and social competence.

At the outset, one should answer the questions: what are the competencies and how do we measure and share them?

2. Basic terms

Competence is a combination of knowledge, skills and the accepted attitude. T. Rostkowski (2006) treats the concept of competence as an integral whole, which consists of: talents, skills and abilities, knowledge, physical competences, styles, personality, principles and values, and interests (Rostkowski 2006).

Key competencies are competencies that support personal development, social inclusion, active citizenship and the opportunity to find employment. The process of shaping and developing key competencies lasts throughout life and never ends. The European Union is trying to support the development of all citizens by defining the most important and basic skills that a person should develop during his life to achieve success in professional and private life. The goal is to equalize the chances and opportunities of every human being. These skills are called key competencies and there are eight (European Parliament and Coucil of the European Union, 2006):

1. communicating in the mother tongue
2. communicating in foreign languages
3. mathematical competence and basic scientific and technical competences
4. IT competences
5. learning to learn
6. social and civic competencies
7. initiative and entrepreneurship

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8. cultural awareness and expression.

We can also distinguish between so-called "hard" and "soft" competencies.

"Hard" competencies are specific, measurable features necessary to perform a given job. You can confirm them with diplomas, certificates etc. This group of competencies includes, above all, our knowledge and skills. These features are subject to development opportunities through learning, participation in training and courses, as well as work on a given position. This development is therefore dependent on what profession we perform.

Examples of hard competencies:

- knowledge of foreign languages
- expertise
- ability to use programs/ computer/ MS Office package
- possession of a driving license.

"Hard" competencies are often referred to as basic, that is, those without which we do not have the opportunity to participate in a specific position (for example, requirements for candidates to work: English and possession of category B driving licenses that automatically exclude employment of people who do not meet these requirements). In other words, hard competencies are described using the zero-one system: either we have (necessary for a given position) competence or no - there is no other option.

"Soft" competencies relate to psychophysical features and social skills. They focus on human behavior, attitudes and the way of life. They mainly concern self-management, motivation and interpersonal skills.

Examples of soft skills:

- communicativeness
- dynamism of action
- creativity
- ability to work in a team
- time management
- resistance to stress.

"Soft" competencies can also be practiced and developed. However, this process is more difficult and more complex than in the case of hard competences. Nevertheless, there are various courses or trainings (concerning, for example, the art of motivation or assertiveness) that facilitate "working on your own person".

Research on the changes of the modern world and research conducted in the field of useful competencies for contemporary teachers indicate the need to develop competencies related to the human and social sphere of human person. In this aspect, it is worth discussing the subject of the teacher's intelligence and emotional competence. So what is emotional intelligence?

According to D. Goleman, emotional intelligence determines our potential to learn the basics of self-control and similar skills. Emotional competence shows how many of these potential opportunities translate into skills in the workplace (Goleman, 2007). Bradberry and Greaves argue that emotional intelligence consists of personal competence and so-called social (Bradberry, Greaves, 2003, p.32).

3. Personal competencies

Personal competencies are conected to the ability to understand another person. It is the result of skills that gain importance in interpersonal relations. As part of them, Goleman distinguishes emotional self-awareness, self-regulation and motivation.

Emotional self-awareness relies on the ability to recognize their emotions and their effects. It concerns knowledge about own internal states, possibilities, preferences and intuitive assessments. An important task is correct self-esteem, that is learning about strengths and weaknesses and self-confidence, which is associated with its own sense of value.

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Self-regulation is understood as the ability to control our impulses. Self-regulation components (self-control of harmful emotions), reliability (maintaining standards of integrity and honesty), conscientiousness (connected with accepting responsibility for their actions), adaptability (flexibility in adapting to changes) and innovation (easy adoption of innovative ideas and approach new information).

Motivation is comprehended as emotional tendencies that lead to new goals or achieve them. In frames of above competence an aspiration to achievements is standing out (trying for meeting criteria of the excellence), commitment (identifying its purposes with purposes of the group), initiative (readiness to use chances and the chance), as well as optimism (perseverance of the purpose in aspirations to the achievement determined despite obstacles and failures).

Goleman points out that the quality of personal competences has a direct impact on the extent to which a person with his or her own manages. In addition, it is these skills that will largely affect relationships with other people (Goleman, 1999, p.48).

4. Social competencies

Social competencies are mainly the result of skills that gain importance in contact with other people (Bradberry, Greaves, 2003, p.35). This type of competence distinguishes skills related to empathy. Goleman distinguishes the following social competencies: empathy and social skills, which give rise to desirable reactions in others.

Empathy understood as the ability to become aware of the feelings, needs and anxieties of other people. Elements of empathy include: understanding others (active interest in their worries, anxieties), improving others (sensing other's need for development and developing their abilities), service attitude (anticipating, recognizing), supporting diversity (as creating and maintaining chances to achieve thanks to the ability to engage people with different personality traits) as well as political awareness of recognizing the emotional currents of the group.

Social skills understood as skills thanks to which the desired reactions are induced in others are the sphere of values such as: influencing others, communication (listening without prejudice, sending convincing messages), resolving a conflict, leading (inspiring individuals and groups), catalyzing changes (initiating changes or managing them), creating bonds involving nurturing instrumental relations with others, cooperation (working with others to achieve a common goal), and team skills (Goleman, 1999, p.49).

A man who has well-developed emotional social competencies can build relationships properly. However, the basic condition for the development of social competencies is properly developed personal competencies.

Social competencies concerns knowledge, abilities, attitudes and motivations that are expressed in interpersonal relations. The man as the social being most often finds fulfilment in contacts from other with people, he is developing, is building, is involving. It is thanks to the interaction with the environment that he realizes himself. Thus, social competencies consist of, among others, communication skills, problem solving, influencing, time management, assertiveness, group work, self-awareness.

P.Smółka thinks that social competencies can be defined as shortly as skills conditioning efficient self-management and high interpersonal effectiveness (Smółka, 2008).

Smółka presents two ways of defining social competencies. First, social competencies can be defined as the ability to generate social behaviors that enable and facilitate the initiation and maintenance of positive interpersonal relationships. The importance of the need for approval and acceptance is emphasized here. Social competencies understood in this way are the skills by which we initiate, negotiate relationships with other people or change their character. Therefore, a person who is socially competent is able to establish and maintain satisfying relationships with other people, both close, intimate, family and professional, resulting from the roles they perform.

In the second way of understanding social competencies, it is important to effectively implement your own intentions in dealing with people. This is related, inter alia, to the ability to influence other people in social situations (Argyle, 1999). The importance of the need for status and power is emphasized here. In this approach to social competencies, effective social adaptation is important, and we can consider social skills in terms of "political" and utilitarian skills. Interpersonal effectiveness means influencing others and perceiving and understanding the benefits that may result from joining the coalition with the right people. Despite various definitions of social competencies, there is consensus that they condition the effectiveness of the unit's functioning (see Argyle, 1999, Goleman, 1997, Bobrowska-Jabłońska, 2003, Borkowski, 2003).

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Argyle (1999) and Smółka (2008) emphasize three aspects of social competence that are independent of one another: cognitive, motivational and behavioral.

The cognitive aspect (I know) refers to the skill of accurate and efficient thinking about social situations, knowledge of social rules, cognitive empathy and the ability to plan social behavior. The motivational aspect (I want) is related to the human volitional sphere, the tendency to take social risk and to engage in social situations, and it includes interpersonal attitudes. The behavioral aspect (I act) is the operational sphere - action, that is, having social skills and their good use.

According to Argyle and Smółka, when we talk about social competencies, we usually emphasize the importance of the behavioral aspect, that is, the ability to generate adequate and effective behaviors in a given situation, practice in addressing interpersonal challenges and social perception of the individual's behavior. It should be noted that social skills are recognized as specific, behavioral components of social interactions. An important feature of social skills is their intentionality, or goal orientation (Smółka, 2006).

Arygle, as social competence, understands the ability to have the necessary skills to have the desired effect on other people in social situations, for example, getting someone to buy something, take up education or treatment (Argyle, 1999). He is pointing also at two categories of social abilities letting get the intentional effects in social situations: to universal abilities social, needed for every man and to professional social abilities which are necessary in many competition.

A.Matczak (2007) understands by social-emotional competence folded abilities conditioning the effectiveness of the emotional regulation and dealing with in social situations of different kind.

The socio-emotional competencies defined in this way include, among others, skills related to social perception (apt perception of others, for example their experiences or intentions, understanding and correct assessment of social situations), social sensitivity, empathy, knowledge of social rules and the ability to behave appropriately social situations, ability to solve specific interpersonal problems and control of social situations, skills conditioning coping in conflict situations and demanding assertiveness, effective self-presentation and the ability to influence others, as well as communication and cooperative skills. The social competence model developed by Matczak (2007) contains three elemental components of competencies: competencies determining efficiency in intimate situations, competencies determining effectiveness in social exposure situations and competencies determining effectiveness in situations requiring assertiveness (Matczak, 2007).

Social competence determines the level of socialization of the individual, his/her maturity to perform different social roles - student, student, wife, husband, parent or employee. They condition positive relationships with other people and achieve life, educational and professional goals that are important for the individual and organization.

Man is born with certain predispositions, but it is also desirable to intentional learning and developing competencies in the cycle of academic and lifelong learning. S Kwiatkowski (2005) points out that there are certain "levels" of competence. He distinguishes unconscious competence (I do not know that I know), conscious incompetence (I know I do not know), conscious competence (I know I know), and unconscious competence (I do not know that I know). The point is therefore to use the observation and research tools to diagnose the current state and, in a conscious and controlled manner, develop personal and social skills of teachers (Kwiatkowski, 2005). Well-developed personal and social competencies of teachers can significantly contribute to improving the effectiveness of educational activities and improve a personal functioning of teacher, for example in the field of resistance to stress or counteracting burnout. This is perfectly demonstrated by studies conducted by G. Kinman and L. Grant (Kinman, Grant, 2011).

5. How to measure competencies?

There are different examples of measuring instruments of competences (e.g., Buhrmester, Fuhrman, Wittenberg, & Reis, 1988; Kanning, 2009; Riggio, 1986). They all have in common that they measure social competencies solely on a highly abstract level.

Uwe Peter Kanning, Wolfgang Böttcher and Christoph Herrmann created FIBEL (in German, questionnaire is called "*Feedback-Inventar zur berufsbezogenen Erstorientierung für Lehramtsstudierende*"; the abbreviation is FIBEL (Böttcher, Kanning, Herrmann, & Brinkmann, 2007). It was developed as a self-assessment questionnaire, and it is to help respective individuals to reflect their own (primarily social) competencies regarding the teaching

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profession, to identify strengths and weaknesses and, if necessary, to initiate measures in order to compensate such weaknesses. FIBEL is particularly aimed at students in the higher grades of secondary schools (high schools) and at university/college students who are thinking about taking up a teaching career or who have already commenced with their studies.

In a *first step*, a workshop with 10 teachers from three different types of schools and with different hierarchical positions was organized in order to identify the most important competencies for the teaching profession. The group consisted of highly respected teachers with successful teaching careers. A requirement analysis according to Flanagan's Critical Incident Technique was carried out: Each participant of the workshop generated success-critical situations from everyday working life in a one-to-one interview and subsequently described good or bad behavior, which might be shown by a teacher in such situations. All behavior descriptions were later discussed in the plenum and were qualitatively grouped with the result of obtaining 10 competency dimensions to be measured by means of FIBEL: organizational skills, perception complexity, ability to work under pressure, innovation motivation, self-expression, self-assuredness, assertiveness, willingness to cooperate, prosociality, readiness to educate.

In a *second step*, items were devised to register the competency dimensions and were subsequently integrated into reliable scales in the course of an empirical study. During the process, the items were drastically reduced. Items have the form of statements (Organizational skills/"Many people say I'm a structured person."; Perception complexity/"I'm good at predicting how someone will behave in a certain situation."; Ability to work under pressure/"When I know I've got several more things to do during the day I feel stressed out."; Innovation motivation/"I like trying out new things."; Self-expression/"I like being in the center of attention."; Self-assuredness/"Whenever I resolve to do something I manage to reach my goal."; Assertiveness/"I can assert my own opinion against opposition."; Willingness to cooperate/"I enjoy working in a team."; Prosociality/"I always have an open ear when people I know come to me with their problems."; Readiness to educate/"A teacher should also pay attention to the formation of students' social skills.") and are answered by means of a six-step agreement scale (1 = "I do not agree at all" to 6 = "I agree entirely").

In Polish conditions, the Social Competences Questionnaire (KKS) is used to measure social competences (Test author: Anna Matczak Publisher: Psychological Test Lab of the Polish Psychological Society Warsaw, 2007). It is used for an evaluation of social competence understood as purchased abilities conditioning the effectiveness of functioning of the man in social different situations. Apart from the total rate the questionnaire is providing with also three indicators of exhibitions detailed, determining the level of competence revealed in situations social, situations requiring the assertiveness and situations of the interpersonal close contact. The questionnaire consists of 90 items, which are infinitive expressions of various activities. The researcher assesses on the four-level scale the effectiveness with which he performs them. Sixty of them (and only those included in the key) are activities that mean dealing with various types of social situations that can be considered difficult situations. Another tool developed by the same author - A. Matczak in collaboration with A. Jaworska and others is DINEMO, that is, the Dysfuction Inventory of Emotional Intelligence (Matczak, Jaworska, 2006).

It seems that diagnosing and developing personal and social competences of various social and professional groups is a "need of the moment". It is also an indispensable condition for a good training process for future teachers. The teacher works with people, creates relationships with students, influences the behavior of other people. Diagnosing and developing personal and social competences of teachers creates an area for ever better education and preparing the person for life in the modern world.

6. Conclusions

Socioeconomic-cultural changes in contemporary world taking place in more and more rapid pace are putting next challenges before the process of lifelong learning. In order to meet them, it is necessary to reflect on the process of teacher education in order to make their work after graduation more and more effective, and they themselves can cope well with stress and face difficult situations.

Social and personal competencies are a set of skills that empower children and adults to be successful in life. These skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Grounded in research, social and personal competencies are necessary for children and adults to manage emotions, establish and achieve positive goals, develop and maintain positive relationships, and make responsible

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decisions. In other words, those competencies are the personal and interpersonal skills we all need to manage ourselves, our relationships, and our lives effectively and ethically.

Since teachers spend several hours a day in interactions with other people, it seems plausible to assume that their social and personal competencies are a vital foundation for their professional success. Teacher's activities are of very sociable nature, due to the learning process, which is seen as a social phenomenon. The teacher is one of the participants in the process. Social competence fits in general competencies. Thus, the teacher's social competence level for the most part determines the teacher's activities competence and professionalism.

Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators (The Tennessee Department of Education, June 2015) is an example of toll designed to increase administrator and teacher awareness of social and emotional learning and help them integrate it into the daily classroom and school experience of students. Research on social and emotional learning, often framed as "teaching the whole child" or "re-humanizing education," demonstrates that when educators focus on social and emotional skills of students, they prepare students to participate more fully in instructional activities: by increasing student's capacity to learn (Durlak, Weissberg, Dymnicki, Taylor, & Schellinge, 2011), enhancing student learning (Elias, 2004), and increasing their motivation to learn and commitment to schooling (Zins, Weissberg, Wang, & Walberg, 2004). Furthermore, one of the goals is to create a positive classroom experience for all students through defining clear expectations of good practice and providing teachers opportunities to reflect and grow from those experiences.

It seems that more and more attention should be paid to developing the so-called emotional intelligence of future teachers. It consists of personal competences and social competences. Properly shaped emotional intelligence can effectively help teachers to understand themselves, counteract burnout and the understanding of students and other people and their needs.

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Pedagogical diary - a way of identifying some of the values of future primary and preschool teachers

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Abstract

The axiological crisis of contemporary society makes the process of value transfer even more important. Teaching strategies, through their versatility, deeply impose a value vector. Some alternative methods of evaluation become, due to the evaluated person's subjectivity, telling of the values in which he/she believes. The pedagogical diary provides data on what the learner knows, feels, thinks, expects and hopes for. Our study provides a predominantly qualitative-quantitative analysis of 67 pedagogical diaries of 1st-year students at the Pedagogy of Primary and Pre-school Education, "Vasile Alecsandri" University of Bacau, elaborated as a task for the discipline of the History of Pedagogy. The purpose of keeping the diaries was twofold: 1. systematization and analysis of the knowledge acquired during the course; 2. identification of values in which future primary and preschool teachers believe. The axiological dimensions evaluated were the classic ones: truth (selection of bibliographic sources, authentic content, adequate interpretation of perspectives), good (Socratic perspective, but also professionalism, dedication), beauty (aesthetic structure and content presentation). This paper focuses on the explicit/implicit manifestation of intellectual, moral, aesthetic values, on axiological elements and how values are reflected in diaries.

Keywords: student-centred learning strategies, reflectivelearning practices, pedagogical diary, values.

1. Conceptual framework

As already demonstrated (Cojocariu, 2012; Williams, 2008), the *constructivist paradigm* provides a generous perspective in understanding the teaching-learning-evaluation, teacher-student, informative-formative relationships, having led to the development of a significant set of approaches *centred on the learning beneficiary*. The learner becomes: co-builder of knowledge, generator of understanding, content-process unifier, observer, evaluator of process and self-involvement (motivation, language, attitudes, beliefs, states, difficulties, barriers), transformer of experiences. Thus, there were elaborated and exploited *reflective learning practices* (Schön, 1983, 1987) and an increasing number of *studies on the subject* (Toros&Medar, 2015; McAdoo, 2012; Lam&all, 2006; Mc Clure, 2005; Park, 2003). Developments in the area of didactic strategies have led to more nuanced analyses of the *pedagogical diary*, seen as "an effective means of developing and monitoring higher education students' reflective practice" (Bruno&Dell'Aversana, 2017, p.2). Studies exploit several perspectives: psychological (from leverage for building reflective, critical thinking (Ortlipp, 2008) to therapeutic tool); pedagogical (from learning tool to alternative assessment method) (Phelps, 2005); sociological (a way of knowing and stimulating relations between students, students and teachers) (Cojocariu, 2012); axiological. Seen as a means that "encourages self-reflection that leads to development and growth of judgment, *personal values*, and critical thinking skills" (Miller, 2017; p.39) or integrates "*the personal purview of individual values, beliefs* as areas for reflection" (Lam&all, 2006; p.6), the reflective diary may reveal a world that is much more complex than the universe of knowledge and its processuality.

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2. Research methodology

The research was conducted during the 2nd semester of the 2016-2017 academic year (February-May, 14 weeks) at "Vasile Alecsandri" University of Bacau, at the discipline of the History of Pedagogy. This is part of the curriculum for the Pedagogy of Primary and Pre-school Education study program, 1st year. We have explored how to develop and exploit a pedagogical diary at a compulsory discipline as a first learning experience during the initial teacher training program. Research methods: content analysis of pedagogical diaries, statistical and mathematical methods.

2.1. Study purpose, hypotheses and objectives:

Purpose: to present the way in which the pedagogical diary may be used in a multifaceted way, impacting (a) students and (b) teachers: a. as a means of learning-evaluation-personal and professional development of students; b. as a research tool to identify the values in which prospective primary and preschool teachers believe.

Hypotheses (H) and objectives (O):
H1: integrating the pedagogical diary into the teaching activity may increase the level of course content acquisition:
- O1: identifying the level of knowledge revealed by the students' diaries
- O2: quantifying the level of knowledge revealed by the students' diaries

H2: integrating the pedagogical diary into the teaching activity may help identify the students' values:
- O3: establishing the degree of representativeness of the value of scientific truth revealed by the students' diaries
- O4: establishing the degree of representativeness of the socio-relational values as revealed by students' diaries
- O5: establishing the degree of representativeness of the aesthetic-creative values as revealed by students' diaries
- O6: establishing the degree of representativeness of the usefulness value as revealed by students' diaries

H3: integrating the pedagogical diary may ensure its elaboration in a reflective, complex axiological way:
- O7: establishing the reflective character of the diaries elaborated by the students participating in the experiment
- O8: establishing the complex axiological character of the diaries of students participating in the experiment.

2.2. The design of the reflective pedagogical diary

comprised 2 components: *content and form*, and*product and process*. It aimed to identify and measure 4 types of values: *scientific, socio-relational, aesthetic-creative, usefulness*. There was no pre-establisheddiary format. Students were encouraged to develop a customized diary format. However, they were offered a semi-structure with the essential reflection aspects. This paper presentsonly the data relevant for this research. The students were instructed to include in the diary cognitive and metacognitive elements (Cazan, 2012) and aspects of the learning process, applicability of what they have learned, guidelines for using the new content. These are expressed (in terms of our research) in the following *indicators*: 1. correct *understanding* of the basic concepts of each learning unit, systematization of the main ideas (content/product - scientific value); 2. *collaboration* with peers and teachers, *involvement* in the activity (process - socio-relational values); 3. *applicability* (content, product and process - usefulness value); 4. *elaboration* of the diary (product and form - aesthetic-creative value).

2.3. The research sample

consisted of 67 students in the 1st year at the Pedagogy of Primary and Pre-school Education, Faculty of Sciences, "Vasile Alecsandri" University of Bacau, Romania.

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2.4. Procedure:

The group was asked to produce a pedagogical diary for the History of Pedagogy discipline. During the first meeting, students were instructed on how to fill in the diary, after each seminar and informed on the diary's purpose: 1. to improve learning; 2. to carry out a formative and complementary evaluation; 3. to contribute to a superior (personal and professional) development of reflexibility. They were encouraged to handwrite and customize the diary in an interesting/creative way. There were constant reminders of the diary task and individual/small-group discussions on related difficulties/uncertainties. The diary was handed over to the teacher after examination. The quantitative approach was used to establish and compare answer frequency; the qualitative approach was used to identify values, classify and interpret answers. All students agreed on using the diaries in this research.

3. Presentation and analysis of results

In agreement with H1 and O1, O2 we have studied and analysed the 67 pedagogical reflective diaries.

3.1. *The results analysis for the indicator scientific value*: implied scoring: 2points–for full correctness; 1p – partial correctness; 0p –predominantly error-prone content.

Table 1. Results obtained for scientific value (truth)

Number of diaries	score	total score
57	2	114
9	1	9
1	0	0
67	-	123

The data show a very good level of scientific content knowledge: n=57 diaries (85%) got maximum score, n=9 diaries (13%) got average score and 1 diary (2%), very poor content knowledge. The majority of students have correctly assimilated the course knowledge, made relevant, objective analyses of pedagogical texts and appropriately documented them in the diary. The sample average is very good - 1.84 (the maximum score is 2). The difference between the maximum potential score (67x2p=134p) and the achieved score (123p) is only 11 points. Thus, we consider that O1, O2 were achieved and H1 validated. The results support the students' high performance in the History of Pedagogy exam and reconfirm the value of the reflective pedagogical diary as an effective learning-evaluation tool (Phelps, 2005; Schön, 1983). This data can also be used for achieving O3 from H2.

In accordance with H2 and the associated O3, O4, O5, O6, we further analysed the pedagogical diaries, aiming to identify the values included in the references to the socio-relational indicator.

3.2. Analysis of the results identified for the indicator socio-relational values: the results are shown in Figure 1.

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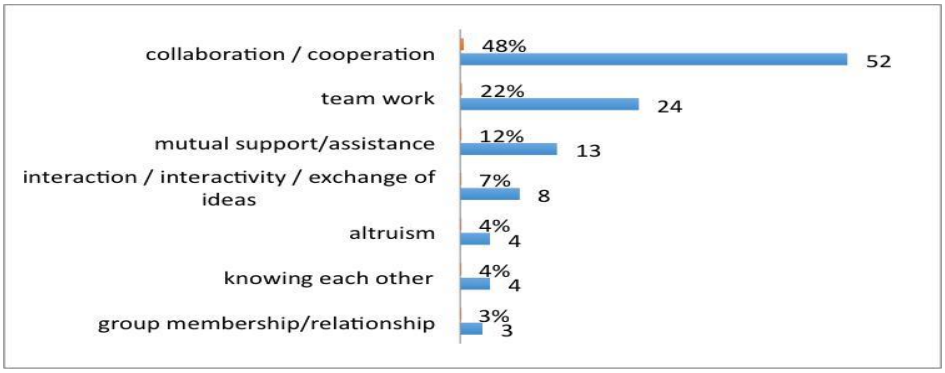


Fig.1 Distribution of socio-relational values

The results highlighted in Figure 1 were obtained by analysing the contents of the diaries, identifying the socio-relational values, grouping them and determining the frequencies. The students reflected on two aspects: How was4 your collaboration with your colleagues? How was your collaboration with your teacher? On the one hand, as shown by the analysis results, the diaries revealed that students most often appreciate a set of 3 socio-relational values: collaboration, cooperation - 48% entries; teamwork - 22%; mutual support, mutual help - 12%. On the other hand, the fewest refer to: altruism and inter-knowledge - each with 4% entries; group membership and establishing relationships with others - 3%. The data highlight the very good auspices of group relationships development based on socio-relational values, both for the didactic activity and for the level of group cohesion at the end of the second semester of academic activity.

3.3. *The analysis of the results for the indicator aesthetic-creative value*

implied scoring: 2p–for predominantly unprecedented form of diary presentation, with graphic elements and atypical forms of organization; 1p – predominantly typical form of creation/presentation of diary, content and narrative reflections; 1,5p – combined/mixed form with elements of novelty-artistic character and narrative-descriptive type, specific to a classic diary (Table 2).

Table 2. Results obtained for the aesthetic-creative value

Number of diaries	score	total score
3	2	6
4		
8	1,5	24
1		
6	1	48
6		
7	-	78

The data indicate a very high level of appreciation of the aesthetic value (all the 67 diaries were handwritten, with customized, accurate styles, accompanied by pictures, graphic representations, mottos, symbols, highlights, chromatic markings, manufactured products). However, from the creative point of view, they illustrate a low level of novelty manifestation in the presentation of contents and the reflections on them (a somewhat expected aspect (!), if we refer both to the students' lack of exercise in such tasks and the predominantly algorithmic aspect of the way in which the didactic process is carried out, especially evaluation in (pre)university education. Whereas only 3 diaries (4.47%) obtained the maximum score, 48 of them (71.64%) are typical diaries and the remaining percentage, three times smaller

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than the typical ones, is represented by 16 diaries (23.89%) that combine relatively balanced items from both categories, alternating essay annotations with creative elements.

3.4. *The analysis of the results for the indicator usefulness value*

Was performed to identify and quantify the most relevant aspects related to the usefulness of assimilated content in the students' records. The results were obtained by analysing the content of the diaries, identifying the value of usefulness in students' reflections, grouping their answers and determining their frequency. The students reflected on the aspects considered most useful during the activity, mentioned and illustrated them (Table 3).

Table 3. Results obtained for the value of usefulness

indicator of usefulness	frequency
transfer of new knowledge to educational practice	29
knowledge acquisition	25
transfer of new knowledge to personal life	20
transfer of values to life	11
teamwork, collaboration (2 times each)	2x2
wisdom, acceptance of students' diversity (1 each)	2x1

The data highlighted in the diaries indicate a very good level of recognition/appreciation of the usefulness of the activity in terms of scientific value (knowledge acquisition, transfer of new knowledge to educational practice/personal life). Since the frequency of these answers is relevant, we consider scientific value to be predominant and found in any analysis of a didactic approach, including in terms of its usefulness. The second position is the usefulness given by moral values (humanity, happiness, respect, harmony were mentioned) that are appreciated because they have the ability to pass from theory to students' life, shaping their existence. The data obtained for O1, O2 in conjunction with the usefulness value analysis assures the achievement of O3, reconfirming the central position of the scientific value (truth) in the axiological constellation of the professional profile of the students involved. On the basis of these results, we appreciate that O3, O4, O5, O6 were achieved and H2 validated. They reconfirm the value of the reflective pedagogical diary as a learning, personal and professional development tool for students.

In agreement with H3 and the associated O7, O8, we further analysed the reflective pedagogical diaries.

3.5. *The analysis of the results obtained for the indicator reflexivity:*

implied scoring: 2p – for predominantly reflective diaries; 1p – predominantly descriptive diaries (Table 4).

Table 4. Results obtained for the scientific value (truth)

indicator	frequency	total score	%
reflective character	51	102 p	76%
descriptive character	16	16	24%

The data show a very good level of the presence and manifestation of reflective thinking in the diaries. A total of 51 diaries (76%) presented reflective notes, referring to the impact of content or activity (lecture/seminar) on the evolution of one's own person. It was analysed as a cognitive and emotional, practical or attitude impact. The reflective attitude was also highlighted by the analysis of pedagogical paradigms, the specificities of the various pedagogical trends/authors from the perspective of the needs and problems faced by the contemporary education system. Students referred to teaching principles, teaching methods, forms of learning organization, elaborating feasible and desirable pedagogical suggestions for the actual school. The other 16 diaries (24%) were centred on the content, repeating/summarizing

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contents. These diaries reflect the fact that the Romanian school is still tributary to the traditional education model, focused on the reproduction of contents. For this reason, the 1st-year students who did not have the skills specific to reflective, critical thinking, perceived the tasks of elaborating the reflective diary, group work, etc. as difficult.

3.6. *The analysis of the results obtained for the indicator axiological complexity*: was performed to identify and quantify the weight of values highlighted based on the reflections analysed for the indicator usefulness(Table 5).

Table 5. Results obtained for the weight of values analysed for the indicator usefulness

Identified values	frequency	weight
truth	90	67.16%
freedom	13	9.70%
love for one's kind	12	8.96%
good	7	5.22
usefulness	5	3.73%
cooperation	4	2.99%
love	2	1.49%
beauty	1	0.75%

Diary data analysis indicates a very high level of student involvement (n=65) in highlighting elements that were considered useful both through reflection on the content and process. There were only 2 diaries in which we could not identify in explicit or implicit terms references to the sphere of values. The data outlined in Table 5 were extracted from all the expressed axiological opinions (134) and show a predominant reason for the orientation of reflection on content and scientific values (truth-67%), followed by a fairly balanced palette of socio-moral values. Freedom-9% - was found in the reflections referring to the diary as a method that allows the free expression of ideas. Love for one's kind (8.96%) and good (5.22%) were identified as a result of covering the content on Christian and Ancient Greece Pedagogy. Cooperation (2.99%) was highlighted from the content referring to the process, the teacher's organization of the class/seminar. Usefulness was regarded as value and not as learning experience, being found in 5 diaries. Apart from these values, we found love - 2 references and beauty - 1 reference. We may conclude from this extremely succinct analysis that in the students' diaries there occurred a multitude of elements that referred to the axiological universe, hence we may consider it a useful tool in identifying the values of its creators. Based on these results, we appreciate that O7, O8 were achieved and H3 validated.

4. Conclusions…open issues

We consider that the approach has achieved its purpose, namely the presentation of the way in which the pedagogical diary has acquired a multifaceted use, impacting both students and teacher. Through the analysis carried out from the perspective of the proposed finality, we have identified/revalidated some of the *advantages* of its integration into the didactic process, more specifically, for building *self-reflection*: a. it determines students to continue the learning process throughout their future career (Rosenfeld, 2014) ; b. it helps students identify their weaknesses and strengths in their own training process (Toros&Medar, 2015); c. it determines future teachers to pay more attention to the teacher-student relationship and be more aware of the impact that the relationship has on students; d. it enables the identification of new ways of working, solutions, perspectives, strengths or new skills that are indispensable in future professional practice (Yip, 2006 apud Toros & Medar, 2015); e. it offers the opportunity to seize interpretations, beliefs, personal experiences determined by a content or situation; f. it generates the context of the analysis of pedagogical models, of a critical and constructive approach to one's training and students. Another significant type of advantages is represented by the possibilities that the diary elaboration offers for *teacher-student mutual knowledge*, and, on this basis, also mutual development. "For teachers, reflective diary writing serves as a window into student thinking and learning" (Williams,

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2008, p.3). Among the *disadvantages* identified in this context, we mention: a. the risk of restricting the analysis of the records to subjective interpretations unfounded on bibliographic resources; b. difficulty in performing such analyses or studies (Toros & Medar, 2015), given the subjective nature of recorded data; c. the tendency of Romanian students to concentrate predominantly on content and only to a small extent on the process; d. low focus on identifying the impact of the content and the way students relate to their own person's development (identifying their own experiences, identifying their own information or process cognition) as a result of lack of experience in working with this method; e. the tendency not to elaborate reflective records in a sincere and personal manner (façade tendency); f. high effort and time costs (Cucu-Oancea, 2013) for elaborating/analysing them.The practice of using the diary in the described context allows for some possible *recommendations*: a. the systematic integration of the reflective pedagogical diary into university education, especially in the initial training for the teaching career, as a good method of developing critical thinking, self-analysis capacity and functional analysis; b. exploitation as a good tool for self-identification, evaluation and even modelling of a universe of desirable and socially useful values; c. using it as a starting point/catalyst to generate/maintain/activate students' motivation for their own training; d. facilitating the process of axiological clarification and enhancing the courage to openly appreciate one's own values; e. clear and precise definition of the purpose for using the diary in academic practice, given its versatility. By joining specialists who confidently support its value and formative openings (Cucu-Oancea, 2013) and taking into account existing good practices in other education systems, we appreciate as timely and useful to extend the integration of this method into the arsenal of didactic strategies used in Romanian pre-university and university education.

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Axiological landmarks on the profile of a successful entrepreneur in a multicultural society. Students', teachers' and entrepreneurs' perception

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Abstract

Today's society is reshaped by the new multicultural settings and cultural diversity which gives a certain specificity to social, economic and political developments. The successful business and social business assumes the ability to analyse and to solve eco- social problems, to think ethically, creatively, to work and cooperate in multicultural teams but with a competitive complement, to manage risk and to handle uncertainty. This paper aims to identify students', teachers' and entrepreneurs' perceptions on values which are relevant to profile-making of a successful entrepreneur who grows his/her business/social business in a multicultural context. We developed an exploratory study based on cross-sector and cross-country comparative data, using the questionnaire survey method on a sample of 231 subjects from Suceava, Romania and from Chernivtsi Oblast, Ukraine. Our study results confirm that the perception on values relevant to profile-making of a successful entrepreneur presents significant differences in accordance with the socio-professional status, with the cultural context of belonging and with the gender of subjects. The findings could provide an evidence based guiding list of indicators in order to sustain the axiological perspective of the entrepreneurial education in both national and international context of higher education institutions and to select the appropriate ways of building the entrepreneurial competencies through the Education for Entrepreneurship and for Social Entrepreneurship.

Keywords: entrepreneurs; values; perceptions; education; competences; multicultural.

1. Problem statement

Related to the French etymology ("entreprendre"), D.A. Kirby (2004) considers that an entrepreneur is someone who "makes things happen", a real "change agent". Based on a literature review the author affirms that even if it is difficult to define the concept of "entrepreneur" it is possible "to identify one" based on a few characteristics: personality traits and specific behaviours. However, D. A. Kirby sustains that there is not possible to outline an "archetypal entrepreneur" because the unique combination of entrepreneurial traits answers a specific business context.

Based on a literature review J.B. Cunningham and J. Lischeron (1991) analyse six different ways of understanding the specificity of an entrepreneur's activity ("schools of thought"), using four categories: the focus on the personal qualities assessment (*Great Person School*- emphasizes on the qualities of a born to be entrepreneur, *Psychological Characteristics School*- delineates the unique values, attitudes and needs of the entrepreneurs), the orientation towards recognizing opportunities (*Classical school*- focuses on innovation as a main characteristic of an entrepreneur's behavior), the specificity of actions and management (*Management school, Leadership school)*, the process of reassessment and adaptation (*Intrapreneurship school*- focusing on skills that help entrepreneurs to survive on the market and adapt to

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changing needs). Authors mention a few traits for the successful entrepreneurs selected on the basis of the analyzed "school of thoughts": decisiveness, fluency of speech, high self-esteem, independence, intelligence, knowledge, perseverance, physical attractiveness, popularity, sociability, tact, diplomacy, vision (*Great Person School),* ethical behavior, honesty, locus of control, need for achievement, responsibility, risk-taking propensity, sense of duty, tolerance of ambiguity (*Psychological Characteristics School),* innovation, creativity, (*Classical school),* effective in mentoring people, empowering people, generating commitment to the vision, management skills, visionary (*Management school, Leadership school),* alertness to opportunities (*Intrapreneurship school)*.

J. Mathews (2008) considers that the entrepreneurship is not only an external economic activity but also involves personal dispositions in relation to environmental forces that generate the need for specific actions. The author affirms that cognition mediates the entrepreneurial outcomes emerging from the interrelations between *individualistic states* and *environmental attributes.* Based on the psychological literature, D. A. Kirby (2004) mentions the following traits of an entrepreneur: risk-taking ability, need for achievement, locus of control, desire for autonomy, creativity and opportunism, intuition. A research developed by A. Przepiorka (2016) on the characteristics of entrepreneurs in different stages of the entrepreneurial process showed that the entrepreneurs attitude toward the future of their business (*future-oriented perspective)* and the persistence in achieving their goals, associated with a positive attitude towards the present are part of the key ingredients of a successful entrepreneur. The entrepreneurial knowledge, skills, attitudes and values should be developed and stimulated at all levels of education. A research developed in Kentucky (K.P. Clayton-Code, 2012) interested in measuring the impact of an innovative curriculum program (focused on entrepreneurship) on the secondary students' knowledge and attitude toward economic and entrepreneurial concepts showed that the participation of students in the program increased their knowledge and had positive effects on students' attitudes toward the entrepreneurship.

C.M Crețu, D. T. Agheorghiesei (Corodeanu), 2014, made a survey on Romanian students' opinion and of the training tutors about building transversal competences through the academic learning process. The study findings show that students consider that the main competences they will need in the work market are communication, being able to speak foreign languages and the personal and *professional ethics*; and among their personal characteristics there is a prevalence of the *issue of responsibility.* Also, in another more recent survey on the Romanian HE students' concept of ethic and professional values, M. Lupu (2016) found that students have highly appreciation on values like family, health, morality, friendship and faith.

We identified the intention to study the professional values as a subsystem of the axiological system that is related to the process of personality evolution in the context of social changes, in the studies of S. Chelcea (1994). The author structured his research based on the *Work Values Inventory* developed by D.E. Super (1970). This inventory includes 15 professional values, linked to specific professional interests: *altruism*, *aesthetic*, *intellectual stimulation*, *professional achievement*, *independence*, *prestige*, *management*, *economic advantages*, *professional security*, *surroundings*, *supervisory relationships*, *colleagues relationships*, *way of life, variety* and *creativity*.

We chose this inventory of values, in its version adapted by S. Chelcea (1994), to develop the first part of our research. Based on this instrument we succeeded to explore what way this set of professional values are activated by a successful entrepreneur in a multicultural society according to students', teachers' and entrepreneurs' perceptions.

2. Purpose of study

In this study we aim to explore students', teachers' and entrepreneurs' perceptions on the successful entrepreneur in a multicultural society: what values shape his axiological profile, what type of learning contexts is the most important in the process of developing successful strategies for entrepreneurial activities, how important is the dimension of entrepreneurial education in the context of higher education.

Hypothesis 1: The perception on the values relevant to profile-making of a successful entrepreneur presents significant differences in accordance with the socio-professional status (student, teacher or entrepreneur).

Hypothesis 2: The perception on the values relevant to profile-making of a successful entrepreneur presents significant differences in accordance with the cultural context of belonging (Romanian, Ukrainian).

Hypothesis 3: The perception on the values relevant to profile-making of a successful entrepreneur presents significant

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differences in accordance with the gender (male, female).

Hypothesis 4: The perception on the importance of different learning contexts responsible for developing successful strategies used in entrepreneurial activities presents significant differences in accordance with socio-professional status, cultural context of belonging and gender.

3. Methodology

Our research is an exploratory study based on cross-sector and cross- country comparative data. The analysis of the methodologies, used at the level of the similar investigative approaches, revealed the frequent choice of the questionnaire survey method. This choice is also pertinently sustained by the specificity of the investigated reality: persons' subjective perceptions.

3.1. Participants

The questionnaire was administered to a number of 231 subjects: 140 Romanian subjects (36 bachelor students, 35 master students and 32 teachers from the Faculty of Economic Sciences and Public Administration, University *Stefan cel Mare* from Suceava, 37 entrepreneurs from Suceava) and 91 Ukrainian subjects (33 master students and 29 teachers from National University *Yurii Fedkovichi* Chernivtsi and 29 entrepreneurs from the Chernivtsi Oblast). The selected sample of subjects, N=231, is distributed by secondary variables as it follows: *socio-professional status* (36 bachelor students, 68 master students, 61 teachers, 66 entrepreneurs), *cultural context of belonging* (140 Romanian, 91 Ukrainian) and *gender* (83 male and 148 female).

3.2. Instruments

We used the Work Values Inventory adapted by S. Chelcea (1994): 45 items that explore the 15 professional values (*altruism* – items 2, 30, 31; *aesthetic*- 7, 20, 41, *intellectual stimulation* - 1, 23, 38; *professional achievement* –13, 17, 44, *independence* - 5, 21, 40, *prestige*- 6, 28, 33, *management* - 14, 24, 37, *economic advantages* - 3, 22, 39, *professional security* - 9, 19, 42, *surroundings* - 12, 25, 36, *supervisory relationships*- 11, 18, 43, *colleagues relationships* -8, 27, 34, *way of life* - 10, 26, 35, *variety* - 4, 29, 32 and *creativity* - 15, 16, 45). The original items, formulated by S. Chelcea, investigated the compatibility between own professional interests and the given set of values. For example: *Do you consider that in your professional life it would be good…*followed by a specific description according each value: *to work in team* (item 8). We adapted items formulation according to the specificity of our research, given the fact that we had in mind a specific professional domain: *A successful entrepreneur in a cultural diverse society …* followed by descriptions of values proposed by Chelcea: *works in team* (item 8). We have not changed the description of values except items 11, 18, 43 corresponding to *supervisory relationships.* The original items placed the subject of investigation in a subordinate job position, having a supervisor (*Do you consider that in your professional life it would be good to have a supervisor who behaves properly with you?* - item 11) and this was not compatible with our research because an entrepreneur is usually a supervisor himself. We opted for more general formulations with reference to the subordinate- supervisor relationship: *A successful entrepreneur in a cultural diverse society considers that a supervisor should behave properly with his subordinates.*

In order to explore the perception of subjects on the importance of different learning contexts responsible for developing successful strategies used in entrepreneurial activities and having the intention to establish how important is the dimension of entrepreneurial education in higher education, we introduced two independent items. The subjects evaluated the items of the questionnaire (statement type) on a five-point Likert scale with the following choices: very important (5), important (4), moderately important (3), slightly important (2), not important (1). The score for each professional value is calculated as arithmetic mean of scores obtained for the 3 items corresponding to the value of interest (for example the final score for *altruism* represents the arithmetic mean of items 2, 30 and 31).

To explore in what extent the different learning contexts help the young entrepreneurs to develop specific strategies for

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a successful entrepreneurship that they currently use, the subjects evaluated 9 types of learning contexts (activities: during bachelor studies; during master studies; during doctoral studies; activities in educational centres or in professional training centres subordinated to the ministries or to the local public authorities; educational or professional training activities proposed by the authorised/accredited public/private providers; professional training activities offered by employers for their employees; activities included in personal development programs provided by different institutions and organisations, current workplace activities, volunteer activities) using a five-point Likert scale with the following choices: to a very great extent (5), to a great extent (4), to a moderate extent (3), to a small extent (2), not at all (1). There is also a question that explores the perception of subjects on the importance of the entrepreneurial education dimension in the context of higher education.

3.3. Procedure

The questionnaire application was held in paper-pencil version, without a time limit (the average time for completion being 20 minutes), during November- December 2017. We used SPSS17 parametric tests (Independent Samples t Test and One-way ANOVA test for independent measures) in order to process the collected data.

4. Findings and discussion

Hypothesis 1 is confirmed. We used the One-way ANOVA test to compare the means of the four independent sample of subjects (bachelor students, master students, teachers and entrepreneurs) reflecting the scores obtained for each professional value. We conclude that there are significant differences confirmed by the value of F ANOVA unifactorial (between groups df=3, within groups df=227) for: *altruism* F (4,7), p=0,003<0,05; *aesthetic* F (3,0), p=0,029<0,05; *professional achievement* F (2,7), p=0,045<0,05; *independence* F (3,2), p=0,022<0,05; *prestige* F (3,9), p=0,009<0,05; *professional security* F (4,1), p=0,007<0,05; *surroundings* F (2,9), p=0,035<0,05; *supervisory relationships* F (6,1), p=0,000<0,05; *creativity* F (4,4), p=0,005<0,05. The multiple comparisons done using the Bonferroni test confirm that there are significant differences between: bachelor students and teachers (p=0,041<0,05), master students and teachers (p=0,010<0,05), teachers and entrepreneurs (p=0,012<0,05) regarding *altruism.* There are also significant differences: between bachelor students and entrepreneurs (p=0,018<0,05), regarding *independence;* between teachers and master students (p=0,006<0,05) regarding *prestige;* between teachers and entrepreneurs regarding *professional security* (p=0,017<0,05), *surroundings* (p=0,024<0,05) and *supervisory relationships* (p=0,002<0,05); between master student and teachers (p=0,003<0,05) regarding *supervisory relationships;* between bachelor students and teachers (p=0,010<0,05) and bachelor students and entrepreneurs (p=0,036<0,05) regarding *creativity.* According to the differences between the means, students and entrepreneurs value more *altruism* than teachers in the profile of a successful entrepreneur in a cultural diverse society, entrepreneurs value *independence* more than bachelor students, master students value more *prestige than teachers,* entrepreneurs value more *professional security, surroundings* and *supervisory relations* than teachers, master students value more *supervisory relationships* than teachers and bachelor students value more creativity than teachers and entrepreneurs.

The One-way ANOVA test, used to compare the means of the four independent sample of Romanian subjects confirmed the existence of significant differences according to the value of F ANOVA unifactorial (between groups df=3, within groups df=136) for: *independence* F (3,1), p=0,028<0,05; *management* F (3,0), p=0,032<0,05 and *supervisory relationships* F (3,9), p=0,010<0,05. The multiple comparisons done using the Bonferroni test confirm that there are significant differences: between bachelor students and entrepreneurs regarding *independence* (p=0,024<0,05) and *supervisory relationships* (entrepreneurs value more *independence* and *supervisory relationships* than bachelor students).

The means of the three independent sample of Ukrainian subjects, compared using the One-way ANOVA test, show significant differences according to the value of F ANOVA unifactorial (between groups df=2, within groups df=88) for: *altruism* F (9,4), p=0,000<0,05, *aesthetic* F (2,8), p=0,062<0,05, *intellectual stimulation* F (6,0), p=0,004<0,05, *professional achievement* F (4,4), p=0,014<0,05, *prestige* F (6,6), p=0,002<0,05, *management* F (3,1), p=0,049<0,05, *professional security* F (6,2), p=0,003<0,05, *surroundings* F (4,8), p=0,010<0,05, *supervisory relationships* F (7,1), p=0,001<0,05. The multiple comparisons done using the Bonferroni test confirm that there are significant differences:

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between master students and teachers regarding *altruism* (p=0,001<0,05), *intellectual stimulation* (p=0,002<0,05), *professional achievement* (p=0,016<0,05), *prestige* (p=0,002<0,05), *management* (p=0,046<0,05), *professional security* (p=0,004<0,05), *surroundings* (p=0,011<0,05), *supervisory relationships* (p=0,001<0,05); between entrepreneurs and teachers regarding *altruism* (p=0,001<0,05), *professional security* (p=0,019<0,05), *variety* (p=0,041<0,05). According to the difference between means, master students value more than teachers' *altruism, intellectual stimulation, professional achievement, prestige, management, professional security, surroundings and supervisory relationships* in the profile of the successful entrepreneur. The results show us also that entrepreneurs value more than teachers: *altruism, prestige, professional security* and *variety.*

Hypothesis 2 is confirmed. We used in this case the Independent Samples t Test to compare the means of scores obtained by the Romanian and by the Ukrainian subjects, and the results confirmed the existence of the significant differences of perception on the values relevant to profile-making of a successful entrepreneur according to the context of cultural belonging. In case of 9 values (from the total of 15) there are significant differences between the perception of Romanian and Ukrainian subjects: *altruism* (p=0,003<0,05; t(229)=3,41); *intellectual stimulation* (p=0,000<0,05; t(229)=3,73); *professional achievement* (p=0,001<0,05; t(229)=3,31); *prestige* (p=0,001<0,05; t(229)=3,31) *management* (p=0,013<0,05; t(229)=2,49); *economic advantages* (p=0,041<0,05; t(229)=2,05); *surroundings* (p=0,000<0,05; t(229)=4,19); *variety* (p=0,024<0,05; t(229)=2,27) and *creativity* (p=0,000<0,05; t(229)=5,01). As regarding *economic advantages*, the mean of scores obtained by the Ukrainian subjects is higher than the mean of scores obtained by the Romanian subjects. For the rest of 8 cases, the mean of scores obtained by the Romanian subjects is higher than those of the Ukrainian subjects.

The Independent Samples t Test confirmed that there is a significant difference between the perception of Ukrainian master students and the perception of Romanian master students regarding the importance of *economic advantages* (p=0,016<0,05; t(66)=2,46) and *variety* (p=0,015<0,05; t(66)=2,49) in the profile of a successful entrepreneur in a cultural diverse society. The significant difference between means show that the Ukrainian master students value more *economic advantages* and the Romanian master students value more *variety.*

We found significant differences between the perceptions of the Ukrainian teachers and the perception of the Romanian teachers regarding the values that shape the profile of a successful entrepreneur in a cultural diverse society. The Independent Samples t Test confirmed significant differences between Romanian teachers and Ukrainian teachers regarding: *altruism* (p=0,003<0,05; t(59)=3,04), *intellectual stimulation* (p=0,000<0,05; t(59)=4,67), *professional achievement* (p=0,001<0,05; t(59)=3,65), *prestige* (p=0,002<0,05; t(59)=3,25), *management* (p=0,001<0,05; t(59)=3,43), *professional security* (p=0,013<0,05; t(59)=2,54), *surroundings* (p=0,000<0,05; t(59)=4,24), *colleagues relationships* (p=0,043<0,05; t(59)=2,07), *variety* (p=0,000<0,05; t(59)=4,19) and *creativity* (p=0,013<0,05; t(59)=2,55). That means there are significant differences between the investigated subjects for 10 professional values (from the total of 15 values). In all 10 cases the mean of scores obtained by the Romanian teachers is higher than the mean of scores obtained by the Ukrainian teachers, which proves that Ukrainian subjects are more moderate than the Romanian subjects in scoring the importance of professional values related to the profile of a successful entrepreneur in a plural society.

As regarding the perception of Romanian and Ukrainian entrepreneurs related to the professional values of a successful entrepreneur in a cultural diverse society, the Independent Samples t Test confirmed that there are significant differences regarding the following values: *intellectual stimulation* (p=0,009<0,05; t(64)=2,69), *professional achievement* (p=0,044<0,05; t(64)=2,05), *management* (p=0,008<0,05; t(64)=2,72), *surroundings* (p=0,000<0,05; t(64)=3,75), *supervisory relationships* (p=0,002<0,05; t(64)=3,15) and *creativity* (p=0,003<0,05; t(64)=3,13). Romanian entrepreneurs value more *intellectual stimulation, professional achievement, management, surroundings, supervisory relationships and creativity* in the profile of a successful entrepreneur than the Ukrainian entrepreneurs.

Hypothesis 3 is confirmed only for two values: *prestige* and *colleagues relationships.* The Independent Samples t Test showed that there are significant differences between the perceptions of males and the perceptions of females, on the professional values of a successful entrepreneur, regarding *prestige* (p=0,043<0,05; t(229)=2,03), Mf=3,8; Mm=3,63 and *colleagues relationship* (p=0,032<0,05; t(229)=2,15), Mf=4,22; Mm=3,88.

A hierarchy of the mean scores obtained by subjects, regarding the 15 investigated professional values (*altruism* – A; *aesthetic*- AE, *intellectual stimulation* -IS; *professional achievement* – PA, *independence* – I, *prestige*- P, *management* – MNG, *economic advantages* -*EC*, *professional security* – PS, *surroundings* – S, *supervisory relationships*- SR, *colleagues*

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relationships – CR, *way of life* - WL, *variety* -V and *creativity* – C, in the profile of a successful entrepreneur in a pluricultural society show us that *supervisory relationships* and *creativity* have the most frequent presence in the first three ranks, according to the analysed categories of subjects. The distribution of values on the first three ranks is the following: SR, PA, IS (entrepreneurs RO), CR, SR, EC (entrepreneurs UKR), IS, C, PA (teachers RO), EC, SR, C (teachers UKR), C, SR, PA (master students RO), SR, EC, IS (master students UKR), C, CR, SR (bachelor students RO), C, SR, IS (all Romanian subjects), SR, EC, CR (all Ukrainian subjects), SR, C, IS (female subjects) and SR, PA, C (male subjects). The distribution of values on the last three ranks is the following: P, V, AE (entrepreneurs RO), MNG, P, AE (entrepreneurs UKR), EC, I, AE (teachers RO), V, A, AE (teachers UKR), WL, I, AE (master students RO), I and A, V, AE (master students UKR), PS, I, AE (bachelor students RO), PS, I, AE (all Romanian subjects), P, V, AE (all Ukrainian subjects), V, P, AE (female subjects), A, P, AE (male subjects).

Hypothesis 4 is confirmed. One-way ANOVA test has confirmed that there are significant differences between the perception of socio-professional categories (students, teachers, entrepreneurs) regarding the extent of the different learning contexts that help the young entrepreneurs to develop specific strategies for a successful entrepreneurship, according to the value of F ANOVA unifactorial (between groups df=3, within groups df=227) for: *educational or professional training activities proposed by the authorised/accredited public/private providers* F (2,7), p=0,043<0,05, *current workplace activities* F (4,0), p=0,008<0,05. The multiple comparisons done using the Bonferroni test confirm that there are significant differences: between entrepreneurs and bachelor students regarding *current workplace activities* (p=0,009<0,05;) and *volunteer activities* (p=0,004<0,05). According to the difference between means entrepreneurs value more *current workplace activities* (Mentr=4,39; Mstud=3,86, values for standard deviation: bachelor students 1,04; entrepreneurs 0,74) and student value more *volunteer activities* (Mstud= 4,16; Mentr=3,39, values for standard deviation: bachelor students 0,91; entrepreneurs 1,10).

In case of the Romanian subjects , compared using the One-way ANOVA test, there are significant differences according to the value of F ANOVA unifactorial (between groups df=3, within groups df=136) for: *activities in educational centres or in professional training centres subordinated to the ministries or to the local public authorities* F (2,9), p=0,036<0,05, *current workplace activities* F (5,7), p=0,001<0,05 and *volunteer activities* F (7,7), p=0,000<0,05. The multiple comparisons done using the Bonferroni test confirm that there are significant differences: between bachelor students and entrepreneurs regarding *activities in educational centres or in professional training centres subordinated to the ministries or to the local public authorities* (p=0,024<0,05; Mentr=3,45; Mstud=4,08, values for standard deviation: bachelor students 0,9; entrepreneurs 0,73) and *current workplace activities* (p=0,001<0,05; Mentr=4,56; Mstud=3,86, values for standard deviation: bachelor students 1,04; entrepreneurs 0,55); between bachelor students and master students regarding *current workplace activities* (p=0,001<0,05; Mstud=3,86; Mmast=4,40; values for standard deviation: bachelor students 1,04; master students 0,69); between bachelor students and teachers regarding *current workplace activities* (p=0,038<0,05; Mstud=3,86; Mteach=4,37; values for standard deviation: bachelor students 1,04; teachers 0,65); between master students and entrepreneurs regarding *volunteer activities* (p=0,002<0,05; Mmast=4,22; Mentr=3,48; values for standard deviation: master students 0,84; entrepreneurs 0,83) and between teachers and entrepreneurs regarding *volunteer activities* (p=0,000<0,05). According to the difference between means, bachelor students value more than entrepreneurs *activities in educational centres or in professional training centres subordinated to the ministries or to the local public authorities*, entrepreneurs value more *current workplace activities* than bachelor students, master students value more that bachelor students *current workplace activities,* teachers value more *current workplace activities* than bachelor students, entrepreneurs value more than master students *volunteer activities* and teachers value more *volunteer activities* than entrepreneurs.

The Independent Samples t Test confirmed significant differences between the Romanian subjects and Ukrainian subjects regarding perception on the relevance of the *activities during bachelor studies* (p=0,019<0,05; t(229)=2,36), *educational or professional training activities proposed by the authorised/accredited public/private providers activities* (p=0,037<0,05; t(229)=2,10); *current workplace* (p=0,032<0,05; t(229)=2,15)*; volunteer activities* (p=0,000<0,05; t(229)=5,17) on the possibility of development successful entrepreneurial strategies. In all cases the mean of scores obtained by the Romanian subjects is higher comparing to the mean of scores obtained by the Ukrainian subjects.

The Independent Samples t Test showed that there are significant differences between male and female subjects

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regarding perception on the relevance of the *volunteer activities* ($p=0,032<0,05$; $t(229)=2,15$), Mf=3,87 and Mm=3,55 on the possibility of development successful entrepreneurial strategies.

As regarding the perception of subjects on the importance of the entrepreneurial education dimension in the context of higher education, the One-way ANOVA test confirmed there are significant differences between the perception of socio-professional categories (students, teachers, entrepreneurs) according to the value of F ANOVA unifactorial (between groups df=3, within groups df=227): $F(3,2)$, $p=0,022<0,05$. The multiple comparisons done using the Bonferroni test confirm that there are significant differences between entrepreneurs and master students ($p=0,035<0,05$; Mentr=4,01; Mmast=4,42, values for standard deviation: bachelor students 0,65; master students 0,79; teachers 0,74; entrepreneurs 1,07).

According to the comparison of means using the Independent Samples t Test, there are significant differences between Romanian and Ukrainian subjects, regarding the perception on the importance of the entrepreneurial education dimension in the context of higher education ($p=0,000<0,05$; $t(229)=4,28$), Mro=4,47 and Mua=3,98. There are not significant differences between male and female subjects in this case.

5. Concluding remarks

Our research results show that there are some similarities in the perception of different socio-professional categories (students, teachers, entrepreneurs) on values that shape the axiological profile of a successful entrepreneur. There are also common traits in the perception of subjects with different cultural context of belonging.

We conclude this article by offering two common and respectively nationally distinct entrepreneurial values categories. The Romanian subjects are oriented on *creativity, intellectual stimulation, professional achievement* and *supervisory relationship.* The Ukrainian subjects are oriented on *creativity, colleague relationships, economic advantages, intellectual stimulation* and *supervisory relationships.* We observe that for all Romanian subjects the *professional achievement* is a constant value ranked in the top three according to the hierarchy of means, while for the all Ukrainian subjects - *economic advantages* represent the constant value on the first three positions. A common trait in the subject's perception of both, Ukrainian and Romanian, places the *aesthetic values* on the last position according to the hierarchy of means. Other values placed on the last positions are: *independence* (according to the perceptions of Romanian student and teachers), *variety and altruism* (according to the perceptions of Ukrainian students and teachers) and *prestige* (according to the perceptions of the Romanian and Ukrainian entrepreneurs). *Current workplace activities* and *volunteer activities* play an important role in developing successful strategies used in entrepreneurial activities according the perception of different socio- professional categories. Romanian subjects are more optimistic regarding the role of different learning contexts in the development of entrepreneurial successful strategies. These findings could provide an evidence based guiding list of indicators for the planning the axiological dimension of the entrepreneurial education in the both national and international context of higher education institutions in the context of developing the entrepreneurial competencies (exchange of experience, in-service training programs and extracurricular activities).

In our opinion, the main study minus is related to the fact that our participating subjects were not selected using sampling techniques, so the possibility of generalizing the results is limited. Both subjects' cultural contexts of belonging (Suceava, Romania and Chernivtsi, Ukraine) represent a multi-cultural social structure (Bucovina cultural area), where diversity affirms itself naturally. So, the perception on a successful entrepreneur in a multicultural society could be a result of an inside type of view. For other subjects with different cultural context of belonging, in which the plurality does not manifest so strongly, it is possible to have other dominant values and attitudes regarding the successful entrepreneur in a multicultural society (as a result of an outside type of view).

As a future development of this research we intend to enlarge the sample of students and alumni entrepreneurs by inviting our colleagues from other 11 HEIs in Ukraine, Moldova and Georgia which where involve during 4 years in a project funded under the European Commission's Education, Audiovisual and Culture Executive Agency: TEMPUS Entrepreneur Alumni NETwork (EANET), 2014-2017.

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The importance of home environment and parental coaching for the development of young children at risk of disability

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Abstract

Home environment represents the optimal element in the process of development of little children, and it determines the future integration of individuals in the society. In this sense, parents are the first mentors of their children, and the impact of the daily experiences determines the children personality formation.
The goal of the present study is to apply a complex methodology of home environment evaluation and improvement by the help of parental coaching within the program of early intervention in terms of basic human values. At the same time, we intend to correlate the improvement of home environment with the development of functional skills of the little child.
In result, following a 2 year analysis of 30 families who benefited from specialized services offered by the Early Intervention Center "Voinicel" from Chişinău, Republic of Moldova, we determined the importance of home environment on the multilateral development of children in the spirit of basic human values and on the quality of the early intervention services.

Keywords: parental coaching; home environment; young children at risk to develop disability; home environment evaluation; functional skills evaluation; early intervention; occupational therapy.

1. Introduction

A positive home environment represents one of the main aspects of the human developing process, and it determines the right functioning of the family system as a whole in the context of modern values. At the same time, home environment has a huge impact on human personality.

Childhood experiences create conditions to develop functional skills and a good adaptation to environmental changes and have an important contribution in the cognitive mechanisms of processing inputs. Children also learn in the easiest way through engagement in daily routines and when playing in natural motivational conditions.

If adults undermine the importance of the caring process, do not ensure the needs of the children and disregard them, the risk of appearance of developmental delays increases at cognitive, functional, emotional and relational levels. The notion of young children at risk to develop disability is an extended one, and its specter includes the ones with development delays, who need to be involved in early intervention programs. On the contrary, if home environment reflects a good attachment between parents and children, this determines an efficient future socialization.

Therefore, we propose the idea that a positive home environment ensures a safer future for the young children at risk to develop disability and promoting it can be an important aspect of developing human values regarding the social inclusion of such children along with their families.

The main goal of this paper is to evaluate the home environment by determining its correlation with the functional skills of young children at risk to develop disability and its role in preventing developmental delays. We also intend to analyze the central role of occupational therapy and parental coaching in the early intervention, a keystone of minimizing

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the vulnerability of families who have young children at risk to develop disability.

2. The role of caregivers in early intervention

The first persons who take the lead in guiding young children are their parents, and one of their crucial tasks is to create a safe and stimulant environment for the harmonious development of their children. At the same time, parents are the first caregivers who provide support and resources to improve the potential of the children to their particular needs. Parents are the natural facilitators of their children's participation in daily routines and activities, for a good learning, growth, and development (Cook Platcher & Younggren, 2013).

Instructing them in the "Step by step" education method and promoting the best quality of life is very important for a prosperous society, making home-based services relevant for the early intervention (Bierman, 2004). Family engagement enables practitioners and families to gain a holistic view of the child, and design instructions that are responsive to each family's values, beliefs, and priorities (Buysse & Peisner-Feinberg, 2013).

At global scale, The Individuals with disability Education Act (IDEA), provides means to develop a comprehensive multidisciplinary early intervention system, that includes not only services accomplished in centers of early intervention, but also home visiting with informational support, counseling and evaluation, for the well-being of the entire family (Sylva & Totsika, 2004). The importance of this concept is that children develop best when surrounded by people, places, and community activities, therefore, early intervention services should also be based on a longitudinal process of adult education (Snyder, McLaughlin & Denney, 2011).

Evidently, we are not talking only about parents as the ones responsible for ensuring a safe and stimulant environment for the children, but also about the other family members who have a role in the process of education. The influence of the other family members is usually not taken into consideration, and this is a mistake because in many cases these are the people who create risk situations or on the contrary, help in the education process and have a cooperation tendency with the services of early intervention.

We also know that home is a natural environment for the child, and that at home children are more motivated to adapt skills and create certain types of behavior, and of course, home is one of the basic factors in determining the emotional and psychological condition of the children (David, Benga & Rusu, 2007).

Day by day, children need new experiences in order to develop good adaptive capacities, to learn how to be involved in relations with other people, to play and manipulate objects. When this necessity of exploration is not ensured, the adaptation system is affected and development delays can incur (Brazelton & Greenspan, 2013).

The experts in early intervention have the responsibility to determine the special needs of the young children and adapt the activities to their capacities and needs. Another important role of specialists in early intervention is to increase the awareness of parents because we observed many families who face the situation of accepting the specific development of their children and the associated problems. In this sense, family can valorize the potential of the child in the right conditions and family decisions have to be based on a full understanding of the potential benefits of their child (Buysse & Peisner-Feinberg, 2013). Everyday natural learning opportunities are the most valued and desired, that is why early intervention services occurring within the context of family routines are the most relevant and useful (Cook Platcher & Younggren, 2013).

Obviously, we did not limit just to evaluate the quality of the home environment, but also correlated the impact of inputs and capacity of the parents to assist children in daily life activities and playing (Smith, 2004). Many adults do not understand that children need opportunities to practice things repeatedly through play and repetition at their own speed. Learning requires motivation by what they are interested in, thus they learn more efficient through participation and engaging with objects and people (Cook Platcher & Younggren, 2013). One way to promote skill maintenance is to select for training a skill that has powerful natural reinforce (Jacobson, Mulick & Rojahnn, 2009).

The awareness of the parents regarding the age features and the importance of play in the development of young children fosters early intervention and determines good results, so we have to offer the parents an informational support well described with practical examples. Basic activities can be successful incorporated into the child's play activities within the home environment.

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In conclusion, caregivers have a great role in raising small children and their capacities of ensuring a positive environment are decisive for the development of young children at risk to develop disability.

3. Methods and design

This paper describes the methodology of evaluation of the home environment, of the quality of child's experience and reaction to environmental inputs and adaptation of functional skills. However, we will not describe the technique of occupational therapy and parental coaching that are the key elements to perform a good early intervention and working process with the family. This study presents the evaluation of the home environment and its improvement in result of early intervention for 30 families, beneficiaries of the services provided by the Center of Early Intervention "Voinicel" from Chisinau, Republic of Moldova, during 24 months.

The research is based on Piaget's theory of cognitive development that emphasizes the importance of the physical interaction with objects on children development (Piaget & Inhelder, 2005), on learning theories that put an accent on the dominant role of the central nervous system on psychic mechanisms, and on Bronfenbrenner's ecological systems theory of human development, that explains how children develop in the context of family and society (Bronfenbrenner, 1979), as well as on ICF Classifications of functioning disability and health that is a classification system, the overall aim of which is to provide a unified and standard language and frame-work for the description of health and health related states (Stokes, 2011).

For conducting the study, we paid several home visits and applied parental coaching. Early intervention builds upon and provides support and resources to assist family members and caregivers to enhance children's learning and development trough everyday learning opportunities in natural environment (McWilliam, 2010). Home visits should be a vehicle for providing three kinds of support: emotional, material, and informational. At the same time, the role of parental coaching is to provide a supportive and encouraging environment, and one of its objectives is to apply new skills and competences with feedback for problem solving, challenging situations, and to reflect on the necessities of the child and his family (Rush, Lisa & Shelden, 2011). Coaching is also useful to support parents to identify, access, and evaluate the needed resources for their children (McWilliam, 2010).

We also applied the Home Observation for Measurement of Environment (HOME) methodology (Caldwell & Bradley, 2003), which "is a descriptive profile which yields a systematic assessment of the caring environment in which the child is reared. The primary goal of the instrument is to measure, within a naturalistic context, the quality and quantity of stimulation and support available to a child in the home environment. Its focus is on the experience of the child in the home environment, the child as an active recipient of inputs from objects, events and transactions occurring in connection with the family surroundings." (Sylva & Totsika, 2004).

HOME is a practical tool that offers complex information, in the form of a semi-structured interview composed of 45 items presented as statements to be scored as Yes or No. HOME is based on the direct observation of the environment and it does not analyze the parental competences.

Table 1. The Infant-Toddler HOME inventory (ages 0 to 3)

Name of subscale	Description	Example item
Emotional and verbal responsivity of primary caregiver (items 1-11)	The communicative and affective interactions between the caregiver and the child.	Mother spontaneously vocalizes to the child at least twice during visit. Mother caresses or kisses child at least once during visit.
Avoidance of restriction and punishment (items 12-19)	How the adult disciplines the child.	Primary caregiver does not shout at child during the visit. Primary caregivers not express overt annoyance with hostility about the child.
Organisation of the physical and	How the child's time is organized outside the	When primary caregiver away, care is provided

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temporal environment (items 20-25)	family house. What the child's personal space looks like.	by one of three regular substitutes. The child's play environment appears safe free of hazards.
Provision of appropriate play materials (items 26-34)	Presence of several types of toys available to the child and appropriate for his/her age.	Child has one more large muscle activity toys or piece of equipment. Provides equipment appropriate to age e.g infant seat, infant rocker, playpen etc.
Parental involvement with the child (items 35-40)	How the adult interacts physically with the child.	Primary tends to keep the child within visual range and look at him/her often. Primary caregiver talks to child while doing her work.
Opportunities for variety in daily stimulation (items 40-45)	The way the child daily routine is designed to incorporate social meetings with people other than mother.	Father provides some care-giving everyday. Family visits or receives visits from relatives approximately once a month.

Poor quality of the home environment contributes to a dysfunctional development of the young children. The vulnerability of the child is due to his age and incapacity of decision taking and self-are, consequently adults must create him optimal conditions. The diversity of activities is very important as child assimilates the inputs into his psychic mechanism, and his experiences allow the organism to adapt to the environmental changes (Zlate, 2006).

Parental coaching and the pediatric evaluation of disability inventory represent important elements that have to be correlated with HOME in our opinion. In order to have a good data correlation of HOME with the functional skills of the children, we applied the Pediatric Evaluation of Disability Inventory (PEDI), a clinical evaluation tool for determining the functional capacity of the child and for monitoring the quality changes in self-care, mobility, social function, and other complex domains.

PEDI has the purpose to "assess functional capabilities and performance, monitor progress in functional performance, and evaluate therapeutic or rehabilitation progress. It is designed for young children with a range of functional impairments and can help detect delays or functional impairments deficits as well as monitor the progress of a pediatric patient by providing valid and reliable objective measures (Haley & Coster, 1992).

It is important to mention that PEDI is in line with ICF (The International Classifications of Functioning, Disability and Health), and besides determining the functional skills, it also analyses contextual factors and includes environmental factors external to the individuals that may have either a positive or negative impact on them (Stokes, 2011).

We consider that the correlation between HOME and PEDI can offer a very clear image of the direct impact of the home environment on the development of functional skills of the young children at risk to develop disability. HOME and PEDI are in our opinion tools that are more efficient to be used together.

4. Results of the study

The study was conducted in two stages, the first one represented by evaluating the home environment, testing the functional skills of the child, including the family in the early intervention services, parental coaching and child's progress monitoring. The second one was the final evaluation of the home environment and data correlation.

An important aspect is that we did not identify the studies of the members of the family, financial situation, social status and the time spent with the child as decisive factors in the creation of an optimal development environment. We also consider of maximum importance the daily activities done along with the child, an active, flexible and warm communication, developing functional skills in a natural way, without constraints and abuses, creating an environment without access to gadgets and delimiting simple rules and tasks related to the child's age and capacities.

We observed a very negative impact of gadgets on children in their first years of life, not only on their development, but also at the communication level and their capacity of adaptation/socialization. In these conditions, the child has

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development and relational delays and the risk of being included in the Autism spectrum disorder is a high one.

In our research, each family was analyzed separately and we took into account their specifics. In this way, we determined the direct impact of home environment on child's developing functional skills by using a quality approach mainly focused on HOME.

We decided to include the results of the research in a two-column table, the first one analyzing the home environment elements such as: emotional and verbal responsivity of the primary caregiver, avoidance of restriction and punishment, organization of the physical and temporal environment, provision of appropriate play materials, parental involvement with the child, opportunities for variety in daily stimulation. The second column reflects the formation of functional skills (PEDI) under the impact of occupational therapy focused on home environment and parental coaching.

Table 2. Functional correlation between HOME and PEDI

Home Observation for Measurement of the Environment (HOME)	**Pediatric Evaluation of Disability Inventory (PEDI)**
Emotional and verbal responsivity of primary caregiver • During the visit, the parent names objects and persons. • The parent gives a verbal feedback to the vocalizations of the child. • The parent appreciates at least two times in a spontaneous way the child. • The voice of the parent transmits positive emotions towards the child. • The parent caresses or kisses the child at least one time during the visit. Parental involvement with the child • The parent talks to the child during a house activity. • The parent periodically structures the play of the child. • The parent teaches the child how to offer and receive affection, acceptance, as well as other positive answers. • The parent spends daily some time for teaching the child to communicate. • The parent offers toys/objects that encourage the child to develop new skills.	Problem-resolution • Tries to show you the problem or communicate what is needed to help the problem. • If upset because of problem, the child must be helped immediately or behavior deteriorates. Complexity of Expressive Communication • Uses gestures with clear meaning. • Uses single word with meaning Social Interactive Play (Adults) • Shows awareness and interest in others. • Initiate a familiar play routine. Use of Utensils • Finger feeds. • Scoops with a spoon and brings to mouth. Use of Drinking Containers • Holds bottle or spout cup. • Lifts cup to drink, but cup may tip. Hand washing • Holds hands out to be washed. Washing Body and Face • Tries to wash parts of the body. Functional Use of Communication • Names things. • Uses specific words or gestures to direct or request action by another person. Complexity of Expressive Communication • Uses gestures with clear meaning. • Uses single words with meaning. Peer Interaction (Children with similar age) • Notices presence of children may vocalize and gesture towards peers. • Interacts with other children in simple brief episodes. Play with Objects • Manipulates toys, objects or body with intent. • Uses real or substituted objects in simple pretend. Household Chores • Beginning to help care for own belongings if given constant direction and guidance.

The table shows the bond and correlation in forming functional skills under the impact of improving several aspects delimited in HOME. In 87% of the analyzed families, we noticed for all items a qualitative progress correlation between the home environment and functional skills. Children became more independent and with a better communication and relational capacity, their play increased in quality, they acquired a capacity of active exploring and imitating, the coordination of movements developed, as well as the auto-serving habits. From remaining difficulties, we can mention the language ones and the capacity of using the potty.

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Avoidance of restriction and punishment and *opportunities for variety in daily stimulation* which are part of HOME were not included in the table, but we have to mention several important aspects regarding them because both of them contribute to a positive emotional condition of the young child.

With the help of this scale we identified 17 dads working periodically abroad, this phenomenon having a deep impact on home environment, the women and children being more emotional vulnerable. (Ostberg M., Hagekull B., Wettergren S. 1997). This problem is specific to the Republic of Moldova, and both aspects of HOME should be mentioned and further considered as an important part of occupational therapy.

Our research points out that the home environment does not mean only material aspects such as the diversity of the toys, but also the quality of the home environment and the correct relationship with the child. By reducing the risks of including the young child in the digital world and of being neglected, we also reduce the risks of wrong diagnoses from the specialists, and increase the chances of a better social acceptance and integration of the family in the context of modern human values.

5. Conclusion

The importance of the evaluation of the home environment, home visiting, and the ensemble of early intervention methods and the consolidation of the parental skills have a great impact on the development of functional skills for the child and on his security, as well as for a correct functioning of the family as a whole.

The paper puts accent on the importance of the awareness raising amongst parents who should better accept and understand the special development needs of their children at risk of disability, as well as of their active participation in educating those children. The need of educating the adults from these families is a necessity on one hand because of the myths that exist in the modern society regarding the development troubles of children, and on the other hand because families need help in facing the development issues of such children and in keeping their structures.

The importance of the first years of life is a very big one if we consider the possibility to prevent child's development delays, to create positive relations with the parents and to make them aware and active in protecting the child and offering him multilateral possibilities of development. Thus, early intervention can contribute in building a modern, tolerant and prosperous society in which every child has equal rights and is included in his own environment.

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The role of community in the framework of educational factors diversification

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Abstract

Education is an issue of utmost importance to the societies interested in the long term development and welfare of its citizens. The key premises of the reform initiative are enhancing activism behavior and common engagement of the society. Educational activity is performed in an educational context, which implies an educational system, too, and includes different educational factors that have a direct influence and are interdependent. This process changes the awareness and the behavior of the person, thus adapting it to the parameters required by the environment. The need for modelling long-life human awareness and behaviour is explained not just by the formal education in school, but also by the ascending role of the informal and non-formal education achieved by means of community influence. At the conceptual level, community comprises groups of social influences, which are spontaneous, heterogeneous, incidental and have educational effects that take up most of a person's life. The more these influences are developed, the more important the value of the community as and educational factor is.

The issue of community's educational influence should be presented at systemic level in the light of educational factors and influence processes. In rural areas of Republic of Moldova, the relationship between family, school and community is rendered on the basis of local peculiarities.

Traditionally, community used to play a major educational role of corrective character in terms of system of values and behaviour in specific life situations. Nowadays education is influenced by a phenomenon specific to the present, and namely, the process of educational factors diversification, that requires a change in the educational approach. The efforts to enhance and promote the good practices represent an important source for the educational theory and practice.

Keywords: education, educational factors, educational partnership, community.

1. Introduction

Education is a social phenomenon which has many approaches and a diversity of aspects. One of the most important is the relationship between the major purpose of education, the support of the person in the process of social integration and the resources involved in the educational process. Being a key source of education, the educational factors encompass and implement the defining elements of the educational process: the purpose, the content, the means and the methods of results′ evaluation. The evolution of society over time highlights the legitimacy of education: the functional correlation between the development of human society and the increasing diversity and complexity of the educational factors. The postmodern or informational society comes at a moment with its characteristic features, some of which are: openness to the new and diversity. Under these conditions, there are also major changes in education, including of the used resources.

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Education is perceived as a permanent supporting mechanism for the person in the process of social and socio-professional integration. From this perspective, some features are outlined:

- It strengthens the permanent character of education, which implies not only the persistence, presence and influence over the years, but also the consistency of the process at different stages of life.
- It increases the role of all forms of education: there is a return to informal education, which obviously occurs under different conditions; the possibilities of non-formal education are diversified and its influence at different ages is accepted; the role and importance of formal education and its relation to other forms of education, including its substitution by other forms of education are being re-evaluated.
- The educational factors have massed at various levels of the educational system and the educational practice is more and more used by different social age and gender categories, descendants of different living environments.
- Educational factors are diversifying and each has specific implications for personality formation, but also they establish a certain interaction between them.

2. The involvement of traditional educational factors

The characteristics that reflect the essence of education in the current context require a reevaluation of resources, primarily of educational factors. The general characteristics of the phenomenon of education also influence the particularities of the use of educational resources. In this respect, we all notice some changes in the educational factors. First of all, we mention their diversification and the change of the role and influence of educational factors. "From the perspective of pedagogical research, the educational factor is a key concept, which allows to theoretically approach the educational phenomenon and to explain some specific peculiarities of this phenomenon in relation to the action and the result of the education as well. Starting from a well-known definition, the factor (including the educational factor) is an element, condition, circumstance that determines the occurrence of a process, action, phenomenon (in our case the educational phenomenon)" (Dandara, 2018, p.51). From the operational point of view, the educational factor is subordinated to a temporary and local dimension, which imparts efficiency to the educational process. It creates an educational context, based on inter-influence between the teacher and the student and is subordinated to some social aims. According to the level of involvement/influence, the educational factors can be classified into: macro, meso, micro. Based on the *traditional - new* criterion, we identify traditional factors and new educational factors. According to the first criterion, educational factors are identified in relation to the social and microsocial or psychosocial environment (human living environment). According to the second criterion, the educational factors are ranked according to their presence in time, having a direct connection with the traditions or new social institutions, including the involvement of modern technologies.

Among the traditional educational factors, we highlight the factors that decisively influence the socialization of the person: family, school and community. The modern educational factors, which contribute to the diversification of the educational resources are mass - media, NGOs, political and civic organizations, etc.

The family is still one of the basic educational factors that create the educational environment of man in the early years of life. It is a crucial resource in shaping the person's consciousness and behavior. As A. Zanten notes, "In all social backgrounds, children are largely dependent on the wishes of the family" (Zanten, 2008, p.24). L.Cuznețov states that the affective feelings, emotions and feelings are the most powerful dynamic-energetic resources, which the human being is endowed with and the family is the educational factor that has a decisive role in personality formation and development. These personal resources have a decisive role in person′s achievement and success in life (Cuznețov, 2015, p.155). Family education is based on multiple educational principles, including:

- The principle of the prospective approach of family education that guides the parents towards valorization of the possibilities of guiding, planning, anticipating and prevention, and foreseeing the future of the children.
- Valorization of positive behavior models connected with the analysis approach and life rebalancing actions depending on life situations.

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- The principle of designing - forming - valorization of the axiological optimism necessary for the development of the personality and the citizen which is focused on democracy, socio-cultural activism, self-reliance, freedom and dignity (Cuznețov, 2013, p.27-28).

The family is just one of the educational factors. "Home education or private education is no longer a means of ensuring its own line of development and the direction of family evolution. The child needs to practice various things and live in a much wider world than the family′s, so the world has to give a key to this world and prepare the child to move there" (Blais et al., 2008, p.15). In general, family interest coincides with that of the community: to provide the person with the means of emancipation and social integration through education.

The school has considerably strengthened its position as an educational factor throughout the 20th century, having already become a traditional factor. There are experiences of some states, mainly those with authoritarian regimes, when the 20th century school tried to replace the educational influences of the family and other traditional educators, including the community. However, in democratic societies, the school has a decisive role in shaping the personality. This positioning also had some objective reasons:

- With the rapid development of technologies, the need and importance of formal education has increased.
- The development of scientific fields generated the need for their valorization and the phenomenon of the science popularization increased.
- The increasing complexity of the production process has required an enhancement of the level of professional training.

Under the current conditions of educational factors diversification, the school has become the main coordinator of educational influences. An ideal school nowadays would be the one that "will repair the dysfunctionality of society and be able to guarantee pleasure, fulfillment, well-being for all, by respecting the individuality of each person" (Blais et al., 2008, p.29).

Community is among the traditional educational factors that have reshaped their influence.

Community education "implies the diffusion of experience from those who (supposedly) have it to those who do not yet have it in order to embed it more easily, internalize, enrich and move on. In any case, the educational act connects human beings both at evolutionary and diachronic line, the antecedents "sharing" their experience with the descendants, and at a synchronous line, each "giving" the other, in the present time, what (it is believed) the person needs or deserves to know. In both situations, it is highlighted that education means a transmission of values, a direct interplay of alterity - from now on, or from time to time, or a context of communication and social interaction" (Cucoș, 2017, p.101).

At the national level, considering our traditional peculiarities (predominantly rural population), the rural community was one of the influential educational factors. Being, even during the 20th century, a post-figurative, tradition-based society, the modeling force of the rural community was largely manifested by traditions, time-tested patterns of behavior, customs and values that seemed to be eternal.

Globally, the importance and inevitability of the educational influence of this educational factor comes from the socio-cultural essence of our existence. "This dependent independence is characteristic of human existence and needs to be institutionalized, thus it needs to be in a group of people and to be inscribed in history. The person becomes aware of his/her existence only by understanding the importance of participating in the creation of a common work of humanity" (Blais et al., 2008, p.59). The typical characteristics of the rural community as an educational factor were considered: education according to nature; the power of the educational influence of public opinion; the homogeneity of the rural community as a social environment (in terms of value system, living standard, professional activity, social status).

3. The community in the framework of permanent education

The social processes that have taken place over the past decades have led to a series of changes in the rural community configuration as an educational factor:

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- The diversity of the rural educational environment, which is influenced by the place/location in relation to the urban centers and the size of the local community.
- Diversifying the rural educational environment under the influence of social mobility.
- Diminishing the educational strength of the community as a result of the changes in the system of values, living standards, life priorities (Dandara, 2018, p.54).

Regardless of the socio-economic changes that have occurred, the community remains one of the main educational factors, that can not be substituted by other educational factors nowadays because it has certain specific formative dimensions in the context of which education is subordinated to certain principles:

- The principle of first impressions about the social environment. According to I.O. Pâinişoară (I.O Pâinişoară, 2009), some research has shown that the force of the first impression formed after the first moments of interaction is overwhelming in relation to the general image of the person about the perceived phenomenon.
- The principle of familiarity, which is based on interactions and favors the acceptance of certain states, the building of habits and the shaping of positive attitudes and appreciations of certain things, behaviors.
- The principle of environment, used in the plural, in order to highlight the multitude of hypostases and dimensions, which act differently, but also as a whole. *The physical context* influences the visions of life and the whole of life, having a motivational force as well. *The social context* in which human life takes place also has the role of imparting a deep meaning to the way people interact and appreciate in a certain way various things and phenomena.
- The principle of relationship personalization. Unlike the urban educational environment, the rural one is based on open communication among all members of the community. The traditional perception used in children's education is to teach the child "to talk to everyone," and the positive result being considered an educational success. In the urban educational environment, communication is selective and involves the formation of mechanisms and skills to secure behavior. The familiarity of the rural educational environment is influenced by the knowledge of all members of the community and/or the predisposition to know them (by name, predecessors, role and social status). Relationship personalization generates trust and creates conditions for a better management of discipline in the community and facilitates joint activities as well.
- The principle of empathy. The more you know each other, the better you understand person′s needs, fears, desires, and what you do, will better fit into concrete reality and thus your chances of success will increase. The rural community, as an educational factor, tends to encourage the activities evaluated over time, a fact that is influenced by the tendency to orientate its members' behavior towards the goals which are clearly perceived by the community.
- The principle of interactivity. The teamwork has a decisive role for the social aspect of human being. Traditionally, the rural community has approached the interactive way of living in the community through joint participation in learning social behaviors and solving individual and community problems. This principle strengthens the perception of belonging to the social group, determines how to integrate into the community. The quality of interactivity and its results depend on the quality and composition of the group. The organization of life based on the interaction of its members in the traditional rural community was based on the homogeneity of the social groups in terms of knowledge, value system, social status, etc. Through traditional mechanisms, mainly through the appreciation of social activism, historically, the community opposed the phenomenon of social inaction.
- The principle of social evidence. This principle, deduced by Bandura, starts from a simple idea: if people hear or see that other people have certain behaviors, this increases the likelihood that people will adopt similar behaviors. Social proof is a peculiar predictor of social and educational influence. Encouraging social proof has both positive and negative effects as it can strengthen the knowledge of negative behaviors.
- The principle of the relationship between attitudes and behavior. Attitudes which result from personal experience or observable experience of people in the living environment are more closely related to behavior. Within the community, the social behavior is predominantly formed through models of behavior and their behavior through exercise. This strengthens the relationship between values and behavior.
- The principle of the persistence of information in time. The relatively steady character of information which comes

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from the community generates a certain repetitiveness, which favors the influence on the individual over the time.

From the diachronic perspective, the community is the oldest educational factor. Having been an expression of the evolution of society over time, it has obviously changed its configuration and ways of influence. "An authentic community diversifies the mechanisms of perpetuating the specific experience by establishing or maintaining alternative cultural exchanges. Even if at some point there appears a specialized educational school, it requires an osmosis and a pedagogical "symphony" at community level." (Cucoş, 2017 p.108) In relation to any change, there were a number of socio-communitarian means which are aimed at strengthening and transmitting specific information, values and behavior. They are established at the level of behavior models, through real examples and concrete behaviors.

The importance of the community as an educational factor is generated not only by the characteristics of functioning, which are determined by the principles outlined above, but also by the relationship between: education – person – life. In terms of temporality, the rural community is the educational factor that outlined permanent education, setting up in time the specific educational message for each age. At the level of pedagogical theory and educational policy documents, the concept of lifelong learning has been an insistently promoted concept and process from the 70s; life wide learning is the concept which started being promoted at the beginning of the sec. XXI; life deep learning has recently been embedded in the theory of permanent education, thus all these aspects of education have always been involved in the educational process of the rural community. "No matter how modern we want to be, it is not good to destroy the primary forms of socio-communal learning that have been preserved so far. We progress not through annihilation, but through the coexistence and intermingling of the educational factors, intra- and extra-community, by subsuming and fructification of structures that have proved their formative viability beyond precariousness, failures, times, therefore we have to value situations or formulas of complementary education that the community generates, promotes, or sustains at a given time" (Cucoş, 2017, p.109).

One of the mechanisms of educational influence has been the public opinion, but its modeling power has changed over time. The role of the public opinion diminished as the community's degree of homogeneity was reduced as a social group (Dandara, 2018, p.53) Today, the community of rural areas is no longer so professionally homogeneous, as the social conditions allow employment in the city. This fact is changing the social status of the members of a community. Both this phenomenon and the migration generate the diversity of living standards, value system and lifestyle. From the perspective of the power of education, these phenomena reduce the power of influence of the community. The dichotomy *homogeneity - diversity*, comes in direct relationship with the dichotomy *strong educational influence - poor educational influence*. Thus, diversity weakens the persuasive force and the mechanisms of community control over the individual and group behavior of its members. At the level of the community structure, the capacity of involvement of traditional educational actors remains valid: the core family; extended family; neighbors; community members, people which are different from those living in the urban environment. Nevertheless, we can still find a disturbance of the natural course of things which is caused by macrosocial phenomena and their effects: disintegrated families; empty streets or aging communities (old residents).

The educational influence of the community depends on the cohesion of the community as a social group and on the confidence assigned to the socio-educational actors. New educational factors are permanently emerging, new socio-educational roles are being set up, such as: member of the local initiative group; volunteer; initiator/organizer of educational activities. Like any other social roles, they tend to be taught, basing on a model. There are macro-social models, thus every social actor is related to some local educational realities from which the difficulty of practicing the role in the absence of a local experience derives. This difficulty is generated, on the one hand, by the lack of experience of the person who exercises the role, on the other hand, by the lack of experience of community members to perceive the implications of the person in that role. There is a need to identify and valorize on mechanisms to overcome this difficulty, through the projects which are developed and implemented at community level on the basis of community problems.

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4. Conclusions

There are specific, sometimes unmanaged, hidden forms of cultural transmission and reproduction at the community level. There appears a kind of perpetuation of what is proving to be valuable, but any educational process, especially one that influences the person throughout life and the diversity of his behavior, needs stimulating mechanisms of the resources of the educational factor. The phenomenon of the diversity of educational factors generates a complementary phenomenon - the educational partnership. It is generally difficult to precisely determine the degree of involvement and interdependence of each educational factor in relation to other educational factors, but it is certain that the neglect of one factor favors the shortage of education and the crisis in the relationship: the person and his/her environment. The changes that have been produced at the macro-social level change the content and ways of community involvement, but this does not mean giving up an educational resource that has persisted over time and still has an important role to play in shaping the personality. The diminishing of the internal stimulating force must be compensated by the stimulating forces of other educational combining factors, such as the state with the educational policies and by creating favorable conditions for valorizing its own resources; the school whose credibility of the educational factor has been strengthened as a result of the developmental features of the 20th century; the family that is the main source of values and traditions. The valorization on the educational potential of the community is an impressive instrument for lifelong learning.

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Strategies of approaching the English lexicon in technical specialties

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Abstract

The cognitive-communicative aspect in studying the vocabulary of the English language towards students with technical specialty appears as the necessity of the advance and fluent communication. The cognitive orientation of students with technical specialty is to develop a lot of skills in making associations in thematic. Not to lose the communicative ground, students with technical specialty need to accumulate that volume of vocabulary, which will help them in technical communication.

Keywords: semantic ties, lexical units, cognitive orientation, cognitive perceive, thematic associations, the ground of expression, the stage of training, the semantic aspect of the words, codification of the vocabulary, forecast of the vocabulary information.

Introduction

The importance and the updating of the cognitive-communicative aspect in studying the English language lexicon by the technical students is explained by the fact that through such an approach the lexicon appears as a necessity of adequate concentration of the entire lexical system with different communication orientations. The importance of the word in the teaching-assimilation process of the lexicon does not invariably remain, but improves through different communication models and leads to the cognitive understanding of this word, sustains the researcher Scepilova A.V. The cognitive orientation in studying the aspects of speech activity, the researcher Scepilova A.V. continues, "*has the ability to assign the communicative methodology a new impetus in the evolution of this orientation*".

The traditional work on the lexicon at the moment of speech has no positive results: the students do not possess the lexical functional and long-lasting information, they possess a low level of development of the differential hearing sensitivity, the researcher Ionescu M. E. states, it is necessary to continuously cultivate this skill, so as not to distort the sound perception of words.

A serious shortcoming in the study of the lexicon is also "the inability of students to predict lexical matter", said the methodologist Solso R., the loss of the skill to opine, to understand the messages around him, to highlight the synthesis of the lexicon, to make thematic association with different words, to encode and decode the lexical minimum.

As a result of such motivation the student loses his field of examination and skill, finds Ixari A.:

1. to reflect a certain amount of opinions based on the lexical units' acts currently available to him;
2. to convincingly argue their reflection;
3. to assess "justified opinions" on the already known lexical units;
4. to saturate his opinions using the lexical units studied at the moment;
5. to carry out "lexical rectification".

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We would like to mention that the cognitive approach of the lexicon in the teaching-studying-evaluating in English language, first of all promotes the demand for the value image of the foreign word, both for the development of memory and for the active participation in twinning. Methodist Solso R., rightfully, argues that "*the valuable images of the word matter both for memory development and for active participation in training*".

The research of cognitive image of the word ca be achieved at the conceptualization stage, Ixari A. argues. At this stage the student feels the need to know the word as an integral unit of the lexicon, "the usefulness of enormous and varied information" about the word.

The awareness of the word's inclusion in various semantic ties, according to Gogu T. with a certain "informational load", directs us towards an important and responsible stage called the stage of the interiorization of the word. This stage has as a goal the "gradual" evolution of the skill to use the new lexicon, memorizing it for a long period (the student gets information about the word, "in a special form", passes through the "conscious" line of assimilation, then to plan it through different associations specific to the word, in various forms that are related to the structure of this word). This activity includes both the first and the most important cognitive processes. In this situation "the image category becomes for the student a concrete model of the knowledge activity".

For the current stage, which we have called the training stage, we need to prepare the ground for the application of the "semantic ties of the word" already created. Thus the evolution of the image of the word towards the "notion of use" becomes more durable, preparing a considerable field of communication. The researcher Cook V. believes that this stage actually "participates in increasing the capacity to actively achieve the word", on the other hand, the word "continues to accompany" the student's speech activity, thus establishes a "crystallization" of the image of the words already formed in different lexical models and their high frequency supports the assimilation process of the lexicon.

The awareness and explanation of the significance of this stage is the main problem in the methodology of using the "crystallization" process, only if the present conditions are met:

a) high level of motivation;
b) authentic proofs of communication;
c) "affection" to the spoken language;
d) combining capabilities;
e) heuristic elements in the student communication activity;
f) of the elements of creativity in the students' speaking activity, the student may have all the possibilities to verbally express the lexical meaning of the words in a proper communication.

The conditions highlighted by the Methodist Pruteanu St. have served as a benchmark to highlight language and thought issues, language and communication at the level of activities and at the level of "motivated" participation of the students in carrying out extracurricular activities, the subject of which is the quantitative and qualitative evaluation of the lexicon in the teaching-learning- assessment of English.

Different researches have attempted to develop strict methodological requirements regarding the "*lexicon's capacity in learning/ assimilation*", ignoring the cognitive aspects of this process.

The methodologist Solso R. was the one who established an important condition in knowing the lexical aspect of speech in a foreign language, namely, the creation of a branched correlation system (relation, connection) between words. The researcher considers that in the process of learning/ assimilation of the lexicus it is necessary to have the branched system of correlation between words that would lead to the recognition of different activities related to the cognitive-communicative domain of assimilation of the lexical units and the analytical activities characterizing the lexical aspect of the speech must take into consideration the following:

- the classification of words;
- word distribution on "*lexical units*";
- category distribution;
- arguments;

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- generalization;
- completing the knowledge about the structure of the word, taking into account the semantic aspect of the word, the way of new meanings;
- correcting the knowledge of the structure of the word;
- lexical background specification depending on context;
- expressing personal attitudes towards those spoken, read, heard.

In order to achieve the purpose and tasks of assimilating the lexicon in teaching-learning-foreign language assessment by students, especially considering the cognitive requirements, a "special set" of exercises is proposed that could demonstrate substantial changes in the process of learning/ assimilation of the lexicon, perfecting it. The researcher Salso R.I. points out that student encounter serious difficulties in selecting lexical units, which has a great influence on their assimilation. For this purpose, these exercises are proposed to improve the process of assimilation of words, but we must also take into account the fact that "*automated assimilation*" diminishes to some extent the functional dependence of lexical skills on cognitive processes.

Taking into account the current level of development of foreign language teaching methods for students, we want to highlight the basic tasks of these exercises, such as:

- creating the cognitive image of the word;
- creating stability on the relationship between words, themes, contexts, situation, to develop lexical memory;
- the development of lexical lexicon skills;
- developing skills for encoding lexical information;
- developing lexical creativity;
- updating the cognitive image of the word to express the "intentions" of communication.

In order to convince us once again of the effectiveness of these exercises, we propose a set of exercises, based on special training technologies in the teaching-learning-English language assessment for students:

1. Exercises for the development of lexical memory and for the creation of the cognitive image of the word
- Remove the different word: bathroom, kitchen, pantry, map, bedroom.
- Fill in the ads with one of the words in the lexicon box: racks, garage, box, orders, basement.

a) There is in the room … .
b) On this wall there are … with books.
c) Every bed has a … .
d) In the ... we have a box.
e) We need a … .

2. Exercises for the evolution of lingvocratic reason.
- Fill in the blanks with the appropriate words in the thematic vocabulary.
- Identify the verbs that can form word combinations with the: bank, account, services, coin, credit.
- Make sentences with the following pairs of words: obtain-get; base-guard; quality-quantity.

3. Exercises related to the prediction of words and word combinations.
- Find the right word for matching words: it's easy to ...; is ... to realize.
- Name the lexical units that would describe a student's daily activity.
- Read the article carefully; highlight the lexical units for a thematic vocabulary of an engineer.

4. Exercises for coding lexical material.
- Read the words. Indicate the topic of discussion, using only the familiar vocabulary.

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- Study carefully the engineer's program of work, calling the engineer's main occupation areas.

5. Exercises for the development of creativity.
- Name the lexical units that could describe some moments in the life of an engineer;
- Select the word combinations necessary to the situation: "The key to success is you."
- It's your birthday. Do you want to spend with a famous singer at a restaurant? Indicates the lexical units required for this fun.

6. Exercises for updating the derivatives by the already assimilated models.
- With verbs: to produce, to combine, to satisfy, to search - to train lexical units to present the image of an engineer's activity.
- What are the activities of an engineer? Explain the difference that expresses these words: to refuse - to take, to fix - to replace.

The use of these exercises is directed to highlighting the particularities of acquiring all lexical units. Understanding the lexical significance of the word in the system of associations, semantic relations, reflects the particularities of cognitive thinking, says researcher Melenciuc D., and the specificity of these exercises could develop:

1. lexical memory;
2. memory of linguistic activity;
3. the mechanism of coding and predicting the word;
4. lexical creativity;
5. the ability to explore the meaning of new words;
6. developing the hypothesis of communication;
7. linguistic intuition.

The research on the cognitive-communicative approach of the lexicon in English-language teaching and learning for technical students improves the cognitive-communicative aspect of studying the lexicon, helps to adequately concentrate the entire lexical system so the student can be included "in the process synthesis of the lexicon "and the cognitive approach in studying the lexicon promotes the creation of the image of the word. It is important to mention that the cognitive image of the word can only be achieved through the conceptualization and training phase of English-language teaching and learning for technical students: in order to avoid serious difficulties in selecting the lexical units, a special set of extensions is required taking into account the cognitive requirements of this process with the correct application of English-language teaching and learning methods for technical students.

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Bullying in Romanian Schools: Teachers Perceptions and Their Responses to Three Types of Bullying Behavior

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Abstract

The aim of the present study was to investigate the perceived severity of three types of bullying: physical, verbal and social exclusion. Six written vignettes illustrating the three types of bullying were given to 322 secondary school teachers in all secondary schools in Iasi County. The results indicate differences in the perceived severity assessment by teachers for each type of bullying.
According to previous findings, teachers perceived social exclusion as being less serious than verbal and physical aggression.
The second objective of this study was to analyze teachers response to bullies and victims involved in each type of that behavior.
The results highlight that teachers who perceive physical, verbal and social exclusion as very seriously report an increased likelihood of response to bullies and victims.
This area is not in the attention of Romanian researchers, although the literature specifies the important role that teachers have in prevent bullying behavior. This findings come to support researchers and headteachers in developing more effective prevention and intervention programs to reduce bullying among school-aged students.

Keywords: bullying, teachers' perceptions, response to bullying, bully, victim.

1. Introduction

School bullying is a very old phenomenon (Olweus, 1994). The interest of the academic community for this form of interaction between students debuted with the studies developed by the Norwegian psychologist Dan Olweus in 1970, as a consequence of the impact created by the suicide of three students who were the victims of bullying from their peers.

In the opinion of Stockdale et al. (2002) no culture and no country is immune to the matter of aggression. The Romanian research regarding bullying in schools is in pioneering stage. Both the social and political context of Romania are marked by the transition from communism to democracy, as a result of the 1989 Revolution and the 2007 integration in the European Union. This fact attracted multiple changes in the social, political, juridical and educational areas.

According to the study of the Institute of Education Sciences in Romania (2016), violence in school has been investigated for about 15 years, the psychological field being the priority (Mitulescu et al., 2016, p.9). However, the few studies which investigate the bullying behavior differentiated by other forms of aggression between students, indicate a high prevalence of this phenomenon. According to the results of the research conducted by Beldean-Galea, Jurcău and Țigan (2010) amongst secondary school students, 33.8% of them bullied other peers "once a week or more often" and 40.5% of them were victims "once a week or more often".

Bullying is also a tradition in Romanian schools, some behaviors among students such as ironies, teasing, violent acts have always existed, "the psychosocial aspects of group life, including undoubtedly conflictual situations resulting in

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physical or verbal violence" (Jigău, Liiceanu & Preoteasa, 2005, p.55).

Literature in this field reflects the increased interest of researchers around the world in documenting and studying bullying behaviour. Thus, studies conducted in Australia, Belgium, Brazil, Canada, China, Denmark, England, Finland, France, Germany, Greece, Ireland, Italy, Latvia, Lithuania, Japan, Netherlands, New Zealand, Norway, Portugal, Scotland, South Africa, South Korea, Sweden, Switzerland, Turkey, and the United States have revealed the presence of bullying behavior (Jimerson, Swearer & Espelage, 2009). Recent studies show that 246 million students are involved every year in various forms of aggression in school. These estimates of children and adolescents affected by school bullying vary between countries and studies, ranging from less than 10% to over 65% (UNESCO, 2017).

Although bullies and victims of bullying have been in the attention of researchers for a long time, there is an increased interest in the role of the teacher in preventing and combating school bullying (Yoon & Kerber, 2003).

In a study conducted in Australia by Rigby and Barnes (2002), on 33,236 students aged 8-18 years, 46% reported that have been aggressed during school years. The results show that 38% of the students between 8 and 12 reported having told a teacher, while 24% of the ones between 13 and 18 did the same. Also, 57% of the bullied students reported that things had not improved after telling and 8% said that things had got worse.

Teachers play a major role in identifying signs of victimization and in encouraging students to report aggression (Smith & Shu, 2000). Olweus (1993) states that "the attitudes of teachers towards bully/victim problems and their behavior in bullying situations are of major importance for the extent of the bully/victim problem in the school or the class".

2. Definition of bullying

The most comprehensive definition of the bullying behavior is presented by Olweus. In his book, "Bullying in school", Olweus explains that one student is bullied "when he/she is repeatedly and over time exposed to negative actions coming from one or more peers" (Olweus, 1994, 1997). The negative action, from Olweus's perspective, targets the intentional manner through which a person causes or tries to cause suffering, hurt, inconveniencies to another person and it can manifest itself as through physical contact, words, grimaces, obscene gestures, as well as the intentional exclusion from a group (Olweus, 1994, 1997).

In Olweus's acceptation, the bullying behavior is characterized by the following three criteria: (a) it is an aggressive behavior or intentional "harmdoing", (b) which is carried out "repeatedly and over time", (c) in an interpersonal relationship characterized by an imbalance of power (Olweus, 1994, 2000).

The bullying is an interaction in which a dominant individual (the bully) repeatedly manifests an aggressive behavior with the intention of causing suffering to a less dominant individual (the victim)" (Olweus, 1991; Smith & Thomson, 1991).

Regarding the manifestation forms of bullying, Olweus (1994) considers it is useful to distinguish between direct bullying, with relatively open attacks on the victim, and indirect bullying in the form of social isolation and intentional exclusion from a group.

Direct bullying includes all forms of physical and verbal aggression, such as hitting, kicking, threatening, name-calling, insulting. Indirect bullying includes aspects of social isolation such as ignoring, excluding and backbiting (Van der Wal, de Wit & Remy, 2003).

3. The consequences of bullying

According to *the European Report on the Prevention of Violence and Crime Among Youths* conducted by the World Health Organization in 2010, inter-personal violence is the third cause of death in the European Region among young people aged 10-29 and leads to the loss of 15,000 of life annually.

Students involved in bullying are at increased risk of developing a range of psychosomatic symptoms, experiencing a range of type risks such as run away from home, alcohol and drug abuse, absenteeism, and self-harm.

The consequences of bullying also extend to adulthood, research highlighting a significant correlation between

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aggressive behavior of the child and subsequent psychiatric morbidity (WHO, 2010). Currently, bullying is a major public health problem in the European region.

Specialists take into account social, academic and psychological devastating consequences of bullying behavior: anxiety, depression, social isolation, delinquent behavior, poor academic achievements and development of personality disorders in adulthood (Sesar, Barisic, Pandza & Dodaj, 2012; Swearer & Hymel, 2015).

Farrington (1991) argues that society is the biggest victim of aggression because the bully in school is very susceptible to aggressing wife and children in the future, thus perpetuating the cycle of domestic violence creating new generations of aggressive children.

4. Teachers perceptions and their responses to bullying behavior

Professionals' interest by the investigation of teachers' perceptions and their reactions to the three type of bullying (physical, verbal and social exclusion) is remarkable. Although, teachers play an important role in the students' safety in school, there is few data regarding their attitudes towards addressing problems such as bullying (Duong & Bradshaw, 2013). The complexity of the aggressive behavior's dynamics originates from the difficulty with which adults recognise the bullying behavior (Roberts & Morotti, 2000).

Subjectivity in the interpretation of aggression is based on perception and response towards students involved in bullying and is likely to influence subsequent teacher. If teachers are unaware of the consequences of bullying or do not perceive the severity of these behaviors, they will have a passive attitude towards aggression and a low degree of intervention (Yoon & Kerber, 2003).

In an effort to better understand how teachers perceived and react to aggression, Mishna and collaborators (2005) finds, in a qualitative study, that most teachers were themselves aggresssed when they were students.

In authors' opinion, the bullying behaviors recognition and the reaction towards these behaviors are influenced by several factors, such: perceiving the severity of the situation; if the victims was considered responsible; if the students corresponded to the assumptions regarding the victim characteristics; if the teachers show empathy towards the victims; the school area and the organizational support.

Teachers who do not perceive the incidence of aggression as serious will tend to be passive and ineffective in addressing such behaviors. At the same time, some forms of aggression, such as teasing, social exclusion, and relational aggression, tend to be perceived as less serious, lowering the teacher's chances of intervention (Stankiewicz, 2007). Indirect aggression benefits from special attention because, by the covert nature of manifestations, it is more difficult for teachers to recognize or is not considered a form of violence (Boulton, 1997).

Yoon and Kerber (2003) research findings confirm the conclusions from other studies that teachers appreciate social exclusion as less serious and less likely to intervene than in physical and verbal aggression. Similar results were also issued by Craig, Bell and Leschied (2011): some covert forms of aggression such as relational, homophobia, and cyberbullying are perceived by pre-service teachers as less serious than open, manifest aggression.

Contrary to empirical data that highlights the long-term devastating consequences of student involvement in bullying aggression, a significant number of teachers underestimate the severity of relational aggression. Some professionals investigated the reasons why relational aggression is not in the attention of teachers. Thus, Craig and collaborators (2000) consider that students have the ability to conceal this form of aggression in order for not to be perceived by teachers. On the other hand, the covert nature of relational aggression requires systematic prevention efforts.

5. Purpose of the study

The aim of the present study was to investigate the severity of teachers' perceptions towards three types of bullying: physical, verbal and relational (social exclusion).

The second objective was to analyse teachers' responses towards bullies and victims involved in each type of that behavior.

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6. Method

6.1. Participants

The selected group of subjects consisted of 322 teachers (281women - 87.3%; 41 men -12.7%)) from all the secondary schools (N=23) in the urban area in Iasi County, representing approximately 85% of the total number of teachers from this city.

Amongst them, 5.2% *(n= 17)* had 0-2 years of experience, 6.5% *(n= 21)* had 3-5 years of experience, 12.9% *(n= 42)* had 6-10 years of experience, 36% *(n= 117)* had 11-20 years of experience, 21.5% *(n=70)* had 21-30 years of experience, 17.8% *(n=58)* had more than 31 years of experience in teaching.

6.2. Measures

To assess the perceived severity and reaction of teachers to the bullies and victims involved in the three forms of aggression (physical, verbal and social exclusion), we adapted the questionnaire "*Perceived Severity and Response to Bullies and Victims of Bullying"* developed by Bush (2009) and modified by Harrison (2015).

Unlike Bush (2009) who used a percentage scale, Harrison (2015) uses a 7 points Likert scale. In the questionnaire adapted by Harrison, are presented eight distinct vignettes, which separately illustrate the acts of violence amongst students: physical, verbal, social exclusion and cyber-bullying.

In the present research we used the adapted version of the questionnaire released by Harrison (2015) for the three types of bullying: physical, verbal and social exclusion. We eliminated the last two vignettes that referred to cyber-bullying because we do not investigate this kind of aggression.

We also eliminated the vignette from the "F" position of the questionnaire because this not correspond to the school reality in our country, which we replaced with a scenario which is more often encountered in the Romanian schools.

For the three types of scales that measure perceived severity, response to the bully and response to the victim, we obtained from the total of the items a value of the internal consistency similar to the one of by Harrison (2015) respectively .89.

6.3. Results

Teacher Perceived Severity of three type of Bullying: physical, verbal and relational

After the description of each vignette, the teachers were asked to evaluate the presented situations in terms of severity from 1 (not at all severe) to 7 (very severe).

The descriptive indicators for the data analyzed in Table 1 show that the verbal aggression (M = 6.50, SD = 0.51) is more severe than the physical aggression (M = 6.43, SD = 0.48) and the relational one (M = 6.20, SD=0.62).

These results revealed significant differences in perceiving the severity of the three types of bullying. Teachers perceived relational aggression as less severe than the verbal and physical one.

Table 1. Perceived Severity and Likelihood of Responding to Bully and Victim by Bullying Type

Variable	Mean	Standard Deviation	Range
Peceived Severity			
Physical	6.43	.48	3 to 7
Verbal	6.50	.51	4 to 7
Relational	6.20	.62	3.5 to 7

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Likelihood of Responding to Bully			
Physical	6.83	.42	4 to 7
Verbal	6.75	.49	3.5 to 7
Relational	6.64	.56	3 to 7
Likelihood of Responding to Victim			
Physical	6.66	.82	1 to 7
Verbal	6.60	.80	1 to 7
Relational	6.49	.87	1 to 7

Likelihood to response to bullies of bullying

Other questions in the questionnaire ask the participants to specify the probability of response to the bully in the three typical situations of aggression: physical, verbal and relational.

As displayed in Table 1, by the comparison of *Mean* and *Standard Deviation* it can be showed that teachers are more likely to response to the bully of physical aggression (M = 6.83, SD = 0.42) than verbal aggression (M = 6.75, SD = 0.49) and the relational one (M = 6.64, SD = 0.56).

Theachers are more likely to response toward bully in verbal aggression (M=6.75,SD= 0.49) in contrast to the relational one (M=6.64, SD=0.56).

Likelihood to response to victims of bullying

Regarding the likelihood of responding to the victims, the descriptive analysis (see Table 1) shows that there is an increased probability that teachers will response to the victims of physical (M = 6.66, SD = 0.49) and verbal aggression (M = 6.60, SD = 0.80). These data reflect that there is a low probability that teachers will response to victims in relational aggression (M = 6.49, SD = 0.87).

In order to establish the correlations between the perceived severity of the three types of bullying (physical, verbal and relational) and the likelihood of intervention, we calculated the Spearman correlation coefficients (see Table 2). Teachers who perceive physical aggression as very severe have an increased likelihood of reacting to the bully (r = .359, p = .000 <0.005) and victim (r = .653, p = .000 <0.005).

Teachers who consider verbal aggression as severe are more likely to react toward bully (r = .527, p = .000 <0.005) and victim (r = .503, p = .000 <0.005).

Participants who consider relational aggression as very severe have an increased likelihood of reacting to the bully (r = .560, p = .000 <0.005) and victim (r = .557, p = .000 <0.005).

Table 2. *Correlations between perceived severity and responses to bully and victim involved in bulllying (Spearman Correlation Coefficients)*

Variables	Severity Physical	Likelihood Bully Physical	Likelihood Victim Physical	Severity Verbal	Likelihood Bully Verbal	Likelihood Victim Verbal	Severity Relational	Likelihood Bully Relational	Likelihood Victim Relational
Severity Physical		.359** .000	.293** .000	.414** .000	.235** .000	.212** .000	.366** .000	.256** .000	.253** .000

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Likelihood Bully Physical	.653** .000	.307** .000	.464** .000	.449** .000	.327** .000	.483** .000	.432** .000
Likelihood Victim Physical		.267** .000	.403** .000	.558** .000	.346** .000	.500** .000	.607** .000
Severity Verbal			.527** .000	.503** .000	.534** .000	.372** .000	.374** .000
Likelihood Bully Verbal				.770** .000	.409** .000	.641** .000	.543** .000
Likelihood Victim Verbal					.398** .000	.602** .000	.691** .000
Severity Relational						.560** .000	.557** .000
Likelihood Bully Relational							

From the analysis of the correlation matrix that includes the socio-demographic variables and the main variables of the study, it can be noted that younger teachers tend to considered physical aggression as more severe compared to older teachers ($r = .- 198$, $p =. 000 <0.005$).

The teachers witch are less teaching experience tend to regard physical aggression as more severe compared to the teachers with a higher teaching experience ($r = .161$, $p = .004 <0.005$).

7. Discussion

The present study investigated teacher's perceived severity regarding three types of bullying: physical, verbal and relational. The results show that teachers perceive verbal bullying as more severe than physical and relational bullying. Similar results were obtained in Turkey by Duy (2013). One possible explanation may be that traditional forms of aggression are well known and understood (Byers, Caltabiano & Caltabiano (2011).

In the current study, younger teachers tend to consider physical aggression as more severe compared to older teachers. Also, teachers with less experience tend to perceive physical aggression as more severe compared to older teachers.

According to the findings of Yoon and Kerber (2003), the degree of perceived severity is different in the three types of aggression. Teacher intervention was significantly less in relational than in physical or verbal bullying. Craig and Pepler (1997) report that teachers are less likely to observe acts of social exclusion because these behaviors are brief and covert.

The results of the study of Yoon and Kerber (2003) indicated that many teachers do not take social exclusion seriously. In our study, the results are in line with previous findings that teachers perceive relational bullying as less seriously than physical and verbal bullying. In the present study, teachers have rated verbal aggression as "very severe" as opposed to the empirical data that encourages the consideration of relational bullying severe.

Another interest in our study was to analyse teachers' response to bullies and victims involved in each type of bullying. The results are similar with the previous studies indicating that teachers who perceive physical, verbal and relational aggression as very seriously report an increased likelihood of response to bullies and victims.

Literature states that the perception of the severity of the bullying behavior is one the strongest predictors of teacher response to bullying (Yoon & Bauman, 2014).

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Similar to the findings of likelihood to reacting toward bully and victim involve in bullying situations, in present study teachers were more like to intervene in verbal and physical bullying than in relational bullying. When teachers are unaware of the severity of aggression among students, they will tend to be passive and inefficient (Stankiewicz, 2007). Teachers perceive covert forms of bullying as less severe and are less likely to take action than the open forms (Byers et al., 2011). There is a possibility that many teachers may not know the extent of the verbal and relational aggression and the damages they can cause to the victims (Howard et al., 2001).

In accordance with the specialists, we specify the teacher's important role in bullying prevention in the school area. It is necessary that the programs for prevention of bullying in school include teachers training. They need to focus on increasing teachers' awareness about bullying, the consequences of this phenomenon and deliver training and support to victims and bullies (Milsom & Gallo, 2006).

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Fish-fischer, a qualitative psycho-pedagogical evaluation tool for personality

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Abstract

The article presents the way of construction, the pretesting and the testing of a psycho-pedagogical evaluation tool of the human personality through qualitative means, on a sample of Romanian students of 5 to 7 years.The instrument is represented by a semi-directive interview guide focused on the main psychic processes and aspects of the human personality, attached to some watercolor drawings, of ambiguous clarity existing in Savatie Baştovoi's Fish-fisher (2018). Each dimension is represented by two to four items, formulated as open-response questions, pencil-paper work tasks: graphic representation by drawing or word. By the way in which the items are formulated, the instrument enters the paradigm of socio-cultural constructivism model, becoming a proven alternative to situations of resistance to the evaluation setting, as well as a possible psycho-pedagogical intervention instrument through the prospective and projective potential of the suggested drawings. The proven benefits in applying this instrument to children extend from achieving a soft psycho-pedagogical characterization to the longitudinal stimulation of those poorly developed areas of personality.

Keywords: psycho-pedagogical personality evaluation tool, psycho-pedagogical intervention, socio-cultural constructivism.

All educators have as a primary objective the psycho-pedagogical knowing of the children. Their mission to lead them from one state of mind to another, better one, obligatorily passes through the evaluation stage - initially global, then as specific as possible - of the dimensions of the child's personality. This mission never ends! The individual is not an object that can be measured definitively, he is in a continuous movement and becoming. The educator sees the child in his plenary dimension: here and now, but especially what he can be tomorrow. Together, they are going through the distance from here to beyond. This way, the disciple-child and his mentor use scaffolds and tools to guide and sustain their construction. This is how it happens with the hand of the teacher who guides the child in making the first graphs. When the scaffolds are not good, the construction is compromised. The tools must be strong enough to support and form the resistance structure, but also sufficiently permeable to enable each personality to manifest itself in its unique and original way.

I built a method of investigating the child's personality based on operational psychological theories elaborated by J. Piaget and L.S. Vîgotski, in the paradigm of socio-cultural constructivism theorized by J. Brunner (Brunner, 1970). The child as a scientist in Piaget's theory of cognitive development (Schaffer, 2010), Vigotski's disciple-child in the vicinity development is the active participant through iconic, symbolic and active means in his own construction. The evaluation activity is not just an observational activity, it is an ameliorative investigation in which the magister and the disciple are partners in an active research.

The greatest challenge the educator experiences in his work is the resistance of the children to the proposed work

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tasks. This happens from preschool to university. The fear of evaluation, the lack of attractiveness of the proposed tasks and the sense of futility are some of the barriers invoked. Offering an exciting, entertaining task, we create a state of enthusiasm and we can overcome the idea of a school that only conveys information. (Pânişoară, coordinator, 2016). Within the proposed tasks, the learner makes connections with learning experiences and previous knowledge but also has a high sense of freedom for projection (Roşan, coordinator, 2015), from where the evaluator can complete the information given by the student.

Responding to the need to access the pupils' personality, evaluating their development level, intuitively, I opened the "Fish-fisher", to which I attached a series of work items corresponding to the survey of the most important dimensions of the human personality. A general appreciation of the personality of the child can be achieved by going through the 55 research items based on the 16 dimensions (Table 1).

1. Method

The Fish-fisher tool is a means of qualitative evaluation of the child's personality. Designed as a method of psycho-pedagogical research centered on person's collaboration and conduct analysis, it combines the participatory observation with the case study, but is mostly based on the data provided by the survey (Rotariu and Iluț 1997). The survey is based on a qualitatively open standardized interview (Agrabian, 2004), conversationally-informal, through the atypical approach of an assessment situation

Observations on answers are made as a descriptive research method, complementing the information provided by the survey based interview. In the participatory observation, the observer assumes the role of conductor of the conversation with the child, within the educational framework in which he / she is (Antonesei, 2009). In a manner equivalent to the ethnography method (Muchielli, 2002), the observer will consider issues related to non-verbal, paraverbal communication, on a case-by-case basis during the investigation. The attention to these aspects will have as its first objective the prevention of any emotional damage which the answers to items could bring to the child. In the secondary plan those sensitivities will be followed in order to ask additional questions, to intensify or, on the contrary, to avoid certain problematic areas. All observations will be noted in the response rating grid, in the column dedicated to each item (Table 1, column 4).

Because it is intended for individual application, the evaluation report will take the form of an instrumental case study (Mucchielli, 2000), illustrating a pre-developed evaluation and intervention model. The case study will pursue the detailed investigation (Sax, 1968 apud Antonesei, 2009), in this case the interpretation of the results is done by reference to theory and not by comparison with other subjects (Tellis, 1997, Antonesei, coordinator 2009). The final evaluation will be easily achieved by writing a narrative report based on the answers quoted in the evaluation grid and the individual observations on which general assessments can be made.

The survey based interview was conducted to test the instrument with the consent of parents and children, which for various reasons required rigorous psycho-pedagogical assessment (an alternative to the psychosomatic preschool assessment for school enrollment, designing psycho-pedagogical characterization, the inclusion in psycho-pedagogical counseling programs). The participants responded individually to the items proposed in the interview guide and the evaluator recorded the answers in the dedicated sheets (Table 2). The disposition was the invitation to discuss with the evaluator about the images found between the pages of the book "Fisher-Fish" Savatie Baştovoi (2018), Figure 1 is an example of an image based on which the formulated items were associated with a dimension.

The evaluation of the answers is done by giving 1 or 0 points to each response recorded in the child's response sheet (Table 2, column 3, Answers). The quantification is performed on the Response Assessment Grid (Table 1, Column 3, Assessment) to the extent that the child offers or does not provide a relevant response to the dimension proposed for evaluation. The quantification of the answers does not have as a primary objective the observational role of placing the participant subject as a score on a scale. The transcription of the answer in the form of a symbol has an investigative-ameliorative research-action goal (Gherguț, 2011). By quoting the answer we can easily emphasize those poorly developed dimensions in order to act in the sense of their subsequent stimulation and we will also identify the dimensions of the personality that each child stands out for. Thus, we will have an x-ray of the talents, high skills and abilities

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children can perform in order to be able to develop them, helping the future adult on his way to self-realization. Secondary, but not less important, is the longitudinal research, through the possibility of achieving some subsequent retests to follow the progress in development.

2. Construction

The instrument was built for practical reasons. We have repeatedly encountered resistance to mutism of the child in the situation of psycho-pedagogical evaluation. Sometimes there have been cases of memorizing the desirable answers to the test items caused by the circulation of online assessment samples, from the aspirations of some parents to perfectionism. Intuitively, instead of applying standardized samples, I followed the pages with images of Fish-fish, Savatie Baştovoi (2018). The images are the artist's watercolors, a relatively small number of symbols, ambiguous enough to support the reader-viewer's projections, which can translate into symbolic characters, like in a mirror, a series of expressive phenomena of subjective origin. Although the rendered symbols are familiar and known, they can correspond to a true "spatial scheme" of the soul. (Rosenberg and Rozorea and Sterian, 2000). Curiosity is instantly aroused by the proposal to open a book of images, making possible the disappearance of any existing communications blocks.

I attached different work tasks to images, predominantly open-answer questions, then some motric, graphical or vocal tasks. The work items correspond to the main psychic processes and sides of the personality needed for a psycho-pedagogical investigation. The dimensions of the instrument are found in Table 1, column 3, and an illustration for an entire dimension in Table 2, corresponding to Figure 1.

After a pretest on 10 subjects, some items required form and content adjustments, some were completely eliminated due to non-responses that were received. The testing itself was made on a sample of 50 participants, Romanian children aged between 5 and 7 years. The fidelity of the test was calculated by comparing the results of participants in this assessment with similar subjects who responded to the conventional items of age-specific psychosomatic assessment. The results were similar in 95% of cases. We also had 10 retests with similar results. Other age categories were investigated, and the results of the 15 subjects of 15 and 21 years old respectively, were similar in regard to items with objective responses. Our conclusions were satisfactory in terms of item fidelity. As far as validity is concerned, we were able to calculate the validity of content by using the expert method (Stan, 2000). A number of 10 experts were consulted on the validity of the items formulated in relation to the dimensions concerned. Experts who consented to content validity were four school counselors, two speech therapists, one psychotherapist, three university professors in the field of psychology. Criterial validity has also been demonstrated by comparing the results of study participants with those of the same participants in conventional psychosomatic evaluation samples.

3. Illustration of the instrument

Table 1. Tool response grid

No. Item	No. Internally	Operational dimension	Responses evaluation	Observations
I. Sensations-corresponding to the six senses				
1.	*A. I. 1.*	Sensations: See		
2.	*A. I. 2*	Sensations: Hear		
3.	*A. I. 3*	Sensations: Smell		
4.	*A. I. 4*	Sensations: Tactile		
5.	*A. I. 5*	Sensations: Kinestezic		
6.	*A. I. 6*	Feelings: Taste		
II. Perceptions - Spatio-temporal orientation; sense of observation; perceptive illusions				
7.	*A. II.1*	Perception of spatial		

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		attributes
8.	*A. II.2*	Perception of time
9.	*A.II.3*	The perception of the movement
10.	*A.II.4*	Sense of observation
11.	*A.II.5*	Perceptive Illusions
III. Representations - reminders of figurative symbols, word building		
12.	*A. III.1*	Representation of sensations
13.	*A.III.2*	Repr. individual / general
IV. Thinking- specific operations		
14.	*A. IV.1*	Analyze
15.	*A. IV.2*	Synthesis
16.	*A. IV.3*	Similarities / differences
17.	*A. IV.4*	Concepts / notions
18.	*A. IV.5*	Algorithms
19.	*A. IV.6*	Heuristics
20.	*A. IV.7*	Understanding
21.	*A. IV.8*	Cognitive learning
22.	*A. IV.9*	Solving problems
V. Language - elements of verbal, non-verbal and paraverbal communication		
23.	*A. V.1*	Oral oral language
24.	*A.V.2*	Written verbal language
25.	*A.V.3*	Paraverbal
26.	*A.V.4*	Nonverbal
27.	*A.V.5*	Transmitter-Receiver Scheme
VI. Memory - storage and updating of short / long duration information, types		
28.	*A. VI.1*	Memory SD
29.	*A. VI.2*	Memory LD
VII. Imagination - creative imagination, dream		
30.	*A. VII.1*	Imaginative combinatorial
31.	*A.VII.2*	Dream
32.	*A.VII.3*	Voluntary imagination
33.	*A.VII.4*	Creative imagination
VIII. Motivation - pyramid of human needs, meta-motives		
34.	*B.I.1*	Needs
35.	*B.I.2*	Reasons
36.	*B.I.3*	Interests
37.	*B.I.4*	Ideals
IX. Affectivity - emotional experiences: emotions, feelings, passions		
38.	*B.II.1*	Emotions
39.	*B.II.2*	Feelings
40.	*B.II.3*	Hobbies
X. Will - verbal self-regulation		
41.	*B.III.1*	Phases of voluntary act
42.	*B.III.2*	Qualities: power, perseverance, independence

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XI. Skills - actions that are easy, practiced		
43.	*B.IV.1*	Development skills conditions
44.	*B.IV.2*	Types of skills
XII. Attention-energy support of the activity, selective, oriented, concentrated		
45.	*B.V.1*	Distributive alertness
46.	*B.V.2*	Concentrated attention
XIII. Temperament-intraversion-extraversion, dynamism		
47.	*C.I.1*	Intraversions/ extraversions
48.	*C.I.2*	Dynamism
XIV. Character - values and attitudes towards oneself, towards others and to work		
49.	*C.II.1*	Characteristics values
50.	*C.II.2*	Attitudes towards oneself
51.	*C.II.3*	Attitudies towards others
52.	*C.II.4*	Attitudies towards activity
XV. Skills - the instrumental-operational side of personality		
53.	*C. III.1*	General skills
54.	*C.III.2*	Special skills
XVI. Creativity-producing something new and original		
55.	*C.IV.2*	Specific creativity (of expression, process, product, innovate, invetive, emerging)
XVII. Other issues		
56.	Name and age	

Figure 1. The image associated with Items A .. I. 2, (20), page 34 from «Fish-Fisher» Savatie Baştovoi, 2018



Table 2. Example of items from the instrument for dimension A. I. 2: Sensations - Hearing

No. item/page	Item	Responses
A. I. 2	What do you think the fish does?	
20- p. 34	What are the headsets on his head for?	
	What's in the headphones?	
	What song do you know? Let's sing it a little ...	

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4. Application and interpretation

Children, with their consent and parents, are invited to open a book with pictures. Although I initially tried to produce a compact tool, containing the images along with the related items, I ceased the action because of the unsatisfactory results. Communication blockages are eliminated precisely because participants do not feel a test situation by following a picture book compared to receiving a standardized evaluation form. Children have the book with which they operate as well as a sheet of answers. In the answer sheet (illustrated in Table 2), they can note the answers to the items. If they still do not know how to write, the evaluator records those answers for them. The evaluator also has an evaluation grid (Table 1) in which he quotes the answers to items by 0 or 1 depending on the response or non-response relevant to the problem asked. They can also record in the rating grid the observations on the participant's behavior during testing, even though unrelated to the proposed task. Ultimately, the evaluator makes a general appreciation of the subject being tested.

The interpretation of the answers is based on a content analysis of the written answers and an interpretation of the projective items, according to the existing guidelines in the Instructions for use of the instrument in accordance with the evaluator's psycho-pedagogical training.

The final product of appreciation will consist of a psycho-pedagogical characterization report that will reveal the psychosomatic development level of the child and the individual particularities of his personality.

5. Advantages and limits

The results obtained on the investigated sample were formidable. First of all, the proposed activity has captured their attention by surprise: a colorful book with an attractive format which they discussed through easy, accessible questions, totally different from formal, sterile and rigid evaluation tasks. At a perceptual level, children have experienced a task dedicated and customized for them, their unique and original responses were valued, being encouraged to use their imagination. As children progress with the task, they get cognitive reinforcement (by emphasizing the multitude of information they provide through their answers), affective and behavioral reinforcement, they feel valued. The children were conducted to introspection and projection by the specifics of the presented images, facilitating the knowledge and self-knowledge of the personality, as the established projective tests can do: Luscher, Szondi, Rorscharch or Duss. The proposed items made a multidisciplinary excursion assessing children's knowledge of them and the world. They offered extraordinary feedback on their cognitive competence in a way that no other form of assessment could address. Resistance to the test situation was null even in children with selective mutism, those with special educational needs or with no socialization practice. The tool is adaptable to the items associated with each dimension, to the extent that the evaluator learns the exercise and suits his / her approach. The cultural dimension complements the initial psycho-pedagogical aspect of using the instrument, making the child acquainted with art and the book in the most profound sense. We do not have to deal with a "toy book", it is a first serious book that the child can then read at home with his parents. The symbolic, iconic and active ways promoted through the tasks of the instrument facilitate the development according to the principles of socio-cultural constructivism according to the world in which we live - practically synthesizing a multi-cultural, pluridisciplinary means of working in every corner of the world.

Example of the test: the first four items *What is in the picture? What is the character in the picture looking at? Does he like it? Why? Tell me more, what is the use of that?* refers to the sensation of See- A. I. 1 and are associated with the image from text 1, page 9 of "Fish-fisherman." The child provides us with information about his visual acuity, knowledge of nature and technique, as well as information about his own concerns, fears or passions through his associations and projections by answering questions. Until we find out why a child does not "listen" to us, we need to make sure he sees and hears us. A child responds: "I see a fish. He's looking at the phone. He likes it because he's playing. He also uses the phone to send a message to his mother." These answers can be the basis for an entire guided discussion: what games are on the phone, how else they play, what is a phone used for, what can be discussed with mother, what would he want to talk about, but he is afraid of or has time etc.

A summary of content and theme analysis of the respondents' responses provides us with illustrative answers. Each image, through its unique ambiguity, offers the opportunity to tackle the most diverse themes: food habits, entrepreneurial

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skills, critical thinking. The most common responses to the *Fish* image were directly associated with the idea of fish, occasionally seal (because it is fat), rarely atypical, such as "owl" in the case of a child diagnosed with autistic spectrum disorders. The children saw a magical fish, an updated magic, personified by the actions it carries: it raises a chair, listens to music on headphones, walks on the phone; is humanized in feelings: he is sad, lazy, looking for a friend's company, he is capricious, but he is also afraid. The omnipotence of the fish makes it similar in terms of what a child usually does, so the projections are very natural and especially facilitates the transfer of some skills trained through this game in real life. There is no "childish" behavior, feeling or problem that can not be traded and treated by fish. An interesting example delivered by a child was the magic fish that is being watched by "bad kids" on the internet. Starting from this offer of difficulties, he can learn what he has to do in real life, talking about these issues as they appear. Moreover, they can learn to draw a cognitive prototype of the aggressor, later used in various social situations that can fit early into the category of risk situations and increase the level of caution in the use of risky digital resources. In the projected verbal messaging items, many proverbial semantic constructions associated with the term "fish" have been made: "fish tail," "as you say fish," "like fish on land", with particular importance in the development of language.

The Cow-man has always been seen by children either as a human or as a cow, due to the cognitive stagnation associated with the age of the analyzed sample. There have been cases where children invented their own character: the deer, for example. Also, the constant observation of his appearance was related to the fact that he is sitting *on a chair* or that he *has a golden udder - a treasure he can not spend*. The powers of the Cow-man have shown themselves in relation to the Fish, the children seeing them affectionately alike, lonely and sad, pointing out the importance of having a friend in their lives. The importance of friendship was highlighted in the above example, related to cyberbullying, in the sense that the presence of a friend can prevent aggression in the life of a child. Children look at the appearance of the Cow Man and find the existing treasure in a friendly relationship, learn to be friends, when more and more children respond that they have no friends, play with another friend if their friend is sad, choose their friends according to parents' criteria or, worse, have just virtual friends. Individually, Cow Man is an opportunity for introspection and deep projections that require high therapeutic abilities; he can be the face of anxiety, wounded by sufferings, in front of which most participants can make regressions until they feel discovered and understood, reaching that stable sensitivity of the reconciled man. To questions about how Cow-man feels like, the answers are the most tragic, evoking less pleasant or even painful situations in the participants' life: "he feels how I felt when I lost the key," or "I'm waiting for my father who went to war." The Cow-man is undoubtedly an inexhaustible reservoir of resources necessary for emotional development, of the ability to recognize and feel emotions, to react healthily to different situations, to cope with the challenges of life. Most importantly, Cow-Man is a relational development support, a symbol of exclusion, rejection, and marginalization, in which children play a dynamic role, as an aggressor, a victim and often a witness.

Time is the mascot-child claimed by the others as a toy they would like, because "time is playing with everyone." Analytically, Time has been described as a golden girl, a bright projection of all childish, luminous, light-headed childish wear. Time has been easier to use for revelation of personality, facilitated by humanized appearance. Easily children talked about their own temperament, character, or skills and creativity, some directly, describing what this child is doing Time, others by the opposition, by what he does wrong…

The most important echo of the use of this tool was the participation of children with selective mutism and of children instigated by parents against school and the idea of school as an educational activity or a psycho-pedagogical specialty. Children who were crying for the first two hours at the school, longing for the mother who works abroad revealed the same aspects of the personality in a light and refreshing manner, as did the sociable and balanced ones. Parents who refused to bring their children to school accusing the irrelevance and formalism of psycho-pedagogical assessments came back with the children and asked to continue working with this type of instrument. Teachers asking for a "ready-made psycho-pedagogical modeling" were delighted to learn that they could do this work alone, knowing a stranger child, with whom they could definitely work differently from that point. Using "Fish-fisher" can facilitate the development and application of a compensatory therapeutic approach, where the assessment finds it, the skill orientation and the normalization of the child's life.

The limits of qualitative research on data standardization can be improved by further experimental research, and this study can be a good starting point.

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"Fish-fisher" is a formidable tool that just starts when you open the book and can take you wherever you want to go. It is a magical fish, the children said it! If pedagogy is considered an art, this instrument reflects it in an authentic way. If research points to originality and novelty, then "Fish-fisher" collects all points in practice.

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University - labor market: aspects of the inverse network connection

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Abstract

The present article arguments some aspects of the inverse connection between higher education institutions and the labor market. The key concept of these aspects involves: valorisation by the graduates of the innovative framework at the workplace, promoted by the university through the network, and also the transmission to the university of the information about the efficiency of these innovations, as well as about the relevance of the professional competencies trained and applied in the professional activity.

Keywords: graduate, labor market, inverse connection, innovation, continuous professionalisation, professional competencies, forms of achieving inverse connection, graduates' network.

1. Introduction

The world is changing dynamically. By this phenomenon are also characterized the universities and the labor market, which increasingly needs specialists with a high level of intellectual and professional skills, what requires the redimensioning of scientific researches, modification of the initial and continuous training of specialists, the interconnection strategies with the labor market and realization of the inverse connection.

If we observe the universities through this frame of reference, we can deduce more vulnerable points related to the quality of the initial vocational training of graduates, the efficiency of cooperation between higher education and the labor market.

Universities can be more effective not only through collaboration and integration with the labor market. Universities need to become involved in the production process, and the employers from labor market become participants in the process of training future specialists, of course, taking into account specific opportunities and human potential.

There exist several lines of interconnection between universities and the labor market: joint research, technology transfer and innovations, creation of incubators, etc.

In this article we will approach for the first time a concept of realizing the inverse connection between higher education and the labor market through network of graduates.

2. Conceptualisation of the inverse connection between higher education and the labor market

- ***About the concept of inverse connection***

Inverse connection (feedback) is part of the system of activities and actions specific to education, both at the

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managerial level and at the level of teaching-learning-evaluation. The inverse connection aims to reduce the gap between the current study of the "object" or the "subject" of this process, where it is at the present moment, and where it "should" be - in other words, between the current performances and activities and the quality criteria (Dolgova, 2015).

The inverse connection serves a variety of objectives in the process of reducing this gap: it can provide indexes and information about the level of training of future specialists to integrate into the workplace or about the efficiency of teaching certain academic subjects or a study program in general, but also about the state of the labor market in this respect; can direct the attention of all actors to vulnerable points or wrong ideas in their avtivity.

A key element is that the inverse connection usually comes after the accomplishment of a process, an activity, a project, etc. In this case, we are talking about some aspects of the feedback realized after completing a university degree program and obtaining a specialty. This feedback it provides information on the quality of the academic study program as a whole, but also on the quality of some aspects of this program: the quality of curriculum by subject, the quality of teaching-learning-evaluation process; the quality of internships, etc. (Gutu, 2014).

- ***Inverse connection realized by graduates***

Therefore, the key idea of the concept of realizing the poly-aspectual inverse connection between higher education and the labor market focuses on the following provisions:

1. The graduate becomes the source and the means of realizing the inverse connection between the higher education and the labor market.

2. The graduate has two commitments at the workplace:

– rapid and effective adaptation and integration into the corresponding professional activity;

– engaging in the processes for ensuring sociocultural, scientific, methodological, innovative relevance, etc. of the institution on the labor market in relation to the values promoted by the university and accepted by these institutions.

If the first commitment is in direct correlation with the functional and occupational framework of the employed graduate, then the second commitment is related to the "complementary" activity set as a task to be realized by the university. The preparation of future specialists for the realization of this commitment involves the following:

- academic staff's in-depth knowledge of the professional and socio-cultural environment in which the student/future specialist will activate;
- training students' abilities to realize this "complementary" commitment but viewed and understood as an integral part of the professional skills system.

In other words, the university becomes the initiator of ensuring the sociocultural, scientific, methodological, innovative relevance of the institution/organization on the labor market through its graduates, who also become a source of realization of the inverse connection between the given institution/organization and the university. Efficient realization of this approach involves ensuring some conditions:

1. Appropriate and coherent assessment of the state of interaction domains by the representatives of the given institution/organization and by the graduate employed.
2. Graduate's ability to be a leader, to be a carrier of innovations, to be active, to be convincing, etc.
3. All participants' fitting to the realization of changes and corresponding actions.
4. Involvement of university teachers in this process.

Another aspect of the inverse connection *University – Labor Market* deals with the creation of graduates' network (*see* Figure 1):

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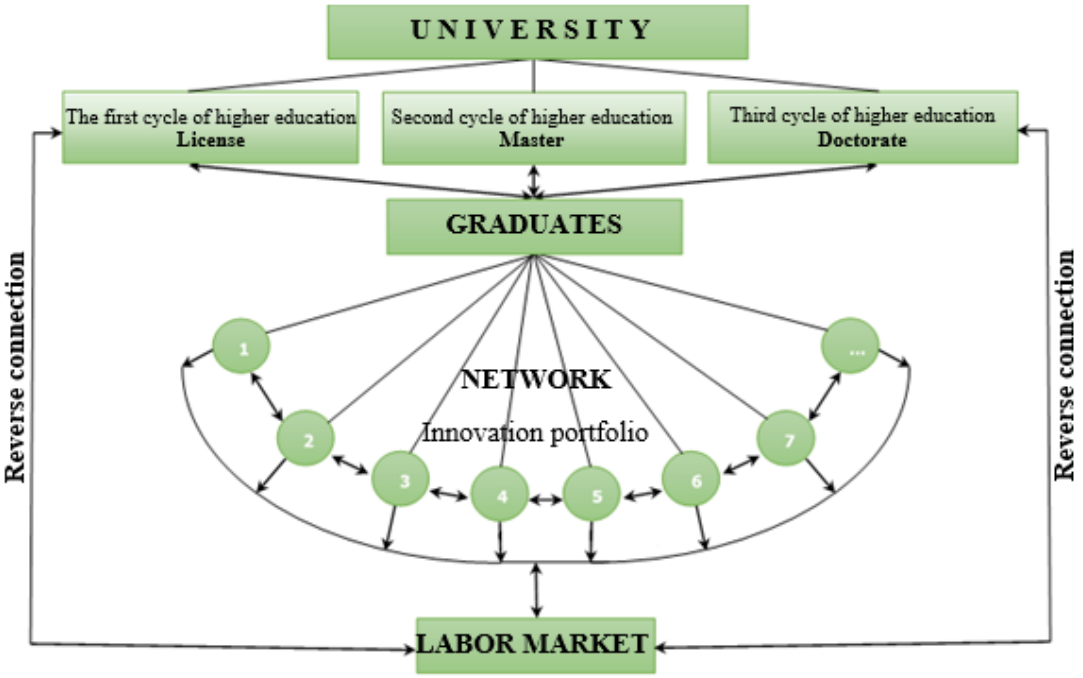


Fig.1. Concept of inverse connection through network *University – Graduates – Labor Market*

Therefore, the achievement of inverse connection between higher education and the labor market through graduates employed in different positions can be focused on the following principles:

✓ *Principle of social and cultural values' relevance*

The social and cultural value orientations of the student, developed within the university, also determine the efficiency of professional integration. At the same time, they can become the mechanism of capitalizing the information required in professional language, the bearer of which is the university graduate as a social subject. These guidelines anticipate any activity, so it is important that in the process of integration into the professional environment the graduate should be open to new values, behavioral patterns, but without diminishing the personal values.

The realization of this principle implies the following issues:

- analysis and appreciation of the organizational and professional culture of the given institution/organization;
- concretizing the objectives and actions regarding the achievement of the inverse connection through the respective academic project;
- presentation, discussion of problems with the administration and the staff of institution/organization;
- approval of the project to realize the inverse connection by the given body (for example, the school's pedagogical council) within the institution/organization in which the graduate is employed.

✓ *Principle of methodological and scientific guidelines' relevance*

Scientific, value and methodological guidelines are formed for students during the university studies:

- knowledge of different approaches, conceptions, tendencies in the professional field;
- knowledge of systemic and synergistic approaches in forecasting and designing the activity in the given field;
- knowledge of positive experiences and practices in the given field;

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- knowledge and promotion of values;
- knowledge of innovative technologies and innovations in the given domain;
- knowledge of transfer technologies and implementation of different models, methodologies, etc.

Taking into account the perspective of applying these guidelines by graduates at workplace, it is necessary for them to do the following:

- study normative acts/documents concerning the axiological, methodological and scientific dimensions;
- identify the differences between what is in reality and what and how it should be;
- formulate clearly the guidelines for ensuring relevance regarding the methodological and scientific dimension.

✓ *Principle of relevance regarding the cooperation and active participation of the professional staff in the project of realizing the inverse connection between the institutions*

The graduate, as a rule, needs supporters/followers of his project at the workplace. Therefore, he will have to do the following:

- form the implementation team for realization of the inverse connection project;
- formulate the necessary competencies for the team members;
- ensure optimal implementation conditions for realization of the inverse connection project;
- discuss permanently with the whole stuff the advantages and ways of implementing the realization of the inverse connection project.

✓ *Principle of professional interconnections' relevance*

Professional interconnection involves a system of communication and common activities, what leads to professional development: innovative, technological, methodological, and so on.

Achieving this principle ensures the following issues:

- joint discussions of current policies in the field;
- correlation of activity between different structures of the institution/organization;
- creating a unified informational environment;
- development of continuous training programs etc.

Professional interconnection in a network is a way of applying the competencies of research, innovation, transfer, trained in the university framework, but also a way of assuring the psychological and professional security. The network interconnection ensures professional collaboration, experience exchange in the process of which each interested party realizes its own objectives, as well as contributes to the achievement of other network participants' objectives.

The valorification of this aspect allows creating a system of connections that favors the development and implementation of innovations recommended by the higher education institution at the workplace (*see* Figure 1).

The functionality and efficiency of the network are determined by the opportunities of information and communication technologies. In other words, the given network operates on the basis of ICT, but also on the basis of traditional forms: roundtables, conferences, exchange of experiences, etc.

The application of principles described above in the context of the conceptual approach to realizing the inverse connection *university - labor market* through the graduates of the higher education institutions involves the introduction of an employee within the university that would manage the whole process of inverse connection, as well as the functionality of graduates' network. Thus, this function can be accomplished by a coordinator or a structure with the same competencies depending on the number of graduates in the network.

The functions of this coordinator are as follows:

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- Establishing objectives/tasks for each graduate regarding their implementation at the workplace.
- Correlating and managing the activities of graduates registered in the network.
- Generalizing the data obtained from the graduates, modifying the tasks for them, as well as changing the university strategies of initial professional training of the students.
- Informing the person responsible for monitoring the achievement of inverse connection in two aspects: *continuous and vocational/initial training, post-graduate application of innovational technologies (innovations) as tasks for graduates*.

Therefore, in the framework of approach regarding the achievement of inverse connection with the graduates of the higher education institutions, the integrative function belongs to the university, which determines the finality, the content, the methodology and the agents that ensure the realization of this process.

Namely the university represents the mechanism for promoting a request concerning the realization of the inverse connection to the institutions/organizations in which the given graduate will activate or is activating.

At the same time, the suggested concept may also contain the dominant forms of the inverse connections with the graduates of the higher education institutions, and namely the following:

- knowing and accepting the provisions of the respective project by both parties;
- identifying the ways of implementing the concept;
- extrapolating the theoretical model on the actual conditions of the institution/organization in which the graduate will activate or is activating;
- identifying the dominant topic/problem for the implementation;
- creating the innovations portfolio and requests regarding their implementations;
- elaboration of the operational plans for the implementation of respective concept;
- signing agreements between institutions/organizations and universities included in this process;
- creating the professional interconnection network of the graduates;
- continuous on-line learning;
- evaluative activity;
- individual activity;
- scientific activity;
- organizing webinars and others.

Through these forms is ensured not only the accumulation of analytical data/information valuable for both parties, but also the stimulation of innovative processes and those of technological and experiential transfer.

3. Context and current state of achieving the inverse connection with graduates of higher education institutions

The current context of the inverse connection *Higher Education - Labor Market of the Republic of Moldova* is a specific and contradictory one.

On the one hand, the socio-economic changes/reforms in recent decades have generated new relationships between the higher education system and the labor market (collaboration, co-operation), and on the other hand, there still persist the old traditions when higher education prepared specialists mainly theoretically, and the labor market was taking care of training these specialists (young specialists) practically.

In order to establish the peculiarities and trends regarding the inverse connection *University - Labor Market* through the involvement of graduates, we conducted a study (analysis of the reports of Career Guidance Center of Moldova State University, questioning about 350 graduates), based on the results of which we could conclude the following:

1. Higher education institutions, as a rule, possess the information on the place of employment of graduates in the last 1-3 years (up to 80-90%). At the same time, they do not have information as to how and to what extent graduates apply

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professional competencies trained within the university.
2. 80% of the interviewed graduates mentioned that they do not know where their colleagues have been employed and do not contact them on the professional dimension.
3. Practically, most of the graduates mention that the employer stated that they have to forget what they learned at university (60-70% of graduates).
4. The employers (100%) have never addressed the structures of higher education institutions with suggestions for improving the professional training of future specialists.
5. The graduates who have been employed in the work field indicated that they still need the suggestions/help from university teachers, but they have no real possibilities to do so.
6. At the same time, the graduates noted that they need a tutor at the workplace, but at the same time they also mentioned the resistance of the employees/workers of the given institutions/organizations to the changes and the low levels of activism and initiative.

4. Conclusions

The purpose of this article was to substantiate a concept and methodology of realizing the inverse connection *University - Labor Market* through the creation of graduates' network.

The proposed concept reflects not only some aspects of the inverse connection between these two entities, but also the transfer by the graduates of a set of innovations in the labor market area, creation of the graduates' network as a mechanism of continuous professionalization through co-operation and collaboration; valorification of the universities' active approach towards graduates also after finishing university studies.

The proposed principles develop the concept of the *University - Labor Market* inverse connection and ensure the integrality of this process, but also reveal some perspectives of this approach: managerial, content, and technological ones. At the same time, each principle has priority opportunities determined by the content of inverse connection actions with the active involvement of all the actors in this process.

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The psychometric properties of the Romanian version of Test Anxiety Inventory adapted to a competitive academic context

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Abstract

The present study examined the psychometric properties of the Romanian version of Spielberger (1980) self-report measure of test anxiety, the Test Anxiety Inventory (TAI), adapted for an academic competitive context. The academic competitions include all types of school Olympiads that takes place in Romania (Mathematics, Physics, Languages, History etc.), and national/international contests for high school students. The total sample consisted of 253 high school students (114 male, 139 female). In order to test the psychometric properties, we evaluated the internal consistency, the factorial structure and the divergent validity. The results support the two-factor structure (Worry and Emotionality) of the original TAI, each of it showing a good internal consistency (from .73 to .86). Additionally, high levels of academic competitive anxiety were found to negative correlate with low levels of self-esteem and self-efficacy. Considering the popularity of existing competitions in Romania and the relationship between anxiety and performance, this adapted questionnaire represents a new useful tool in the educational field.

Keywords: educational competitions, test anxiety, psychometric properties

1. Introduction

As with education, competitions have their roots since long ago. They began to be organized by specialists and various rules were enforced in their conduct. The first competitions were organized in the sport field since 2000 BC. Maybe the oldest known contests are those organized by the Greeks, and more precisely the Olympic Games, dating back 500 years. Then, from the 11th century AD, in France, and later throughout Western Europe, the military exercises turned into competitions, known as tournaments. They began in the form of battles in which knights practiced their abilities and demonstrated their courage. Since the 18th century, competitions have also begun to be organized in the scientific field, most often being held in universities where various prizes were offered to encourage the identification of solutions to solve various mathematical and scientific problems.

Concerning the introduction of competitions in education, it is considered that the greatest advantage is probably the fact that they train a student for adult life, and especially for a society that requires in certain circumstances the knowledge of some skills to compete with those around you to achieve a goal. Perhaps for this reason some theorists do not approve of such actions, considering that competitions enhance the competitiveness and individuality among children. But there is also the perspective of those who encourage such activities precisely because competition is considered to be part of any culture, and since education should transmit culture then it is also necessary to incorporate it into education because it is a means by which children are better prepared for the society they will integrate. Eddles-Hirsch (2010) reported, for example, that those young people who grew up in a non-competitive environment showed less capacity to cope with life

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challenges. There are also many other benefits that support competition in education. Many teachers claim that this is a "pause" in everyday school activities, giving students an opportunity to deepen, expand and practice certain skills in a preferred field, thus extending the curriculum offered at school level. This aspect is intended only for those students who have high abilities in various fields and who consider that the curriculum used in school is not sufficiently challenging. For this reason, educational competitions can be a good opportunity for them to expand their skills by giving them the opportunity to enrich their knowledge at school. Of course, competitions are also an opportunity for students to enhance their self-confidence by competing with other students with similar abilities. Rimm (1986) considers that the main outcomes of students' participation in educational contests are the intensification of motivation and the encouragement of performance. There is no doubt that educational competitions can serve as strong motivations for students by being a form of stimulating study and hard work for long periods of time so that they are ready to compete at a high level. They can provide the necessary experiences to foster the development of productive attitudes and working habits. They can also stimulate the emotional and psychological development of the participants. The emotional health of students, similar to adults, is related to the development of their innate potential. The process in which children strive to fulfill their intellectual potential or talent is an important part of developing and encouraging self-confidence and self-esteem (Rogers, 1959). Students also learn to respect the quality of work done by other students and thus can accurately assess their own performance in light of the performance of their colleagues with similar skills. Students can make an accurate assessment of where they are in terms of their level of performance, and this helps them develop a more healthy self-concept.

On the other side of the barricade, there is the perspective of those who consider that competition involves rather negative aspects, but the true delimitation of the moment when it really becomes destructive is difficult to achieve because there is a rather limited pedagogical literature in this regard. One of those who identify negative aspects of competition is Gilbert, who argues that there are potential effects of competition on the student such as “fears of rejection, need for validation, hypercompetitive attitudes, feeling inferior to others, submissive behavior and indicators of stress, anxiety and depression” (Gilbert et al., 2007, p. 633). Researchers mention a number of negative effects of extreme competitiveness, and excessive stress and anxiety are the most often (Davis & Rimm, 2004). In Romania, educational competitions are one of the most common and promoted forms of extra-curricular activities in which students with high intellectual abilities are included. Considering the existing literature, we have noticed that there is no adapted instrument to measure the anxiety manifested in the evaluative context for a Romanian sample. So,given that the existing international studies on test anxiety highlight the impact that anxiety has on performance (Hembree, 1988; Zeidner, 1998, 2007), we believe it is important to have such an instrument to be used in identifying the level of test anxiety among participants in educational competitions. In this way, our objective for this study is to translate, adapt and validate the Test Anxiety Inventory on a Romanian sample, for a competition context.

2. Test anxiety concept

Test anxiety is actually a strong emotional reaction that an individual experiences before and during an examination (Akca, 2011). When students are placed in an evaluative situation, comparative and competitive behaviors will lead to increased anxiety that will disrupt their focus on doing what they need to successfully complete their work tasks (Zeidner & Matthews, 2011). Other authors (e.g Sarason, 1980; Spielberger & Vagg, 1995) define test anxiety as the predisposition of an individual to react through a state of excessive concern, intrusive thoughts, mental disorganization, tension, and physiological activation when is exposed to an evaluation situation. Getting low marks on tests, experimenting with shame, and the fact that they might disappoint some important people around them are some of the consequences of the evaluation that students perceive to be threatening (Pekrun, Goetz, Frenzel, Barchfeld & Perry, 2011; Zeidner, 2007).

Liebert and Morris (1969) pointed out that there are two components of test anxiety, namely Worry and Emotionality. Sarason (1984) proposed four components of test anxiety, namely Worry, Test irrelevant thinking, Tension and Bodily symptoms. Unruh and Lowe (2010) also mentioned four components of test anxiety, including Worry, Cognitive Interference, Emotionality and Lack of self-confidence.

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As far as Morris, Davis and Hutchings (1981) are concerned, test anxiety is a wider concept, but the components of Worry and Emotionality are most often used in research in this field, trying to achieve a clear differentiation between these two. Sharma and Sud (1990) explained that "worry" is a cognitive component that refers to the consequences in the event of failure. In terms of "emotionality" it is the reactions of the autonomic nervous system. The same perspective was presented by Lufi (2004), which distinguished between the "worry" component, which is presented as the cognitive stress that has effects on the evaluation, and the component "emotionality" which refers to the affective stress manifested by physiological reactions during the evaluation.

3. Development of Test Anxiety Inventory

Developed by Spielberger (1980), the Test Anxiety Inventory (TAI) contains 20 items. According to Chapell and collaborators (2005), the Test Anxiety Inventory (TAI) is the most important and often used tool in measuring test anxiety among high school students and higher education students.

The TAI is a self-reporting questionnaire and according to Spielberger (1980), its development has pursued two objectives:

- building a concise and objective, self-reporting tool that strongly correlates with responses to other recognized tools in the area of the assessment of test anxiety
- using the technique of factorial analysis to identify scales that measure worry and emotionality as major dimensions of test anxiety

It contains three subscales: Test Anxiety-Total (TAI-T) containing items 1, 12, 13 and 19; Test Anxiety-Worry (TAI-W) Subscale containing items 3, 4, 5, 6, 7, 14, 17, 20; and Test Anxiety-Emotionality (TAI-E) Subscale composed of items 2, 8, 9, 10, 11, 15, 16, 18. Thus, TAI-W Subscale contains 8 items, TAI-E Subscale 8 items, and 4 items are from the TAI-T Subscale.

Test Anxiety Inventory is a scale of responses that is measured by the four-point Likert Scale, and the response options are the following: 1 - "Almost Never", 2 - "Sometimes", 3 - "Often ", and 4 -" Almost Always ". The internal consistency for each of the three subscales for the original Test Anxiety Inventory version is: .96 for the TAI-T Subscale; .91 for TAI-W Subscale; and .91 for the TAI-E Subscale.

4. Translation and Adaptation of Test Anxiety Inventory adapted for the context of competitions

We started the Test Anxiety Inventory adaptation by translating the original instrument into Romanian. It has been translated simultaneously by three people all of them are graduates of the Faculty of Psychology and Education Sciences and have a good command of English language. Based on their comments, the final version of the questionnaire included the corrections and suggestions required by the semantic differences identified by each translator. After this process the questionnaire was retranslated back into English and was confronted with the original version. The answers to the items of the questionnaire refers to the extent to which the respondents experienced the stated feelings in the contexts of competition, and are presented on a four-point Likert scale where 1 signifies "Almost Never", 2 - "Sometimes", 3 - "Often",and 4- "Almost Always".

By translating the instrument, it was also adapted to the evaluation contexts we refer to, so that it knows the usefulness of the study objective for which it was selected. Thus, the Test Anxiety Inventory (TAI) is a questionnaire designed to measure the level of anxiety experienced in the context of academic competitions to which the subjects participated. Its adaptation consisted in the fact that the word "test" has been replaced by "competition". This refers to existing educational competitions at national and international level through the form of Olympiads or interdisciplinary contests.

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5. Method

5.1. Participants (Sample)

The selected group of subjects consisted of 253 teenagers, 9th-12th grade students, aged between 15 and 19 years (M= 16.71, SD= 1.17) who participated in various Olympiads (national and /or international). Distribution by gender variable was as follows: 55.3% girls and 44.7% boys. In the study were selected students participating in various competitions targeting the following subjects: Romanian Language and Literature, English, French, Italian, Religion, Geography, Philosophy, History, Mathematics, Biology, Informatics, Physics, Chemistry. They were selected from the public lists on the official Olympics websites and contacted online to complete a set of 3 questionnaires.

5.2. Measures

The Test Anxiety Inventory translated and adapted for an educational competition context (Olympiads and Interdisciplinary Competitions) consisting of 20 items, clustered into three distinct dimensions (Worry, Emotionality and Total Anxiety). Test Anxiety Inventory is a scale of responses that is measured by the four-points rating scale (Likert), and the respondents options for selecting the answer are as follows: 1 - "Almost Never", 2 - "Sometimes", 3 - "Often" and 4 -"Almost Always".

The Rosenberg Self-Esteem Scale (Rosenberg, 1965) was originally developed to measure the global sense of personal value and self-acceptance. The scale contains 10 items with 4 possible answers between total disagreement (1 point) and total agreement (4 points). Items 2, 5, 6, 8, 9 are reversed. Scores may range from 10 to 40; high scores indicate high self-esteem. The Alpha Cronbach coefficient is .89, reported by the author, indicating good internal consistency and test-retest fidelity included in the author's studies are between .85 (one week interval) and .88 (two-week interval). The information on the internal consistency of the Rosenberg Scale among the Romanian population reported (in an international survey of 53 nations) an Alpha Cronbach coefficient of .79 (Schmitt & Allik, 2005).

The Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) consists of 10 items and is designed to assess the person's beliefs about their ability to cope with the difficulties encountered in solving their tasks. The scale was developed in 1981 in German by Matthias Jerusalem and Ralf Schwarzer and has so far been used in numerous studies, with adaptations for 33 languages. It can be said that the Self-Efficacy Scale measures self-efficacy in adapting to everyday problems, confidence in setting goals, investing in effort and persistence in action.According to the authors, the Self-Efficacy Scale shows good psychometric properties, with Alpha Cronbach values between .82 and .93, according to the study. The validated test - retest is .47 for men and .63 for females for a sample of 991 subjects and a two-year interval. In a study conducted in order to validate it in the case of the Romanian population (Vasiliu et al., 2015), it was obtained an Alpha Cronbach coefficient of .786.

5.3. Results

Exploratory factorial analysis

For the exploratory factorial analysis, the SPSS (Statistical Package for Social Sciences) version 20 was used. The extraction method used in this case is Principal axis factoring, by which we will make an initial estimation of the common variance in which communalities have the lower value of 1. Oblimin rotation was used because is a general form to obtain the oblique rotations when factors are expected to correlate, the aspect considered by performing this analysis. In this case, the exploratory factorial analysis performed by the extraction method generated a structure represented by three factors, using K1 Method (Kaiser), by which we retained the factors whose eigenvalue were ≥ 1.

Following the analysis, the distribution of the 20 items was determined by three factors, thus confirming the three subscales of the instrument. Thus, the first subscale (Factor 1) contains the items 1, 12, 13 and 19; the second Factor contains the items 2, 8, 9, 10, 11, 15, 16, 18, and the last Factor the items 3, 4, 5, 6, 7, 14, 17, 20.

Table 1 contains the loads of each item of the three factors.

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Table 1. The Exploratory factorial analysis – distribution of items

Items	Factor		
	1	2	3
Item 12	.669		
Item 1	.608		
Item 13	.495		
Item 19	.482		
Item 8		.852	
Item 11		.832	
Item 15		.726	
Item 9		.696	
Item 2		.692	
Item 16		.658	
Item 18		.574	
Item 10		.315	
Item 7			.756
Item 4			.745
Item 17			.682
Item 20			.619
Item 3			.483
Item 5			.444
Item 6			.387
Item 14			.412

Confirmatory factorial analysis

In performing the confirmatory factorial analysis, the AMOS version 20 program was used, analyzing the two factors that literature mostly recall in the study of test anxiety concept and subsequently we analyzed the whole model. The fit indices obtained are presented in Table 2.

Table2. The fit indices for Test Anxiety Inventory Romanian version adapted for a competition context

Subscales	χ^2	df	χ^2 /df	RMSEA	CI	CFI	TLI
Test Anxiety-Worry Subscale (8 items)	46	20	2.3	.07	.04 - .10	.93	.91
Test Anxiety-Emotionality Subscale (8 itemi)	83	20	4.1	.07	.06 - .09	.92	.90
Test Anxiety Inventory	310	167	1.8	.05	.04 - .06	.92	.90

RMSEA- Root Mean Square Error of Approximation

CIA – Confidence interval for RMSEA

CFI – The Comparative fit Index

Psychometric properties of the instrument

The Test Anxiety Inventory translated and adapted for a competition context is comprised of three subscales as follows: Test Anxiety-Worry Subscale, Test Anxiety-Emotionality Subscale and Test Anxiety-Total Subscale. As required, the mean, standard deviation and internal consistency coefficient were calculated for both the whole questionnaire and each subscale. In Table 3 we present the mean, the standard deviation and the internal consistency of

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the questionnaire Test Anxiety Inventory adapted for a completion context. In Table 4 we present the mean, the standard deviation and the internal consistency coefficients for each subscale of the questionnaire.

Table 3. The mean, the standard deviation and the internal consistency of the questionnaire Test Anxiety Inventory adapted for a completion context

Mean	Standard deviation	Alpha Cronbach coefficient
42.37	10.122	.867

Table 4. The mean, standard deviation and the internal consistency coefficients for each subscale of the questionnaire

Subscale	Mean	Standard deviation	Alpha Cronbach coefficient
Test Anxiety-Worry Subscale	16.43	4.570	.732
Test Anxiety-Emotionality Subscale	17.05	5.326	.860
Test Anxiety-Total Subscale	8.83	1.904	.890

Compared to the original version of the questionnaire (Test Anxiety Inventory, Spielberger, 1980), relatively different results were obtained in terms of internal consistency for each of the existing subscales.

Thus, the original version presented an internal consistency for the Test Anxiety-Worry Subscale of .96, and the Romanian version of .73, for Test Anxiety-Emotionality Subscale .91, compared to .831 in our case, and for Test Anxiety-Total Subscale the internal consistency was .91 for the original instrument, and for our case was .89.

External Validity

In order to achieve external validity, the findings of Hodapp & Benson (1997); Keith and collaborators (2003); Ringeisen and collaborators (2010) and Rohrmann (2010), used to make discriminant validity of the instrument by measuring the concepts of self-esteem and self-efficacy. That is why we chose Rosenberg Scale (Rosenberg, 1965 for measuring self-esteem) and the Self-Efficiency Scale (Schwarzer & Jerusalem, 1995) in order to verify the hypothesis that there is a negative relationship between test anxiety and the two stated concepts .

Thus, the hypothesis from which we started refers to the fact that there is a negative correlation between self-esteem and self-efficacy, on the one hand, and the scores of the Test Anxiety Inventory adapted for the competition context, on the other hand; meaning that subjects who obtained high scores at the test anxiety scale will achieve lower scores on measuring scales of self-esteem and self-efficacy.

Also, the correlations between between self-esteem, self-efficacy and test anxiety were calculated.

Thus, in the case of self-esteem and test anxiety the results obtained show that subjects with a high level of test anxiety have a low level of self-esteem ($r = -.44$, $df = 251$, $p < .01$).

Also, correlations we found significant negative correlations between each of the Test Anxiety Inventory Subscales (Test Anxiety-Worry Subscale, Test Anxiety-Emotionality Subscale, Test Anxiety-Total Subscale) and self-esteem scale. Thus, Worry subscale showed negative correlations with the self-esteem scale ($r = -.40$, $df = 251$, $p < .01$), and with the Emotionality subscale, too ($r = -.43$, $df = 251$, $p < .01$). Moreover, Test Anxiety-Total Subscale correlated negatively with the self-esteem ($r = -.20$, $df = 251$, $p < .01$).

In the case of self-efficacy and test anxiety, the results show that there is a significant negative correlation between them, meaning that subjects with a high level of test anxiety have a low level of self-efficacy ($r = -.38$, $df = 251$, $p < .01$). Also, between each of the Test Anxiety Inventory Subscales (Test Anxiety-Worry Subscale, Test Anxiety-Emotionality Subscale, Test Anxiety-Total Subscale) and the self-efficacy scale we found significant negative correlations. Self-efficacy correlates negatively with each of the test anxiety subscales as follows: with Worry ($r = -.29$, $df = 251$, $p < .01$), with Emotionality ($r = -.42$, $df = 251$, $p < .01$), with the Test Anxiety-Total Subscale ($r = -.13$, $df = 251$, $p < .05$). Table 5 shows the correlations between test anxiety (the entire questionnaire), Test Anxiety-Worry Subscale, Test Anxiety-Emotionality Subscale, Test Anxiety-Total Subscale, self-esteem scale and self-efficacy.

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Table 5. Correlations between test anxiety (the entire questionnaire), Test Anxiety-Worry Subscale, Test Anxiety-Emotionality Subscale, Test Anxiety-Total Subscale, self-esteem scale and self-efficacy

	Self-esteem scale	Self-efficacy
Test anxiety	-.44**	-.38**
Test Anxiety-Worry Subscale	-.40**	-.29**
Test Anxiety-Emotionality Subscale	-.43**	-.42**
Test Anxiety-Total Subscale	-.20**	-.13*

**p<.01 *p<.05

6. Discussions

The current study investigated the validity of the Test Anxiety Inventory in a Romanian sample of high school students who took part in different educational competitions. We translated and adapted the original Test Anxiety Inventory (Spielberger, 1980) and investigated its both internal and external validity.

Translation and adaptation studies have been conducted in other languages, demonstrating both its factorial structure and its psychometric properties. The same procedure we followed in this case, but we adapted the scale to the context of educational competitions. Based on the exploratory factorial analysis, we found, taking into account the data analysis and guiding us by the results of the communalities of the items, that it was not necessary to give up any of them, the resulting scale with all three factors is identical with the original version (Test Anxiety-Worry Factor, Test Anxiety-Emotionality Factor and Test Anxiety-Total Factor). And in the case of confirmatory factorial analysis, the fit indices were appropriate, so we preserved the initial form that resulted from exploratory factorial analyzes.

Regarding the external validity, we decided that it should be carried out by investigating test anxiety relations with two other constructs, doing similarly to the studies carried out by Hodapp & Benson (1997), Keith and collaborators (2003), Ringeisen and collaborators (2010), and Rohrmann (2010), which used for the discriminant validity of the instrument the self-esteem and self-efficacy concepts. That is why we chose the Rosenberg Scale (Rosenberg, 1965 for measuring self-esteem) and the Self-Efficiency Scale (Schwarzer & Jerusalem, 1995) in order to verify the hypothesis that there is a negative relationship between the test anxiety and the two stated constructs. As expected, relationships with the Romanian version of Test Anxiety Inventory and measures related to test anxiety were significant and in the expected direction. The Test Anxiety Inventory demonstrated significant negative relationships with measures of self-esteem and self-efficacy. Thus, subjects with a high level of test anxiety (worry, emotionality and anxiety-total) showed low levels of self-esteem and self-efficacy.

In conclusion, the findings of the current study are consistent with previous research supporting the three-factor conceptualization of test anxiety. Through the analyzes which we have conducted we obtained the necessary results to support the idea that Test Anxiety Inventory adapted for an educational competition context proved to have a solid structure and internal consistency, and it can represent a useful tool to assess the anxiety experienced in a competition for high school students. The use of this tool could bring great benefits to educational practice, thus encouraging counselors and teachers to identify the necessary measures to improve the well-being of students participating in educational competitions.

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The National and European contexts regarding teachers'training

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Abstract

Romania has joined the European requirements and long-term objectives to develop professional human resources, highly qualified and adaptable to change, to improve the educational system and to promote lifelong learning. Lifelong training for teachers is based on the concepts of the European Qualification Frame regarding lifelong learning and focusing on the results of learning. The premises on which an educational political analysis should be based in the field of developing human resources is that teacher training is a priority of the education system. This article sustains the necessity to adjust the training system in Romania to the guidelines of European educational policy and represents some landmarks as to lifelong training of the teachers, the need to define the professional profile of the teacher with regard to the occupational standards and competencies. Nowadays, in some countries, we see a gap between the initial training and lifelong training, which represents a problem to be addressed through modern, flexible solutions. There should be permanent interaction between these two dimensions, and coherent educational policies. This article presents some cues regarding teacher training and supports the need to define the professional profile of the teacher with regard to the occupational standards and competencies.

Keywords: qualification; occupational standard; initial training; lifelong training; professional training; lifelong learning.

1. Introduction

The educational subsystem, as an integrative part of the social system, is strongly shaped by the societal dynamics. The economical, social, political and cultural changes have a direct impact upon education and upon the teacher's status and roles, eventually upon the teacher's initial and lifelong learning and training. It is necessary to focus on the critical aspects involved in this process and language we considering the professional profile and its' flexible adaptation to the dominant features of the educational systems to the cultural characteristics and to the particularities of the work market.

Therefore, our article starts from the premise that training teachers represents a priority of the contemporary educational systems. By valuing this idea, the European educational policies and documents elaborated during the last 10 years offer a reference framework to implement operational strategies adequate to the national educational contexts.

2.The quality of teachers'training – a decissive variable in assuring the quality of school results

The common educational experience proves the fact that the most important variable influencing the children's results is the quality of the teachers 'training, quality desirable to the level of the initial training as well as to the lifelong learning professional training.

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"The quality of the teacher is one of the most important if not the most important determinant factor of the children's results and of improving education" (Cochran-Smith, M., 2004, p.3)

This assertion has to be analysed from a double perspective: on the one hand it confirms the importance of the activity of a teacher in the teaching process and in determining his students' performance but on the other hand it can lead to fully blaming the teachers if there is any school failure, which is a dangerous thing to do.

We start from the fact that, in order to provide formal education at the desired standards and adapted to the social, economical and cultural context, it is indispensable to assure that the quality of the teachers training represent a major priority as well as a very complex political task for the European education systems; their need to increase the quality and the efficiency of the education and professional training systems is to be acknowledged as one of the strategic objectives agreed upon by the member states.

The conclusions of the European Council from March 2013 regarding the investments in education and professional training in order to support the Europe 2020 strategy emphasize the accent laid on revising and consolidating the professional profile of the teaching career, for example by assuring the efficiency of the initial training for teachers and by introducing coherent systems as well as having adequate resources in order to recruit, select and develop the initial training of teachers, support given at the beginning of their career as well as all along their professional training development
(http://eur-ex.europa.eu/LexUriServ/ LexUriServ.do?uri=OJ:C:2013:064:0005:0008:RO:PDF).

In Romania teachers feel constant pressure both from the interior but especially from the exterior of the system: mass media, the parents, the local community. That is why when we undertake a complex analysis of an educational system we have to take into account all the economical, social, political, cultural factors which the good functioning of the system depend upon.

It is desirable for all the approaches of those involved in education to have one common aim, that is for the teachers to make their teaching activity more efficient. This task regards both the initial training for the teacher profession as well as their lifelong professional development.

If not long ago the training of teachers referred to just the initial training, which was considered to be sufficient for them to develop their activity to the end of their career, today teacher education is a complex process, a flexible a process of adult education achieved through strategies of analysis, synthesis, transfer and problem solving in an interactive way (Iucu, 2005).

The modern didactic profession should be characterized by dynamism, flexibility, receptivity to noveltiy and critical reflection regarding the curricular requirements as well as the methodological approach. The modern teacher can no longer be omniscient in his/her speciality, but he/she should be a responsible person, aware of the need for lifelong learning and training, for getting to know and integrate the new information and communication technologies into his/her own teaching activity. Therefore, the teacher is a professional continuously reflecting on his/her approaches and actions, promoting quality teaching-learning-assessing activities.

3. Critical aspects of the learning programme delivered by teacher training institutions

The pace of the contemporary society influences the life conditions of people, that is it supposes a permanent adaptation to information requirements by elaborating new adaptive behaviour in accordance with the new challenges and in the new contexts. Thus, we witness the necessity of lifelong learning because the modern man has to adapt to changes, to innovations in the professional field, in the field of science, changes which organise the whole contents of life, which are just the values we are promoting.

Hence, the necessity to assure high quality teaching as one of the key objectives of the Strategic frame for education and professional training ("ET 2020"). This frame underlies the necessity to offer teachers adequate initial training and continuous professional development and aims at turning the didactic career into an attractive choice.

During the last two years, both at a European and at a national level, we see much attention granted to teachers' training. This is regarded not as a way of personal development but as an investment in increasing the quality of work and life. The development strategies of the training system for teachers also aim at developing the educational market of training courses and programmes; this way teachers may benefit from a more diverse register of training programs, which should be oriented to the new roles and competences which teachers have to acquire and which derive from

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extending the role of the school in community as well as from ellaborating new standards for the didactic profession. The initial training programs for teachers have to offer students, the future teachers, knowledge and basic abilities (such as to use methods based on research and discovery, how to teach to students who have different learning needs, how to project, plan and evaluate their teaching activity, how to permanently reflect upon improving students' results etc) abilities and knowledge which will later be improved. The training programs assure the updating and the development of teachers' competences; we could also add acquiring new competence in accordance with the evolution of the society's educational requirements, the requirements of the curriculum and also in accordance with the new demands regarding adapting the teachers' competence to the educational changes both structurally and from the point of view of the process.

Nowadays there is serious criticism regarding the training programs offered by the institutions dealing with the initial training for the new teachers and implicitly criticism regarding the level of training of the students as well as of the graduates. Part of this criticism is justified but, on the other hand, we shouldn't forget that the end of the initial training for the teacher represents only the beginning of a long training process of an efficient and reflexive teacher. Learning to work in class is a difficult and complex process and we can speak about efficient teaching just after some years of didactic experience and self training. A training institution in any field cannot prepare its graduates to deal with the complex requirements of the market and of the workplace.

4. The European philosophy in teacher training

In Europe the progression of teacher training is conceived on this methodological circuit: initial training - lifelong training - self training. The modern systems of education emphasize the continuum of these three congruent training sequences at the level of education policy.

The new strategic frame "Education and training 2020" (ET 2024) for European cooperation in education and professional training, created on the basis of the work programme "Education and training 2010" (ET 2010), envisages strategic common aims for the member states including the set of principles to meet these aims as well as common work methods priority fields for each periodical work cycle" (http://www.edu.ro/index.php/articles/c785/).

Before 2000 the member states had been somewhat preoccupied with quality assurance but starting with March 2000, the Lisbon European Council, two major aspects have been agreed upon that is:

a. The need to structure some strategies, at the level of the member states, to assure the quality of education and training aiming at concrete efficient mechanisms with a view to maximizing the quality of the learning experience and also of the processes associated with professional training and development.
b. The new objectives of the national education systems and those referring to lifelong professional training. Broadly speaking, teacher training is not an aim in itself but a premise to achieve a new major objective: developing the teaching career (the construction of a new, real, teacher–oriented, motivating didactic career).

Ever since the early 80s, lifelong training has been no longer considered as a remedy for shortcomings but as a permanent learning process. Nowadays this process has become more complex; this way in the lifelong learning process some countries (Norway, Iceland, Germany) make the distinction between:

- lifelong learning allowing the renewal and improvement of professional practice by updating the knowledge acquired during initial training, and
- the complementary training allowing the change of the profession orientation, adding new competence, certificates, diplomas.

Most Eastern European countries include these two meanings in a single term, lifelong training or job training or even advanced training.

Lifelong training envisages a panel of good practice, demanding involving teachers with a view to multiplying their acquired knowledge, improving their skills, analysing and developing positive professional attitude (Perron, 1991).

The importance granted today to this process eliminates the label of simply recycling from lifelong training.

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Lifelong training allows the satisfaction of individual aspirations emphasising the development of the teachers' autonomy while also responding to the organisation's professional needs, regarded as such.

Lifelong training is meant to anticipate change, to professionalise the teacher, to improve the quality and efficiency of the educational systems, to facilitate the mastering of technical and scientifical developments, to assure the necessary orientations regarding dynamic systems such as the education systems (Caspar, 1990).

5. Difficulties in assuring the complementarity of the subsystems of initial and lifelong training for the teachers in Romania

As component subsystems of the teacher training system, the initial and lifelong training have to be in complementary relationships; this way lifelong training should be interdependent on the initial training.

But in reality, there are a lot of challenges the teacher training system in Romania has to cope with:

- social political and scientifical reactions;
- the lack of a scale of values, which has generated confusion and even crisis; the exaggerated social expectations from school have generated a real "social rhetoric", but only on a declarative level;
- insufficient budget allowances leading to progressive diminishing of the quality of the human resources in education;
- the absence of adequate leverage to get supplementary financing and of the possibility of efficiently managing them;
- the intensification of linguistical, ethnical, economical and socio - cultural heterogeneity, the increase of school violence, the persistence of high unemployment rates.

6.The reflection of European policies in the national policy on teacher training

Starting from the premises in lifelong teacher training in the European Union, Romania has elaborated strategies, policies and lines of action which are in accordance with those mentioned above and adapted to the social and professional context in our country. The lifelong training policies implemented in the European Union countries may be a good practice example, references with a view to developing regulations, policies and national lines of action:

- The Declaration of Lisbon (march 2003) establishes a series of objectives for the new member states regarding setting up a knowledge-based society and economy, achieved only by adapting and improving the systems of education and professional training.
- The Memorandum regarding lifelong learning of the European Commission (adopted in october 2000) sets a series of key directions guiding the future actions in this field:
  - guaranteeing the universal and continuous access to learning by developing and improving competence;
  - placing superior investment in human resources, encouraging innovation in teaching and learning;
  - valuing informal and non-formal learning;
  - rethinking guidance and counselling emphasizing the access to quality information and counselling regarding lifelong learning opportunities;
  - bringing learning close to home offering lifelong learning opportunities as close to the beneficiaries as possible, in their own communities, and supported by IT equipment.
- "The Declaration from Copenhagen" the Declaration of the European Ministries of education and professional training and of the European Commission sat in November 2002 regarding the consolidation of European cooperation in the field of professional training sets the following priorities in the development of the Education and education systems and initial and lifelong professional training the European dimension transparency information and guidance acknowledging the competences and the qualifications assuring quality training.
- The European Council in March 2005 redefined as a priority action for the EU and the member states the development and investment in human resources through more efficient systems of education and training as well as by re-adapting the education and training systems to the new requirements regarding the key competencies. A

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major priority was established, that is the development of investment in research and development in order to create a European Area Knowledge.

The national system of lifelong professional training of teachers is designed and organised according to a specific legislation frame which is the starting point for a pertinent analysis, which may be considered the premise for efficient approaches of the different types of lifelong learning and, consequently, proposing some possible approaches to improve it.

The Romanian experience in initial and lifelong training for teachers has led to a series of conclusions referring to a complex array of interactions: psychological, pedagogical, management as well as to establishing connections between them:

- the process of lifelong learning starts from questioning the weak points at the level of the interaction between the teacher and the group (the class of children);
- the connection between training and the stored professional knowledge reflects a normal process of growth through learning and exploiting the acquired amount of knowledge and skills;
- the connection between training and the social climate regards the contribution of lifelong learning to improving the social microclimate at the level of the group/class by facilitating interpersonal relationships; the connection between training and organising regards the development in the field of general knowledge of each teacher, broadly speaking, and of the management culture, in the narrow sense.

7. Conclusions

In Romania we start from the European vision, consequently the initial training and lifelong learning are conceived as subsystems in a relationship of continuity and interdependence that's making contribution to the permanent adaptation of the training process for teachers to the dynamics of the educational systems and processes. In accordance with the European policies, in Romania the two subsystems take into account the national particularities in promoting modern educational approaches such as the opening to the idea of lifelong learning - continuous training, defining the professional profile with respect to the competence standards, curricular opening and flexibility, interactive training strategies, assessment expressed in alternative ways, complex academical mobility.

Even if from a pragmatic point of view Romania encounters a series of difficulties in implementing European guidelines, focused efforts are necessary at all levels in order to revise the system of teachers' initial training and lifelong learning.

This revising supposes the clear description of the professional profile of the teacher and the scientific development of professional standards for the teaching profession.

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The continuous professional training for the staff in the Managerial and administrative assistance field

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Abstract

This paper presents to the professional community in the continuous training field of the staff employed with the central and local administration, as well as with the large corporations (the scope being limited to the area of managerial and administrative assistance), an analysis exploring the main routes / pathways which can be designed within the processes of continuous training for the experts in this field, while using the paradigm of the adult training as an interpreting perspective. Three scenarios have thus been identified, which include, in a complex manner, mentoring paths, accumulation of professional study credits, and a complementary academic path, with a sequential training in the ”in-service training” system. This inovative idea will be linked with the world of values applied to the professional and educational field.

Keywords: continous professional training, managerial and administrative assistance staff, academic professional analysis, paradigm of the adult training, professional competences, alternative training pathways.

1. The Managerial and Administrative Assistance – an Academic and Professional Analysis from the perspective of educational values

The emergence of an initial training curricular area for the managerial and administrative assistance field – a designation approved through specific documents issued by the Ministry of Education, at the initiative of the University of Bucharest, and in collaboration with academic partners having similar academic programmes – has helped reshape the entire specific professional training and development system.

A regulated education system established on the grounds of specialized standards acknowledged by the professional community could be the most logical, as well as the easiest way of designing any training path. Yet, unfortunately, the historic transition from the” recent past”, consecrating the professional position as a” secretary”, towards the” future-present” valuating the professional status of the” manager assistant” has generated incoherence and even inconsistency in the emergence and the development of a professional community able to create a new community culture. The transfer from the public towards the private sector of the professional roles held by both the small companies and the corporations, which increasingly require highly qualified people for the manager assistant positions, has imposed some new perspective at the level of the education systems, but without having those positions supported and acknowledged by the professional community. The higher education institutions have remained the only structures to hold any liability in the field for the initiative regarding the initial training, as a first step, and the continuous professional education as a subsequent step.

The higher education institutions have faced this challenge as well, sometimes marked by the unique academic initiatives aimed at proposing and developing academic programmes in this field, and some other times by the institutions’ tendency to assign the specialization *Managerial and administrative assistance*, included in the field of

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Administrative Sciences, to the structures (departments / faculties) – so that the success of the entire approach could be endangered without a strong institutional will. This idea will be linked with the world of values applied to the professional and educational field.

On the other hand, the rather insubstantial dialogue with the professional community, and sometimes with the employers – aiming at validating the academic qualification and the obtaining of a valuable feedback to be able to improve and adjust the educational programmes in the aforementioned study field – has been an additional barrier preventing the strengthening of the professional status of the specialization *managerial and administrative assistance*.

The significant demand on the labour force market, as well as the high employability rate, especially in the initial graduation field, turn nevertheless this specialization into an appealing offer the higher education institutions need to be able to exploit in a favourable manner. Under these circumstances, we appreciate that a serious discussion concerning the ways of passing from the initial towards the continuous training in this field may be an opportunity at the academic and professional level.

The idea of designing such a complex lifelong-learning approach for a professional specific field – managerial and administrative assistance (based on training paths and using adult education perspective), will be received from the professional community as a contribution to an empowered profession based on education and highly appreciated values.

2. Training Paths in the Managerial and administrative assistance Field

Almost 10 years ago, when we had to design the skills specific for the *managerial and administrative assistance* field of study, we conducted an unstructured survey among the manager assistants undergoing continuous training internships (the sample included respondents from both the public and the private sector)[*]. Within the previous topic, we identified the following malfunctions, expressed in terms of a diagnosis list[†]:

- Difficulties in defining the professional status and the job profile of a manager assistant, given some social perceptions which are not enough jelled, and scientifically and practically grounded;
- Inadequacy of the educational curricula for manager assistants to the concrete requirements and needs of the employers in the public or private sector, and the design of such curricula based on programmes which are not enough socially and professionally grounded;
- Difficult transfer of information at the inter- and intra-institutional level, as well as the insufficient information of the employers from the private and the public sector on the professional role of the manager assistant;
- The insufficient capitalization of the documenting and scientific heritage sources, on the one hand, and that of the human resources of the partner institutions, on the other hand;
- The incondite training and education of a large category of people employed in the secretarial field with respect to the modern skills required to a manager assistant, such as communication, legal assistance, protocol, and public relations".

The main way of training highly educated staff in this field, in compliance with the legislation in force - Government Ordinance and with the ARACIS Standards is the academic programme with 180 academic study credits, distributed over the three academic years specific for the Bologna Process. Yet this programme does not exclude alternative education paths, completed and adjusted by means of continuous professional training programmes. Many of the latter are currently proposed on the market by training service providers which do not provide qualified professional training services, in most of the cases these being mistaken for team-building sessions, which are based on precarious and simplistic methods, with no result in a fair and coherent outcome such an investment in actual training skills.

[*] Iucu, Oana," Performance standards and indicators regarding study programs in assistant management", in Quality Management in Higher Education, the Proceedings of The 5th International Seminar on the Quality Management in Higher Education, Technical University of Iasi, 2008

[†] ibidem

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2.1. The professional insertion and mentoring path in the managerial and administrative assistance field

We consider that the potential to apply the training methods to the professional practice strengthening the theoretical skills built throughout the higher education studies can be capitalized to a maximal extent by introducing, by mutual agreement with the stakeholders of the managerial assistance practitioners' community, one professional mentoring stage (a professionalization version derived from the British experience called the "induction period"), a period up to one year during which the graduate student may practice as a professional the "job" they hold – i.e. manager assistant (all the wage-related rights provided by the law included), whereas the graduate student has a higher education "full-qualification" acknowledged at the end of this period, due to some association-level regulation mechanisms (a professional association of the manager assistants or a distinctive professional order, acknowledged at a social or non-governmental level). Such a period can be organized in cooperation with the education institutions providing initial training programmes and which may, in partnership with the employers, grant study credits as well – continuous professional training credits which are cumulated and may help build a career supported by motivation and a genuine interest to get professional training and development. The number of credits proposed, also in compliance with the experiences in similar regulated fields, such as medicine and education, might be 60 for a mentoring year.

Throughout the mentoring period, the intern might be assisted, in cooperation, by a university teacher and by a mentor holding a special qualification, who may provide the intern with continuous and professionalized guidance, counselling, and feedback at the workplace. The final assessment report might be jointly written, to certify the level of qualification provided in the association-level regulation documents. The requirement for implementing such a system is that there as such professional regulation bodies mentioned at the beginning of this paragraph.

2.2. The specialization complementary academic path in the managerial and administrative assistance field

The candidates should also be able to get a full qualification in the Managerial and Administrative Assistance field by undergoing a complementary education system, such as the ID (remote education) / FR (reduced-attendance education) system, while meeting the quality standards required by ARACIS (the Romanian Agency for Quality Assurance). Considering that higher education institutions have been enabled to organize the academic syllabuses in the system of attendance-based classes in the study field, the proposal to temporarily authorize an ID / FR syllabus for the same specialization is but a matter of institutional choice:

The study syllabus for the following forms of education could be designed as following:

- ID (remote education)/ FR (reduced-attendance education)
- 30 credits / term – 6 terms / 180 credits
- Bachelor's Degree in the specialization: Managerial and administrative assistance
- Module-based study schedule (organized to cover one term or a group of subjects among the logical training units of the syllabus – subjects in the field of administrative law, subjects of humanities, etc.)

Choosing this alternative academic path might result in opportunities for the final qualification, considering the student gets employed during their university studies, and preserves their motivation for study under the circumstances of an" in-service" philosophy, that is the person can get employed in the managerial assistance field without holding the related professional and academic certification and the 180 academic study credits. The fears related to the poor quality of the education services provided through these forms of training could be overcome, given highly responsible control of the Romanian Agency for Quality Assurance – ARACIS, over the certification of the remote education and of the reduced-attendance education forms. The only matter under debate is the institutional readiness of the universities for proposing and supporting these forms of education (ID / FR) among the study syllabus offers, those being academic paths with a strong impact at the professionalization level throughout the exercise period of a given profession (even the manager assistant profession, why not?), as well as paths with a substantial professional motivation, based on personal choices which may be guided by both the priorities of one's private life, and by potential financial constraints.

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2.3. The continuous training path based on cumulating academic / professional credits

Under the circumstances mentioned at the first secondary item, if there are stakeholders in the practitioners' community in the managerial assistance field, organized as professional associations aimed at acknowledging and regulating the profession, we may develop the idea of a continuous education path for the managerial assistance field.

3. From the Professional Expertise-based Training to the Skill-based Education

The current administrative professionalization systems have also imposed a reshaping of the strategies designing the goals of the education processes. The not so remote past has thus emphasized acquiring some professional habits – or skills in the happiest case – as practical-applicative psychological and behavioural entities as a priority for the training courses in this field (the secretariat).

The advances in the adult training field, as well as the paradigm shift and the orientation towards constructivism and cognitivism (in a theoretical sense), even at a professional level, has caused the education service providers to get reoriented towards designing and creating broader and more complex professional skills, with both practical, and behavioural and reflexive components – which, in our view, means a big step forward.

In a previous study, focused on the field of *Assistant management in Romania – curricular and professional approach from administrative sciences point of view (authors: Oana Iucu and Nina Vargolici*), we showed that the competences might be generally characterized as follows:

- The skill to add value in a clearly set institutional framework, which might be at a job in either the public administration or in the private sector
- The skill to exercise the profession as a manager assistant – instilling behaviours and values, accomplishing specific tasks, finding relevant information, leading a group, making inspired decisions
- The skill to learn in a social and professional context how to generate values specific for the public or the private sector
- The skill to carry out a task effectively, based on certified competences
- Holding a set of sensorial, motor, emotional, and intellectual skills allowing the employee to successfully accomplish the task mentioned in their job description within the organization's structure
- An identifiable and assessable set of attitudes, values, knowledge, and skills allowing satisfactory performances in a labour environment, while considering the professional standards which are specific for the public or the private sector
- An individual's capacity of being autonomous, flexible, and able to collaborate within organized labour"[*].

The list above has been configured starting from the role analysis strategy (that is, the review of the roles specific for the managerial assistance). The analysis of these roles has revealed the following:" information processing, documentation, «filter» and link among the management's contacts, counselling and decision-making support, representation role, role in supporting the organization's development"[†].

The specialized studies summarize in the version described above the roles corresponding to managerial assistance and they propose such views which the result of a functional vision is. Yet in this context, the continuous training needs to observe the principles of lifelong learning. One of these principles aims at structuring the professional journey based on the system of the professional study credit cumulation. As we have previously mentioned at the beginning of our study, the idea of drawing a lifelong-learning approach for a professional specific field – managerial and administrative assistance, focused on training paths and using adult education perspective, certainly will be received from the

[*] Iucu, Oana, Vargolici, Nina, "Assistant management in Romania – a curricular and professional approach from the administrative sciences point of view", Manager journal, the June 2007 supplement

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professional community, alumni or employers perspectives, *as a contribution to an empowered profession based on education and highly appreciated values*.

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By teaching we learn. The emerging role of students` peer teaching in higher education

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Abstract

This paper presents the impact of engaging students as partners in teaching in higher education and aims at analyzing the impact of this type of activities on the learning process. Studies related to students` peer teaching in higher education bring into discussion that this type of activities enables students to increase content mastery (Astin, 1993) by promoting learning of complex concepts (Karpicke and Blunt, 2011).

The methodology used in this study consists on focus groups conducted with 56 students at the end of the university course. The aim of the focus group focuses specifically on evaluating the extent to which students` peer teaching influences the faster acquisition of academic knowledge, enhances collaboration and communication skills, engages students in developing a strong group dynamics and not least enhances teaching skills acquisition.

The results indicate that students agree that this type of learning activities enables them gain a faster and a better understanding of core topics related to classroom management filed, while encouraging the exchange of knowledge, information and experience among students, and it has a positive impact on professional growth as a result of group discussions and, not least, helps them improve their problem-solving abilities.

Keywords: peer learning; teacher training; higher education.

1. Introduction

Peer teaching is no longer seen as a method used specifically to support those students who need further help in better understanding a learning concept. Nowadays we see this learning opportunity as a way to engage all students in developing a better and deeper learning. Peer teaching in higher education not only aims at providing authentic learning experiences, but also it helps students learn a series of transferable skills such as collaboration, motivation, communication within a team and also encourages students` personal and social development. Seeing this learning approach from an education policy, an emphasis is set on the opportunity of enriching the education services quality by allowing teachers to engage into a new role, that of a facilitator, of a class manager and why no, that of a reflexive teacher. What is even more important is stimulating students' metacognitive skills and the genuine interest in engaging in a lifelong learning process – the key to the development of a knowledge society.

2. The implication of Students` Peer Teaching in Higher Education

This paper presents the impact of engaging students as partners in teaching in higher education and aims at analyzing the impact of this type of activities on the learning process. Studies related to students` peer teaching in higher education

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bring into discussion that this type of activities enables students to increase content mastery (Astin, 1993) by promoting learning of complex concepts (Karpicke and Blunt, 2011) in an authentic learning environment (Iucu & Marin, 2014) and also provides an opportunity to develop generic and metacognitive skills, engaging students in the process of lifelong learning in a knowledge society through peer-led teaching (Stigmar, 2016).

Also, in the literature it is underlined the fact that the scope and function of peer teaching is wide, focusing on several advantages such as limiting the typical hierarchical structure – where the teacher was the only one who had information and knowledge in the field of study (Bonwell & Eison, 1991; Lopez, 1999). Another factor is that peer teaching increases students` motivation for learning (Miller &MacGilchrist, 1996; Wentzel & Caldwell, 1997) and at the same time it is a great modality to empower teachers as tutors (Goodlad & Hirst, 1989; Parkin & McKegany, 2000). Moreover, Hattie agrees that the biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers" (Hattie, 2009).

The main conclusions are related the impact of the peer teaching activity in encouraging students in becoming active actors in the learning process (Topping, 2005) and on promoting the increasing importance of teaching skills that start to be highly regarded in a sustainable and democratic knowledge society, where we all learn from everyone, and we all teach each other (Duran, 2016).

3. Methodology

3.1. Methods

The methodology used in this study consist on focus groups conducted with 56 students at the end of the university course. The aim of the focus group focuses specifically on evaluating the extent to which students` peer teaching influences the faster acquisition of academic knowledge, enhances collaboration and communication skills, engages in developing a strong group dynamics and not least enhances teaching skills acquisition. The focus groups took place yearly, for 4 years now, at the end of the course study. All transcriptions are coded using line-by-line coding in accordance with Charmaz's (2006) guidelines on coding for grounded theory. The Maxqda 11 software for qualitative data analysis was used to facilitate coding, data management and promote transparency. The focus groups lasted from 35 to 60 minutes and were transcribed and analyzed using a coding system that was developed based on the theoretical framework. Quotations from respondents were listed and compared to identify patterns and similarities between quotations from different respondents. All the interviewers were marked by code, from I1 to I56. The research is currently ongoing at the Center for Development and Training in Higher Education, but we can advance some of the preliminary results.

3.2. Participants

The participants that voluntarily participated to focus groups were students enrolled in their 2nd year of study and finalizing their compulsory course entitled Classroom management, at the Department of Education Sciences, University of Bucharest. The course structure is based on teaching activities that students must plan, organize, implement and evaluate in groups of 8-10 students, based on the topic of the six dimensions of the classroom management: Ergonomics classroom dimension; Psychological classroom dimension; Social classroom dimension; Operational classroom dimension; Normative classroom dimension; Innovative classroom dimension. (Iucu, 2006).

4. Results

The results indicate that students agree that this type of learning activities enables them to a faster and a better understanding of core topics related to classroom management filed, while encouraging the exchange of knowledge,

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information and experience among students, and it has a positive impact on the engaging in extra reading activities as a result of group discussions and also helps improving the problem-solving abilities.

4.1. Students` perception regarding the extent that peer teaching influences a faster acquisition of academic knowledge

The first concept when coming into discussion the way peer teaching can help boost their academic knowledge is related to students` ability to understand an academic course and to prove a good knowledge of the material they have just read and understood. But it doesn't stop to just simply being able to understand a reading material, students opinion on this is related to the fact that: *`you have to prove more than just understanding the course book and the literature you have gone through, but also you have to be able to `translate` the learning material into an adaptive language, so that your students can understand it`. (I3)*

Also, students agree that when preparing to have a lesson you, as a teacher, have a great responsibility towards not only the students, but also towards the lesson subject, so it is crucial you present to your students the latest knowledge in that field of study and this requires a lot of time spend studying the literature in that fields, so that you will have a wide perspective on the topic. Moreover, other concerns were related to text redundancy, meaning that students once going through the literature, they were responsible to select the most important and relevant information that was later presented to the class. One student agrees that: *`it takes a lot of work to prepare for a lesson, you have to find out the latest research and information about the topic and once you have done all that work you have to squeeze it, so that you can present all you know in approximately 50 minutes, so it is frustrating somehow that you cannot show all your potential`* (I9)

From another perspective, one student brings into discussion the other side of preparing for a teaching activity, that of not being able to respond to all the questions that may come during the class: *`it is a constant pressure that someone will ask a question and I will not be able to answer to, because I haven't prepared properly or that simply I do not understand what he/she wants`*. (I5)

4.2. Students` perception regarding the extent that peer teaching engages them in developing a strong group dynamics

When it comes to developing a group dynamics the most important aspects are related to two main transversal skills: the ability to collaborative and communicate in an efficient way.

Related to collaboration several aspects are underpinned, starting from the opportunity to establish effective teams, by empowering each member to take responsibility and focusing on a specific task. It is also important to be willing to learn from each other's successes and failures, and always try to take advantages of all the learning situations and of the different skills and knowledge of all the team members have already had or have acquired during the learning process. We cannot talk about group dynamics without mentioning the communication process that is considered the level one of building a team. As a student stated collaboration is: *'the foundation of a team and we as members have to learn that it is our responsibility to speak clearly, to check if we were understood by others, and foremost we have to be sure that the audience to which we present the information completely understands the information we have presented`* (I15)

What is specific to this study is the fact that students were asked to build and work in large groups, of approximately 8-10 students in order to plan, organize and deliver a training to their own classmate students. This requirement has been seen as been both beneficial, but also being very disadvantageous. While some students agree that *`it was a challenge to work in a numerous team, we learned a lot […] first we felt the desperate need to have a leader, someone to take the role of organizer, to see further and that person had to be the one that best knew all of us`* (I9) or that: *`the experience of working together was a good one, I personally really learn a lot […] but the most important I learned we have to respect each other and try to have patience to listen to all the opinions even though sometimes it is hard and we feel that we lose o lot of time just on making plans`* (I22). Looking from this perspective, it is revealed the high importance that leaders have, because they are the ones that should make sure there is a steady flow of communication between all the members and the leader must find time to regularly be open in discussing ideas or concerns with team members.

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On the other hand, there were students that draw attention to the disadvantages of working in such large teams, such as the difficulty on finding a general understanding or have trouble agreeing on different aspects. But, one of the most important disadvantage mention is the difficulty to build a group syntality: `*it was hard on us to feel part of a group, we didn't manage to communicate clearly and once there was a misunderstanding we immediately started arguing about it and soon developed in a larger discussion that sometimes had nothing to do with our work within the group*` (I13). Another aspect foregrounded during the focus groups was the constant fear of failure or the fear of looking ridiculous in front of their colleagues when presenting the lesson. Even though the activity was designed by students for a target audience that they have already knew – their own colleagues- this didn't stop them for worrying that they will not be taken seriously when presenting some piece of information or that maybe their colleagues will be reluctant in participating to some learning activities that will be seen as to childish: `*we knew the learning content and we tried to make it easily to be understood, but sometimes we thought that by doing the this activity (in this case the six thinking hats method) we won't be able to make the classroom be receptive and that they will think that we are just playing and avoid presenting this information in a more formal way*` (I33).

Furthermore, students agree that through peer teaching the learning material sometimes was easier to understand because the student that presented the learning material used a common language and for some students this is the key to a faster learning: `*having our colleagues in front of us explaining the learning material was a huge advantage because we could easily relate to them, they knew our interest and how we would like the learning activity to be like so that we can find it appealing and engaging […] and at the same time we knew the time and effort those students put into preparing that learning activity so we somehow felt responsible to do our best and try to help our colleagues to get a higher mark after sustaining this activity*` (I18)

4.3. Students` perception regarding the extent that peer teaching enhances their teaching skills

As stated above one of the most important skill when coming to working in teams is communication. It is pointed out that both verbal and non-verbal skills are important while working in groups and especially while teaching. The main aspects that caught students attention was the importance of speaking in a clear voice tone, using a calm tone, explaining in a both accessible and meaningful way the information you want to transmit. Also, being a good active listener is an important feature, more specifically `*when you are in front of so many students you really have to make an conscious effort to not only hear what the person is saying but, more importantly, you really have to try to understand the message that he is sending*` (I29). Other teaching skills that students focused on are: the ability of solve a variety of problems, sometimes in a tight deadline, emphasizing the importance of critical thinking; having a good ICT knowledge and understanding of the importance of ICT for students; and good classroom management skills, starting from the ability to plan, organize, implement, evaluate a learning activity, the ability to motivate students, while at the same time having a reflective exercise on the work that you have done. Also, students tend to focus also on the scientific knowledge, being aware of the fact that a good teacher will be a good connoisseur of his/her field of study.

5. Conclusions

As presented in this study there is a significant tendency that shows that peer teaching has an impact on improving both academic and social skill areas. In other words, through peer teaching, learning is seen as being better, faster, more deeply. That is why university teachers need to stimulate students' metacognitive skills and lifelong learning in a knowledge society through peer-led teaching (Goethals, et al, 1999). The results indicate that students agree that this type of learning activities enabled them to a faster and a better understanding of core topics related to classroom management filed, while encouraging the exchange of knowledge, information and experience among students, and it has a positive impact on professional growth as a result of group discussions while also helping students improve their problem-solving abilities. Also, the activity in which students teaches students is an authentic way to build confidence, leadership, and empathy among students and provides a good opportunity for students to see their peers as role models, pushing them to reach higher. Over and above that, the greater impact of peer teaching is related to developing

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collaboration and communications skills among students, preparing them to face possible future jobs which implies working in smaller or larger groups of people.

All in all, by using peer teaching during an academic course has helped to raise awareness among students about the importance of preparing, organizing and dealing with issues related to classroom management, but also it enables students use analytical skills to conceptualize the learning experience and look at this experience from a reflexive point of view, therefore starting to add value to their future career. (Marin, 2015)

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The Specificity of Primary School Student Counselling

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Abstract

The demand of counselling services in the primary school has increased due to everyday life diversity, the increasingly more demanding school and social life, as well as due to the way the accelerated pace of the pupils' activities determines the increase of their psychological vulnerability. Educational counselling is one of the most important instruments in maintaining a balanced individual life and harmonious personality development of the child. The specificity of primary school student counselling is an area that underlines the importance of counselling from an early age.

Keywords: young pupil; emotional problems; behaviour issues; social and relational problems; education evolution problems; counselling in psycho-pedagogical offices.

1. Introduction

Nowadays education should aim at making children reach towards perfection, self-discovery, and how can one do that if not with the help of a counsellor? The counsellor needs to gain pupils' trust, listen to them, accept them unconditionally, and help them take the best decisions based on their own wishes, aspirations, preferences, needs and interests.

The rapidity of social environment transformations during the past several years has led to the necessity to accept and develop certain special services such as counselling. The education system was updated in accordance with the new challenges; a new discipline named "Personal Development" specific to primary school was introduced in the curricular area "Counselling and Orientation", but this is not enough since it does not answer all the needs imposed by society nowadays. A proper solution in this case is counselling.

If used promptly, educational counselling helps in finding answers, prevents the onset of disorders, and does not allow minor issues to become major. It develops self-esteem and respect towards others. Educational counselling pleads for acceptance, tolerance, and empathy. It represents one of the most valuable means of maintaining personality balance and of harmonious personality forming and development.

2. The Problems of the Young Pupil and the Need for Counselling in solving them

"The current generations of pupils suffer from lack of affection and need teachers' active listening capacity and availability. The way teachers manage to relate with their pupils is an art, they need to manifest sensitivity and affection towards children, a capacity to anticipate and get to know their pupils; they need to display empathy and emotional balance, to pay attention to the problems pupils need to clarify; they should not minimize the problems that pupils are preoccupied with, and should show them respect, in order to accomplish a successful school integration and have a positive contribution to their development" (Lisievici, 1998, p.18). A positive relation of mutual acceptance and recognition is correlated with proper school adjustment and proper behaviour in school. The initiative needs to be taken

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by the teachers who need to guide these relations taking into account the essential law of human emotional relations according to which sympathy and kindness breed sympathy and kindness, while resentment and hostility breed similar types of feelings.

When we think about the long term effects of counselling and the influence of teachers' activity and personality on everybody's life, no effort is in vain. Thus, primary school counselling contributes to the development of the future personality, personality that will be complete only 20 years down the road.

Pupils represent a category that needs support to a large extent. We can distinguish several types of issues they are confronted with in order to easily identify a solving strategy and provide the necessary help in due time. This classification is based on general aspects, in reality no single issue being similar to the other. Age specific issues are issues with play groups, isolation, bullies, hyperactivity. With respect to the results-degree of satisfaction relationship, primary school faces problems related to education, schooling, educational immaturity, lack of school adjustment, dosing of school efforts, professional orientation. The list may continue with problems based on a significant impact factor such as family: lack of parental education, extracurricular hobbies, child-family relationship, family-school relationship, teachers. Physical and psychological health state or illness can have psychological consequences on the development of the child's personality. Unbalanced social relations generate shyness, lack of self-confidence, strong urge to state one's own personality, etc. Depending on the personal temperament, powerful emotional support and more or less suppressed feelings may sometimes prevent rational self-control, logical decision making, clarity over one's own perspectives, and objective selection of action courses (after Baban, 2009, p.205).

Last but not least, we can mention lack of stable values, convictions, and deep feelings that make actions coherent. Wishing for things one ought to want leads to happiness, and children face the most dramatic misbalance between "I like" and "I must"; they have the strength but lack the wisdom.

Therefore, counselling addresses the real life adjustment-integration problems of the pupils aiming at reconciliation and solving critical situations. Communication, empathy, tolerance, patience and tact are needed in order to provide successful counselling.

Pupils need support for the self-discovery of their personality (temperamental and character features, skill level, interest areas) and counsellors will immediately notice the opportunity of a realistic self-image creation that lacks prejudice. The main prejudices – often cultivated and maintained by parents, colleagues or even some teachers – are generated by wrong (mostly negative) perceptions of one's own person.

These are usually more frequent after failures, unsolved conflicts or accusations brought by close people with respect to pupils' capabilities. The respective children think that they are not like the others, that they do not meet the expectations of others, that they will not reach their goals, that they lack self-confidence, they are shy, they experience anxiety. The adopted strategy aims at developing a realistic self-image, increasing the confidence in their own strengths and self-accomplishment chances that are projected over a wide background of social and professional roles that they could adopt based on their personality and skill features revealed by the investigations. Due to the same reason (lack of understanding of one's own personality), when faced with important events (competitions) that require decision making based on several alternatives, pupils may make unrealistic predictions, either by overestimating the obstacles, leading to fear, lack of courage in assuming responsibilities, or by underestimating them, leading to improper energy allocation for overcoming the obstacles or to assuming responsibilities that overwhelm their possibilities. In both situations the counsellors need to provide support thus avoiding stressful situations. They will find the strength necessary to overcome these situations within themselves by examining life experiences, underlining their strong points, successes, the values put to use, and the models their own ideal is based on.

Students need support especially during their pre-adolescence years when they undergo important physical and psychological transformations. Lack of communication and incorrect explanations regarding the human body evolution at this age may lead to negative behaviour manifestations and adopting a deviant conduct, that has unwanted effects on their future social adjustment. The counsellor together with the teacher need to initiate the information and counselling of students grouped by certain criteria (age, gender) as well as individual counselling.

Pupils often require support for solving conflicts in their social environment. The conflict may appear between them and colleagues, a teacher or a parent. The adopted strategy needs to help them understand the positive role of conflicts in life, the personal style of getting involved in conflicts as well as the negotiation methods used in conflict situations. The most important thing is to develop the necessary empathic capacity to easily foresee what the conflictual party

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thinks and feels, as well as a tolerant, permissive, accepting attitude towards acknowledging the others' truths as limited as they may be. The strategy does not aim as much at involving teachers as mediators in the conflict (although in certain cases they will need to intervene with tact and diplomacy on student's behalf), but mostly at pupils' finding in themselves the means to discover and cultivate the negotiation capacity needed to solve conflicts (after Baban, 2009, p.126).

Pupils come to counselling offices more and more often asking for efficient learning techniques while teachers ignore this aspect being too busy teaching. The strategy adopted by the counsellor in this situation involves both the counselling given to the respective pupils – by presenting logical learning techniques, personal methods for processing information and applying them in new contexts, techniques to stimulate interest and motivation towards certain subject matters, while correlating and integrating new information into their own conceptual system – and to teachers that need to adapt their teaching strategies to answer the above mentioned techniques.

At the same time, the counsellor will present relaxation techniques to be used after intense learning sessions and emotional self-control methods to be used during evaluations. Starting with 4th grade, the preoccupation of the counsellors for professional orientation intensifies. This largely represents the main purpose of group or individual investigations regarding personal self-discovery. The school counsellors will not make decisions for the pupils but they will work on expanding the self-discovery horizon of the areas of interest, intensify the skill and informational potential of the pupils, and they will inform correctly and promptly about the school network, admission requirements, existing professions, specific requirements and needed skills.

The balance of the psychological system can be affected by internal (individual or age-related) factors as well as external factors that cause stress. Symptoms cover a wide variety from agitation and inability to focus on certain activities to obsessive ideas and images accompanied by severe depression, learning and attention disorders, repulsion towards certain activities (like reading, studying), fear of loneliness, strong urge to go out and move. These symptoms are supplemented by exhaustion reactions determined either by overloading with a certain type of activity, or by an inability to observe studying discipline and thus creating a tense situation (after Vasile, 2014, p.17). Counsellors will need to identify the causes that lead to the state of discomfort (most often they will discover associated causes). Thus, if the main cause is overloading with information, work assignments to be completed in a limited amount of time, difficult and very demanding activities, it is these aspects that need to be addressed.

If the main cause is represented by the family, contact needs to be established and a common action plan needs to be agreed on. The parents will be informed and actions will be taken to gradually replace undesirable behaviours with proper ones, by eliminating over-pampering and overloading, neglect, over- or underestimation of children's psycho-intellectual capacity.

3. The Scope of Counselling

Generally speaking, the symptom or the problem is caused by the discrepancy between what is, meaning the perception on the given situations, and what should be, meaning the established ideal image we relate to. The scope of counselling is vast and exact determinations are sometimes difficult to accomplish. What initially may be a normal more or less desirable psychological situation can easily become a serious disorder. For example, a trivial state of sadness may degenerate into depression or anxiety if fuelled by negative enabling factors.

An attempt to identify the issues that may appear during primary school lead to the following categories:

- emotional problems – sadness, emotional tension, frustration, fear, anxiety;

Obviously, children in primary school cannot be expected to be emotionally mature, therefore it is normal to have "more or less transitory cases of negative, asthenic, painful emotional situations that disturb pupils' lives, affect their personality development, the relationship with teachers, colleagues, and their self-esteem" (after Albu, 2013, p.227).

- behaviour issues – aggressiveness, violence, bullying behaviour, ADHD;

Eric Debarbieux defines violence as a "brutal or continuous disorganisation of a personal, collective or social system that generates a loss of physical, psychological or material integrity. This disorganisation can act through aggression,

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brute force, in a conscious or unconscious manner, but there may be cases when violence is only perceived by the victim and it was not intended by the aggressor" (Debarbieux, 1996, p.45).

The term "bullying" does not have an exact counterpart in Romanian. It can be defined as an intimidating behaviour, a mixture of harassment, physical or mental aggression, power abuse, exclusion, etc. Although this behaviour is generally understood as a physical intimidation attitude, reality shows that children are victimized in a variety of ways, each leading to permanent physical and psychological damages (after Cullen, Unnever, Hartman, Turner, & Agnew, 2008, pp. 346-364).

Besides the obvious hostility acts, bullying in school includes harassment forms such as nicknaming, spreading malicious rumours or lies, abusively taking or damaging other children's things, excluding pupils from certain activities or purposefully ignoring them. The bullying phenomenon is the most common among elementary school children and progressively decreases towards the age of 15. Its manifestations differ based on gender, girls being more exposed to passive, non-violent bullying, also known as relational bullying. They are usually the target of verbal mean remarks and group exclusion. Boys on the other hand become victims of physical, aggressive bullying.

Another aspect worth mentioning is that, while ADHD is a widely spread disorder, one needs to exercise precaution in establishing this diagnostic because, as with all other disorders, there are different degrees of symptomatic manifestations that revolve around the large spectrum of this disorder. Thus, many children can be hyperactive or impulsive, but not at such a level as to justify this diagnostic. Counselling intervention is nevertheless required when undesirable behaviours negatively affect relations with others and hinder proper emotional and cognitive development.

- social and relational problems – isolation, shyness, discrimination;

The intervention in case of relational problems needs to consider the type of existent difficulties. Thus, if the pupil has a deficit in acquiring certain abilities, the counselling programme needs to be oriented towards strategies that develop those abilities. If the problem is motivational in nature, behaviour interventions are recommended. When pupils have difficulties in distinguishing between acceptable and undesirable social behaviours, they need proper information about how to make this distinction and support in initiating positive social behaviours.

- school performance problems - adaptability/inadaptability, motivation, success/failure, school dropout.

The primary school is a period when the children's life and work conditions radically change. School alters their activity flow by introducing a timetable, certain plans and schedules that structure their activities. The school environment a 6-year-old enters into is completely different from the family environment, because it is designed not for distributing emotional satisfaction, but for fostering continuous organised and disciplined work. School is an environment that, as opposed to the limited (playing) group, offers children a community and work place with much interdependence – mental, emotional, moral – that become an important factor in their psychological development. Speciality studies record multiple adaptability difficulties generated by a weak psycho-physiological background (neuro-psychological instability), emotional fixations and conflicts with a socio-familial origin (stubbornness, negativism), or by the school environment itself (complexity and amount of tasks, teachers' lack of experience, overcrowded classrooms, factors that impede on getting the necessary focus and discipline to conduct classes). These generate inadaptability behaviours such as: introversion, lack of focus, compensation through unwanted means.

Emil Stan noted that "pupils learn easily when they want to learn, when they are driven by an inner impulse (internal motivation to learn); unfortunately, more and more students show a lack of interest towards learning in school; therefore, the teachers' role is to manipulate the external environment (to provide external motivation) hoping that this will stimulate the children's inner desire to learn" (Stan, 2004, p.144).

Correct establishment of educational success/failure includes taking the children's inner potential into account, because, for example, a test result graded 7 (out of 10) is a success for a pupil with reduced potential but may be a failure for a pupil with more potential. Therefore, pupils' personality provides specificity to success or failure manifestations in learning activities. Thus, success represents the agreement between the psycho-physical development level of the person and the objective requirements asked of the pupils during the educational process, while lack of success (or failure, lack of accomplishment, lagging behind) represents a sign of the disagreement between the two factors.

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4. Child Counselling in Psycho-Pedagogical Offices

Efficient counselling is a two-way street involving cooperation effort both from the one receiving counselling and from the counsellor. Real communication between the two parties is established when communication is bi-univocal: the counselee transmits the issues to the counsellor, and the counsellor transmits the proper strategies to the counselee.

The counselling process for children in primary school is guided by the general principles of this activity:

- the intervention is age appropriate – for example, children communicate mostly through playing and drawing, activities that can be used as communication means with the children;
- the duration of a counselling session needs to be correlated with the attention span of children. For children in primary school a 30-minute session could be enough;
- children's interest needs to be kept by alternating discussions with playing and drawing activities;
- accessible language that clarifies the role of the counsellor and of counselling; children need to understand that the discussions, playing, and drawing have a certain purpose;
- confidentiality –children will be informed about the confidentiality of counselling activities, the limits of this confidentiality, and about the necessity to inform the parents and teachers about the evolution of the intervention.

The counsellors will not be able to exclusively assume the neutral "specialist" role and will have to use different methods to catch the children's interest and earn their trust. The children need to understand from the beginning that counselling is not only for "bad children", but oriented towards personal development (to improve communication with others, school performance, to better handle unpleasant emotions).

A good way of observing children during counselling is by inviting them to play with the games and materials available in the office, thus observing their motor skills. The children's activity level becomes apparent if they stay put, jump, run, walk around, have a flexible mobility, are inhibited during behaviour experiments (for example, anxious children have difficulty in maintaining a normal breathing rate), are quiet or agitated, aggressive, manifest stereotypical gestures. Equally important is the reaction of children when counsellors want to interact with them: whether children are affectionate and dependent on the interaction with the counsellors, what their reactions to physical contact are, whether they have proper boundaries (for example, they touch counsellors' objects without permission, they want to be hugged, etc.).

The counsellors can also observe the quality of game-playing, if playing is purpose-oriented by following a certain sequence, or whether the toys are properly used. Equally important is the intensity of pupils' emotional state during playtime. Children use playing during primary school in order to communicate their own thoughts, fantasies, images.

Counselling uses toys inspired from reality that express aggression, stimulate creativity and freedom of expression. The purpose of these toys is to understand the perception of the children's relationship with the family or with other people in their environment, to explore existing issues within these relationships, to find strategies for relational problems and conflict solving.

Activities like drawing, collage making, modelling are also used to facilitate children's expression of their interests, emotions, and to help them find resources for solving the problems they are facing. The interpretation is based on the communication between counsellor and children and has the purpose to encourage emotional expression and to find problem solving strategies.

Storytelling is used for therapy purposes, giving the children the opportunity to identify themselves with the characters and acknowledge the possibility of using better adjustment strategies. Questions and requirements can be provided to involve children into creating their own stories. Children often integrate imaginary elements into their playing, therefore the counsellors need to establish if certain information is real before drawing any conclusions based on what children say or do.

5. Conclusions

School counsellors face greater challenges, their responsibilities are diverse and spread on all structural levels of the education institutions: pupils are exposed to information flooding that stimulates their development and also

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exposes them to experiences they are not properly equipped to handle. They need guidance and competent professionals adapted to contemporary realities.

Counselling may be regarded as an art form because it works with a sensitive area (the educational scope – in the case of educational counselling) and applies methods, techniques and procedures to model the personality of the client in a differentiated and creative way. Counselling does not influence the objective reality as such, but the psychological image of this reality reflected in the mind, personality and behaviour of the subject. Herein lies the counsellors' role as mediators between the two "worlds", role that implies adapting the reality of the subjects' ideas, emotions, will, and behaviour to the reality of the external material environment.

Elementary school is the time when children begin to form an academic image about themselves and consolidate the feelings of competence and confidence with regard to educational acquisitions. Children begin to develop decision making abilities, communication skills, but also moral values and character features. This is the time when pupils develop and acquire certain attitudes towards school, themselves, colleagues, social groups, and family. We need to acknowledge that each beginning has its difficulties and, if we know how to provide support when needed, children will benefit from a harmonious development and will subsequently be able to adapt to school life. If children leave pre-school with certain issues and manifest low self-confidence, it will be difficult for them to perform and will most likely face failure either in their relationship with their colleagues, or with school norms or with different school subject.

The emotional state of elementary school children is affected both by the learning tasks themselves and by the interpersonal relations within the school community. Both intellectual, and moral and aesthetic emotions and feelings develop this way. Children's moral sensitivity area is developed through group activities that facilitate numerous contacts and relations. Friendship appears; feelings of responsibility, delicacy, generosity, and abnegation develop. The direct contact with the counsellors and their influence on the children lead to the development of trust, respect, and attachment towards the person that provides education and instruction.

The school cannot and will not remain indifferent. Priority must be given to maximising the capitalisation of each individual's potential by stimulating their intellect, skills, attitudes, and personality features, and by paying attention to children's rich inner life. The education system needs to react to social and economic mobility by promptly adapting its contents, structures and functions, creating favourable prerequisites for children that allow fast social integration, flexibility, initiative, and problem solving.

Counselling for primary school students includes age specific services of information, education, prevention and intervention across all areas of life. To achieve school performance it is essential to identify the child's relational, educational and social needs, as well as their need for personal development, as early as possible; this will help remove possible obstacles in the learning process and achieve the expected results. The information they acquire, the attitude and behaviours they adopt and the skills they develop during the early years will become the grounds for future success. The role of counselling in primary school is to exercise efficient and qualified ways to help children keep their balance, capitalize on their potential and harmoniously train and develop their personality.

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Education and vocational counselling as a response to the labour market requirements – european guidelines and the situation in Poland

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Abstract

In the current social situation, education systems, work styles and living models evolve dynamically. This means individuals need to adapt to reorientation and modify the accepted and consolidated action models. Successful transition to the knowledge-based economy and society must be accompanied by increased stress on lifelong education. Member states are encouraged to develop coherent strategies and practical measures within their competences aimed at the growth of widely available lifelong education. Education and vocational counselling is an important component of the lifelong education process. This type of knowledge and skills, passed efficiently, shapes attitudes and triggers motivation to act in relation to conscious and responsible professional and personal development.

Keywords: guidance, educational and vocational counseling, labor market.

1. Introduction

In the current social situation, education systems, work styles and living models evolve dynamically. This means individuals need to adapt to reorientation and modify the accepted and consolidated action models. Successful transition to the knowledge-based economy and society must be accompanied by increased stress on lifelong education. Member states are encouraged to develop coherent strategies and practical measures within their competences aimed at the growth of widely available lifelong education.

Lifelong learning was defined in the European Employment Strategy as comprehensive learning, carried out on a continuous basis, to develop knowledge, improve skills and increase competence. This is why the Europe Strategy 2020 assumes Europeans live in a complex social and political world nowadays. Their wish to manage their own life is stronger than in the past. At the same time, their expectations have grown. They should contribute actively to social development and learn to operate freely in the environment with so much cultural, ethnic and language diversity. Education, taken more broadly, is an indispensable key, enabling to learn and understand how to face those challenges. Every European should know how to live, understand the world, how to think and act. To achieve that, it is necessary to know how to learn and develop, as well as how to gain and improve one's own competences or, in other words, how to construe contemporaneity and operate in it efficiently.

Every human should be offered identical opportunities to make them able to face the requirements imposed by the social and economic changes and also participate actively in building the future of their own and of Europe. One of the basic components helping the individual to face such a challenge is efficient vocational counselling. This article is aimed at presenting the counseling as the act deeply rooted in the lifelong learning process and able to influence the conscious development of the human, i.e. the professional and personal development.

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2. Vocational counselling as lifelong activity – European guidelines

The contemporary vocational counselling is perceived as an important instrument supporting professional and social development of individuals by promoting any proactive and self-fulfillment forms as well as lifelong learning and improvement. The significance of the contemporary counseling and its role in the European society development is presented e.g. by: Memorandum on Lifelong Learning of 2000; Guidance Throughout Life in Europe of 2004; Council Resolution on better integrating lifelong guidance into lifelong learning strategies of 2008.

The present-day social and economic transformations are based on creating active citizen attitudes and increased employability or self-employability. The basis of the active citizenship and employability is possessing appropriate and updated knowledge and competence which enable to participate in the social and economic life and contribute to the personal development. Building such ways of thinking and acting is an innovative task forthe lifelong learning strategy introduced nowadays. *Memorandum on lifelong learning* presents 6 major assumptions referring to putting the lifelong learning into practice.

Table 1. European assumptions on lifelong learning management

EU strategic document	Major assumptions on lifelong learning management
Memorandum on lifelong learning	New, basic skills for everyone
	Increased investment in human resources
	Innovative teaching and learning methods
	Recognition of education value
	Altered nature of counselling and guidance
	Bringing learning closer to the place of abode

The above assumptions cover primarily: New, basic skills for everyone – this provision is aimed at guaranteeing popular and continuous access to learning and acquiring and improving skills required for complete participation in the knowledge society. Economic and social transformations modify and update the scope of basic skills. The new, basic skills are defined as "those required for active participation in the knowledge society and economy" – on the labour market and at work, in real life and in virtual communities, and also in a democracy, and for a person with a coherent sense of identity and direction in life. Besides the ability to read, write and count, everyone should build new, contemporary, basic skills related to using technological culture, foreign languages and entrepreneurship. An important skill related to the complete and active functioning in the society is building self-assurance as well as self-definition and risk-taking. Every individual should master the new skills because they are the basis for lifelong learning; Increased expenditure for human resources – according to European standards, it is necessary to increase investment in the intellectual capital, based primarily on the workforce potential. It is necessary to increase the number of stimuli encouraging to start education at various levels and stages. Creative and innovative approach to investment in intellectual resources is an integral part of creating and organising lifelong learning; Innovative teaching and learning methods – this provision is aimed at developing efficient teaching and learning methods and at finding the appropriate context for lifelong and comprehensive learning. Entering the "age of knowledge", we change our opinion on what education is, where and how it is carried out and what its purpose is. To enable every individual to become an active learner, it is necessary to improve the existing educational systems and develop new, diverse strategies which would make it possible to benefit from the opportunities offered by cutting-edge IT technologies and full scope of educational contexts. Developing new methods, it is impossible to neglect the changing roles of lecturers, coaches and teachers. Their role is reduced to offering assistance and support to learners who manage their learning themselves. Active education entails the existence of high self-consciousness level, motivation to learn, ability to formulate critical opinions and learning skills. The education systems should include the changes in social existence and evolution or, even more so, introduce innovative methods of teaching about them; Recognition of education value – this provision assumes people should understand and appreciate the present and future advantages of learning, especially of informal and unofficial one, to a greater degree. Ensuring popular and appropriate recognition of the value of learning is a

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component contributing to the value of the service offered. Consequently, the diplomas and certificates confirming the qualifications are an important point of reference for employers and the employment market. It is of immense importance to develop high-quality accreditation systems for the education and experience acquired before and to promote their application in many different educational and market contexts; Altered nature of counselling and guidance – this provision is aimed at ensuring that everyone has easy access to reliable information and guidance concerning the learning opportunities within Europe and at every stage of their life. Nowadays, everyone needs information which helps them to answer the questions of "What to do in the future?", "Where and how to learn?", "What qualifications and competences are preferred on the labour market?". The above questions and answers are an integral part of the continuous process of planning and performing the individual life project where the paid job is a predominant component. Consequently, it is necessary to change the way counselling is perceived and start treating them as popular and ever-available services, covering educational, vocational and personal counselling addressed nowadays to a broad group of new recipients. The task of counselling is to accompany individuals on their path, increasing their motivation, providing appropriate information and facilitating the decision-making process. More proactive orientation is indispensable – this means meeting the requirements of humans instead of waiting until they come to get some advice. The counselling services should be available nearby. The counsellors need to know not only the situation of people they offer information and guidance to but also the labour market profile and employers' needs. The counselling services should be future-oriented; Bringing learning closer to the place of abode– it assumes bringing the lifelong learning opportunities as close to learners as possible, preferably within their communities, and supporting them with appropriate devices based on IT. Using the technology, including online learning, everyone will be able to use the time spent for learning in the most convenient way, regardless of where they are physically at a given time (Compare Memorandum on Lifelong Learning, 2000 p.10-16).

According to the European Commission, initiating joint actions to implement the lifelong learning is the best way to create a new, open society**,** offering equal opportunities to get high-quality education to all its members, where the education and training systems are based primarily on the individual needs and requirements. The Memorandum stresses that the lifelong learning is closely connected with increased general level of education and the qualifications possessed in all sectors, ensuring at the same time that the knowledge and skills possessed correspond to the changing requirements imposed by the job, occupation, organisation and work methods. It also encourages and prepares the individuals to participate more actively in all spheres of contemporary public life locally, regionally and in Europe.

All these actions are to contribute to building the attitudes of conscious responsibility for one's own life and development. The major factor contributing to creating such awareness, motivation and activities in this respect is e.g. effective vocational counselling. The authors of *Guidance Throughout Life in Europe*believe that the activities within the vocational counselling are of key importance for creating lifelong activity of humans. The resolution lists seven priority areas for the cutting-edge vocational counselling.

Table 2. Priority areas for lifelong vocational counselling in Europe

EU strategic document	Priority areas for lifelong vocational counselling
	Vocational counselling in EU Member States is provided by versatile structures and education and coaching activities. Such a diversity offers a rich base for cooperation and exchange of experience.
The resolution on lifelong locational counselling in Europe	Vocational counselling can offer significant support in transition between levels and areas of various education and training systems, as well as from school to adult career, to individuals.
	Providing high-quality vocational counselling services throughout the whole life is an important component of education, training and employment strategies to reach the planned strategic objective which is Europe intending to become the most dynamic, knowledge-based society worldwide.
	With respect to the lifelong learning, the counselling refers to a group of activities enabling to identify skills, competences and interests of citizens within any age group and at any development stage. Vocational counselling contributes to making vocational and educational decisions and to managing one's own development path.
	Implementation of periodical vocational counselling services in the system of vocational education and training ensures young

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people's decisions on education and career planning are not accidental. Vocational counselling services ensure support in building and managing own education and career paths. For the educational institutions, vocational counselling may be a key instrument, improving the quality and process of education.

Lifelong vocational counselling contributes to achieving objectives adopted by the European Union, including e.g. economic development, labour market performance and vocational mobility. By increased efficiency of investment in education and vocational training, as well as by reinforced lifelong education process, influencing the individual potential and development of European human resources

Efficient provision of vocational counselling services is of key importance for counteracting social exclusion by promoting social justice, equality of genders and civic activity by encouraging and supporting individual participation in education and training as well as by helping to select realistic and optimum career paths

The Guidance Throughout Life in Europe resolution pays special attention to the fact that the transition to the knowledge-based society creates new challenges for the human resource development and the vocational counselling systems and services. In the context of the civilisation-related needs and the lifelong learning the counselling services should be available in the time and form to encourage all Europeans to continued development of their individual skills and competences throughout the whole life and should also be connected with the criteria of the dynamically evolving labour market. The resolution stresses the preventive role of vocational counselling for the correct course of education at school and its significance for acquiring the skills related to managing one's own education and career, as well as in the process of returning to the education of those who quit school prematurely.

The areas of lifelong counselling delineate the new role of vocational counselling when promoting social and economic integration of citizens by supporting popular access to a wide array of educational, training and vocational opportunities, as well as by increasing the number of graduates at all education levels. The efficiency of the above activities is determined by the need for flexibility and diversity of the ways to provide vocational counselling services, including the use of innovative methods and technologies. Going beyond the existing patters when providing counselling services will make popular access to them easier. The ability to implement the said guidelines in the EC states will contribute to standardised counselling and guidance services and, consequently, to covering most people with activities stimulating their individual lifelong development.

Another strategy related to counselling promotion is *the Council Resolution on better integrating lifelong guidance into lifelong learning strategies in Europe.* It refers primarily to the aspects of practical implementation of vocational counselling and delineates four priority areas in the context of lifelong learning.

Table 3. Vocational counselling priorities in the lifelong learning system

EU strategic document	Vocational counselling priorities
The Council Resolution on better integrating lifelong guidance into lifelong learning strategies in Europe	Encouraging to acquire and develop abilities to manage one's own career
	Making access to counselling services easier for all citizens
	Supporting coordination of various partners' activities and cooperation between them
	Implementing solutions to ensure high-quality counselling services

The ability to manage one's own career is crucial for consolidating individuals in the process of involvement in shaping their own educational paths and integrating them with career. The skills which should be maintained on a lifelong basis, based on key competences, including but not limited to the competence related to learn ("how to learn") as well as on the initiative and entrepreneurship. The ability to manage one's own career, especially during transition periods from one vocational stage to the other comprises e.g.: acquisition of knowledge on jobs, labour market and business; ability to get to know oneself and assess oneself, as well as to identify competences acquired during formal, informal and non-formal education; development of the ability to manage one's own career in education curricula at all educational levels; substantive and practical preparation of teachers, ounsellors and coaches to carry out the above activities; encouragement of parents to get involved in the aspects of counselling; stimulation of organisations and social partners in the counselling area; considering counselling to be a priority task of primary, secondary and university education (Council Resolution on better integrating lifelong guidance into lifelong learning strategies, 2008, p.6).

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The counselling services should be available to everyone, regardless of their background knowledge or initial skills. Special effort should be made to improve access to those services for the groups in greatest need. The following activities should be implemented to that aim: active promotion of counselling services by means of information and communication media; offering easily accessible services based on human needs, in line with their conditions of life and work; enabling individuals to get support in the process of verifying their formal, informal and non-formal results of learning to ensure and retain their employment at later stages of vocational life; promotion of free access to vocational information resources; development of counselling service quality standards (Council Resolution on better integrating lifelong guidance into lifelong learning strategies, 2008, p.7).

Counselling is of key importance for major decisions to be taken by individuals throughout their whole life. In this respect it may contribute to supporting individuals in managing their own career paths more safely in the context of today's labour market and achieving better balance between personal life and career. The process of increased globalisation and extended time of active employment require the individuals to adjust their skills, embrace changes and take care of their own career paths. Professional preventive and counselling services have become an effective tool, preventing vocational and social exclusion. EU commitment to develop high quality vocational counselling services for all Europeans will promote availability at all stages of life and ensure independent management of education and career paths, supporting also the process of transition between particular vocational development stages. All the same, the activities marginalising and pathologising vocational life will be reduced.

3. Education and vocational counselling in the Polish institutional system

The central tasks related to the vocational counselling in the Polish institutional system are carried out by two Ministries: the Ministry of National Education with respect to education and the Ministry of Labour, Family and Social Policy with respect to the labour market.

In the education sector the tasks are structured and allocated to specific units within the institutional structure. The national entity, reporting directly to the Ministry of National Education, is the Centre for Education Development (CED) and the National Centre for Supporting Vocational and Continuing Education (NCFSVCE). Then, at the regional and local level there are Psychological and Pedagogical Counselling Centres and schools (lower- and upper-secondary and universities). This structure includes also Research Centres (RC).

With respect to the labour market sector, the central body is the Ministry of Labour, Family and Social Policy. The labour market institutions include: public employment services, Voluntary Work Corpses, employment agencies, training institutions and the institutions for social dialogue and local partnership.

Labour market institutions carry out the state tasks related to employment promotion, unemployment effect mitigation and vocational activation. The tasks taken by the labour market institutions are aimed at complete and effective employment, human resource development, achievement of high labour quality, improved social integration and solidarity, as well as increased labour market mobility.

Table 4. Classification of labour market institutions

Institution category	Activity profile
Labour market institutions	Public employment services create employment bodies together with the voivodeship labour offices, poviat labour offices and municipal labour offices, as well as the office serving the minister competent for labour and the voivodeship offices, carrying out the statutory tasks.
	Voluntary Work Corpses are a national unit specialising in activities for young people, especially those threatened with social exclusion and the unemployed below 25 years.
	Employment agencies are non-public organisational units offering labour agency services, labour agency services for work abroad for foreing employers, vocational counselling, personal guidance and temporary work.
	Training institutions Training institutions include public and non-public bodies offering out-of-school education based on separate regulations.

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Social dialogue institutions (SDI/NGO). The social dialogue institutions on the labour market are the organisations and institutions dealing with the labour market, i.e. trade unions, organisations of employers and the unemployed, as well as the non-governmental organisations cooperating with various public employment services and the Voluntary Work Corpses to perform the statutory tasks

Local partnership institutions are the ones carrying out the initiatives of the labour market partners, created to perform statutory tasks and supported by the local self-government bodies

Among the specified labour market institutions, the largest share in the activities aimed at employment promotion, unemployment effect mitigation and vocational activation belongs to the public employment services.

The following organisations belong to the public employment services: Voivodeship Labour Office, a specialised entity operates within this office, coordinating counselling activities, i.e. Centre for Information and Career Planning; Poviat Labour Office or Municipal Labour Office, specialised entity operates within this office, coordinating counselling activities, i.e. Centre for Vocational Activation and Labour Club.

Within the labour market, there are also a number of other entities supporting the operation of labour market institutions, e.g. Commune Information Centres, University Counselling Bureaus, School Career Centres, Entrepreneurship Support Centres.

Institutions reporting to the Ministry of Labour, Family and Social Policy and funded by it, operating in the area of education are the School Career Centres and University Counselling Bureaus. The former operate within the lower- and upper-secondary school system, while the latter within the university education. There are also sector-specific Agencies and Centres for Vocational Activation, e.g: Railway Vocational Activation Agencies and Military Centre for Vocational Activation.

The labour market situation, profound social and economic changes, as well as the new perception of the employment problems open a new scope of tasks to the vocational counsellor. In the education sector, this scope of tasks is determined and governed by the MNE Regulation concerning the rules of offering and organising psychological and pedagogical assistance in public nursery schools, schools and centres.

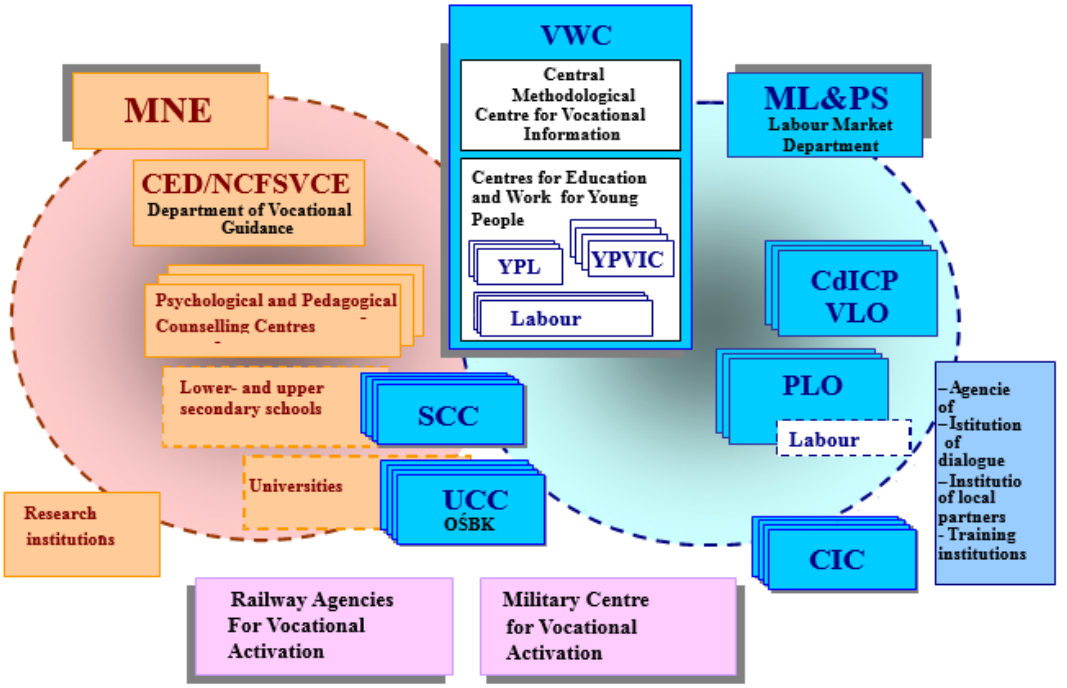


Fig. 1. Diagram of the Polish vocational counselling system

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Table 5. Counselling tasks in the education sector

Strategic document	Tasks of the vocational counsellor in the process of offering psychological and pedagogical assistance
Regulation of the Minister of National Education concerning the rules of offering and organising psychological and pedagogical assistance in public nrsery schools, schools and centres of April 30, 2013.	regular diagnosis of students' demand for educational and vocational information, and helping to plan education and career
	collection, updating and provision of educational and vocational information relevant for a given stage of education
	organisation of classes related to the selection of the education major and vocation, as well as education and career planning
	coordination of informative and counselling activities carried out by the school and centre
	cooperation with other teachers to create and ensure continued activities related to the educational and vocational counselling
	support for teachers, tutors and other specialists in offering psychological and pedagogical assistance

In the realm of education, the counselling contact is aimed at the relationship between the counsellor and the student, oriented at discovering and developing student's potential. The appropriate level of inspiration and stimulation enables to get to know oneself, develop self-awareness and courage to create own self-fulfillment path.

According to Z.Wiatrowski, a narrow approach to the counsellor's tasks will determine the following problems: related to orientation, vocational counselling and guidance; vocational school and education place in the reformed educational system; employee's qualifications and competences of the vocational school graduates; employment, la-bour and unemployment perceived from other perspectives, not limited to the economic one; adaptation, iden-tification and vocational stability; lifelong learning of employees; employee's being the subject in the labour pro-cess; threats and pathologisation of labour; values of labour, shaping employee's attitudes (Wiatrowski, 2005, p.20).

In the broad perspective, the counsellor's tasks were presented in the New Classification of Jobs and Specialisations. They include e.g.: collection, development and updating of job-related information, ways to acquire vocational qualifications and labour market needs; offering individual and group information on jobs, educational institutions and ongoing situation on the labour and employment market; carrying out diagnoses of the professional suitability, using the methods and techniques of the psychological and pedagogical measurements; developing professional suitability diagnoses based on the collected materials and medical opinions on the employee; offering individual vocational advice based on the specialist examinations carried out, including the psychological, pedagogical and medical ones, especially to the ones unable to decide what job to choose, having limitations concerning the job selection and wishing to change their job; offering information on the opportunities to acquire professional qualifications and the labour market situation to teachers and parents whose children are about to choose their job, in the form of training, meetings and individual consultations; maintaining close cooperation especially with the labour counsellor to use the materials devoted to the labour market, organising visits to the workplace and contacts with employers; keeping appropriate record of people requesting counselling (Lelińska, Gruza, Stahl, 2004, p.78-80).

The tasks specified in the document called Classification of Jobs and Specialisations are a connector between the realm of education and the one of the labour market.

However, in the realm of the labour market, the counselling tasks are defined in the Act on Employment Promotion and Labour Market Institutions of 2014 as amended. The guidance and counselling tasks are carried out primarily in the labour market institutions (including but not limited to the public employment services).

Table 6. Guidance and counselling tasks related to the public employment services

Strategic document	The tasks of the customer's counsellor in the public employment services
The Act of 14 March 2014 amending the Act on Employment Promotion	permanent care for the unemployed and those looking for jobs, including but not limited to establishing the assistance profile, preparation and supervision of the individual action plan performance, offering the basic labour market services individually and facilitating access to other assistance forms specified in the act

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and Labour Market Institutions and some other acts	regular cooperation with the employer with respect to the assistance stipulated in the act, including but not limited to establishing the demand for new workers with the employer and obtaining job offers within labour agency services, as well as facilitating access to other assistance forms specified in the act

The Customer's counsellor is expected to offer highly efficient work, e.g. comprehensive support for the unemployed and helping them out of unemployment, including the fact of finding the actual job. The customer's counsellor should possess comprehensive education, rich professional experience and particular personality traits. Highly professional approach is a must as the new professional role is based on a multitude of competences, including psychological, pedagogical, social, labour market-related, advisory, tutoring and coaching ones.

The above counselling tasks in the assistance process should be carried out in the form of the counselling contact. The counselling contact is well defined by A.Gawłowska who described it as a contact in which both parties should grow, develop, mature, improve and have better relations with other people (Gawłowska, 1988, p.50). According to A. Czerkawska, the relationship presented in this way reflects the true interpersonal relation, emphasizes its two-directionality, understanding, stress on mutual welfare, authenticity, openness and frankness. (Czerkawska, 2001, p.135). The counselling contact should be oriented towards optimisation and improvement, support stereotype fighting and creation of friendly behaviours, considered better than the previous ones, promoting integration and removing any troubles. It should be carried out in a conscious interaction schedule, based on participants' cooperation.

The counselling contact should be relational, subjective and dialogue-minded. The counsellor should be willing to learn and understand. They should offer answers to the questions and emerging problems. The counselling meeting should create a participation ties between the person seeking advice and the counsellor. The counselling contact, expressed by openness, respect and full acceptance is the attitude enabling to accompany another person in new and difficult situations (Buber, 1991, p.41-43).

4. Conclusions

The transformations of the present-day world shape a new human and a new model of their life. The quantity, intensity and quality of changes often lead to confusion and inability to cope with the contemporaneity. Nowadays, individuals need permanent guidance and counselling at every stage of personal, family, educational, professional, economic and social development. It is important to consider the counselling services in the education system and the labour market as modern, popularly available forms of support and assistance which can contribute to the conscious and responsible personal, professional and social development in many aspects.

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Motivation and Personality - Parametric Values of Self-efficacy in Adult Self-regulated Learning

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Abstract

In this study, we investigated the parametric values of adult self-regulated learning based on motivation types (intrinsic or extrinsic), student's personality factors, and the ability to employ the psychological potential and the degree of mobilization in solving or adapting to the objectives of education. Also, we wanted to see if these factors explain differently the adult self-regulated learning according to gender and the level of schooling. 174 participants filled-out Self-efficacy in self-regulated learning, and other self-report measures assessing their motivation (Academic Motivation Scale, AMS-HS 28), and personality factors (Big Five Plus Short Personality Inventory). The results showed that adults who got high scores at two types of motivation will have a higher level of self-efficacy in self-regulated learning. The conscientiousness, as personality factor, is the only one that plays an important role in self-efficacy in self-regulated learning, meaning that high-level conscientious adults have a high level of self-efficacy in self-regulated learning. Regarding to gender differences and level of schooling, the results of the research revealed that female participants have a significantly higher level of self-efficacy in self-regulated learning than male participants, but there is no significant difference in terms of level of schooling. Variables indentified and explored in this research are responsible for increasing adult's academic performance and will be attempted to include them as strategies in achieving the proposed goal of optimizing the education system.

Keywords: self-efficacy, adult self-regulated learning, motivation, personal values.

1. Introduction

1.1 Self-efficacy

Self-efficacy is the belief in their own planning capabilities and the implementation of actions necessary to achieve performance in a particular task (Bandura, 1997). A very high level of self- efficacy can lead to a "over-trust" in an individual's abilities (Stone, 1994). Personal efficiency or self-efficacy has to do with cognitions of trust, competence and ability based on past experiences and other sources of information. Self-efficacy often involves changing behavior to mobilize actions to the intended purpose.

1.2 Theory of self-efficacy

The theory of self-efficacy argues that it governs a set of cognitive, affective and behavioral processes that are vital in achieving performance (Bandura, 1999).

The three basic cognitive processes are fundamental in predicting and explaining the behaviors that individuals initiate and the extent to which they persist as their actions struggle with difficulties and obstacles. Some researchers

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state that people with high levels of personal efficiency in a task, tend to persist in their efforts even when faced with new challenges, also showing less anxiety (Cervone and Peake, 1986).

Expectations of self-efficacy determine choices of action, effort, persistence in the face of difficulties and affective experiences. Bandura (1982) highlighted the existence of two types of expectation: the expectation of personal efficiency and the expectation of results.

Self-efficacy expectations refer to beliefs about their own ability to conduct behaviors, while expectations about results refer to beliefs about the likelihood that behavior will lead to certain results.

Expectations of self-efficacy seem to have the greatest influence on behavior. These relate to what the individual can do with the skills they possess. This type of expectation is a specific cognition that can be understood and defined only in relation to specific behaviors in specific situations.

Expectations about the results are seen as less important and rather dependent on expectations of self-efficacy (Bandura, 1982). Bandura has suggested from the outset that the two types of expectations are not fully dependent. The author argues that the two are conceptually distinct, but that the outcomes anticipated by individuals are influenced by the expectations of self-efficacy (Bandura, 1982). Therefore, an individual's expectations of results depend on his expectations of his ability to perform the necessary behavior in order to obtain the expected result.

1.3 Theory of self-regulated learning

Self-regulated learning is being defined as the learning process of students through the active involvement of metacognition, motivation and behavior (Zimmerman, 1986). In other words, self-regulated learning brings together both metacognitive knowledge and abilities, but also develops effective learning strategies for the purpose of permanent learning or so-called lifelong learning.

Studies emphasize the idea that self-regulatory skills are the most important prerequisites of the individual study. The concept of self-regulated learning expresses both one of the conditions of learning efficiency and one of the essential objectives of education.

Many articles include various perspectives on self-learning. Among them, the involvement of metacognition in the processing of information is closely related to the idea of cognitive regulation. Metacognitions have the role of selecting cognitive strategies and adjusting performance through monitoring and control. These can lead to the selection, assessment, review or elimination of cognitive tasks, goals or strategies. They also help individuals to discover the behavioral implications of metacognitive experiences. In the school environment, students who use self-regulatory strategies develop and organize the materials they have to prepare, make plans, set goals, and monitor and regulate their own cognitive processes voluntarily and spontaneously. Cognitive strategies are associated with better school performance.

The use of cognitive and metacognitive strategies helps learners in the process of assimilating a learning material in a profound and comprehensible way. The role of self-control in learning is to develop self-regulatory and mastery capacities of the whole learning process, involving several factors, such as the level of development of intellectual activity, the level of aspiration, motivation, will and sometimes even temperament. The sense of student control over learning has a significant importance.

Self-control also maintains a positive outlook on the learning process for a long time. If students aren’t able to focus their efforts into school tasks, then self-regulatory strategies can suffer. In many learning situations, students can be tempted by a good movie or an outing with friends. Thus, self-control can help students maintain their motivational efforts despite distracting sources (Kuhl, 1985, 1987). In addition, students who develop these self-regulatory capacities recognize when they are overcome and appeal to a specialist, ask for help from a more competent person when faced with learning difficulties.

Later, Zimmerman (1998) adds an addition to self-regulated learning, specifying that this process is a cyclical one, comprising three main phases:

1. In the author's conception, the first stage is meditation or prevention, and it includes clearly set objectives of the student, strategic plans, certain beliefs about self-esteem and an intrinsic orientation of motivation.
2. The second phase is the performance or the voluntary control and is being characterized by channeling efforts on the

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learning process, which leads to self-monitoring and self-training.
3. Self reflection is the last identified phase. This occurs in response to the second phase in which the learner evaluates his/her own efforts, how he/she responded or acted and the extent to which he/she adapted to the learning activity.

1.4 Motivation and self-efficacy in self-regulated learning

Motivation is a fundamental concept in psychology. Researchers have defined it as the psychological process of assembling mobiles or sets of needs that direct human behavior towards their satisfaction. Studies on motivation have grown as a result of individuals' uncertainty about the factors that cause them to do some things. Motivation of learning is a concept detached from the theme of motivation in general and is defined by the set of factors that mobilize the student to engage in a school task, which aims to assimilate new knowledge and the formation of skills.

Research on motivation for students have in particular adopted the social-cognitive perspective, suggesting that pupils' goals and beliefs are based on their perceptions of the educational environment.

Since the 1970's, motivation from an educational perspective has begun to be increasingly studied. Research on the subject has focused specifically on students' motivation to learn and the learning outcomes (Linnenbrink and Pintrich, 2002). A student with a positive school motivation is characterized by the desire to learn, carrying out activities related to the school and developing beliefs such as "learning is important". A positive school motivation not only helps the student to access a college at a later stage, but helps to see the connection between learning and many other aspects of life (Brown, 2009).

The nature of the results a student records can explain the degree of involvement or non-involvement in the learning process. Thus, the more the pupil will get positive results from the learning activity, the more motivation in this direction will increase. This is also true in the opposite direction, if the student records more negative outcomes his motivation can be undermined by this aspect. Therefore, motivation can be both cause and effect.

Some researchers have highlighted the idea that motivation is closely linked to the degree of involvement of students in an own initiative task, the magnitude of the effort they are investing and their persistence in fulfilling the task (Wigfield, 2000). The actions and behaviors of people are guided by their beliefs about the success they can have in a particular task. People need not only skills and knowledge to accomplish their goal, they also need the certainty that they will excel in that task. Individuals who think they can do a successful job denote a higher level of personal efficiency and thus perform better performances than those who have poor beliefs about doing the same type of task (Bandura, 1997).

1.5 Personality values and self-efficacy in adult self-regulated learning

In terms of trying to define personality, it can confuse some of those who venture into looking for an optimal and unanimously accepted variant. Following consultation with the literature, a common agreement has been reached on the most relevant and complex definition of personality.

Thus, Allport (1991) offers the concept of personality a definition that has two perspectives. On the one hand, it underlines the idea that an individual possesses a set of stable features over time, this giving uniqueness and on the other hand, the individual possesses features common to most individuals. This set of traits specific to each individual determines how one behaves, thinks and feels as usual. The author also offers the definition of the personality trait. According to his opinion, the personality trait consists of a series of behaviors that repeatedly occur in agreement with an intrinsic or extrinsic motivation if it manifests on the background of the expected benefits.

These behaviors take the form of a constant tendency of a person to behave in certain contexts or in relation to other individuals. These tendencies acquire a certain degree of stability over time, becoming defining for the individual (Allport, 1991). A few theories of personality also dealt with identifying values that make up or have an influence on personality. The advocates of these theories sought to identify the personality values that can be encountered by many individuals and later to compare them.

The individual values for involving in adult education activities includes the pleasure to learn, the desire to perform better in the chosen career, the feeling of personal dignity, etc. and the category which includes external values usually includes factors that are acutely required by the dynamics of social life: changes on the labor market, the evolution of

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technology, professional dynamics, growth of economic life, etc.

Wlodowski (1985) outlined that there are four factors motivating the adult learner: success, volition, value, and enjoyment. In Wlodowski's (1985) view, adults' goals are to be successful learners, to feel a sense of choice in the learning process, to learn something that has value to them, and to experience pleasurable learning. "The learning that adults value the most will be that which has personal value to them" (Knowles et al.1998). Adults' motivation to learn arises from their life-contexts that are strongly tied to the socio-cultural setting in which they function. Jarvis (1992) outlined that "learning is about the continuing process of making sense of everyday experience". The author outlines the importance of the connection between motivation and context: "the reason for participation does not always lie within the learner, but in the dynamic tension that exists between the learner and the socio-cultural world" (Jarvis, 1983). This aspect is important in adult education because it reveals the impact of social factors in developing learning motivation.

2. Method

The research aim is to explore self-efficacy in adult self-regulated learning in relation to motivational types and personality factors, while emphasizing the role of gender differences and the level of schooling in the dynamics of this phenomenon.

2.1 Participants

174 adults (98 women, 76 men, Mage = 19-22) were recruited from Alexandru Ioan Cuza University of Iasi, Romania. Regarding the level of schooling, participants were recruited from 1st year of study (52.9%) and 3rd year of study (47.1%). For their participation, were compensated with points to The Psycho-pedagogical Module courses.

2.2 Materials

Self-efficacy in adult self-regulated learning

Self-efficacy in adult self-regulated learning was measured using a scale adjusted after Self-regulated Learning (Zimmerman, 1992) by V. Curelaru (2008). Participants are asked to evaluate on a six-step Likert scale where 1 means "not at all" and 6 means "very good" how well they manage to regulate a range of learning activities or tasks. Low scores (minimum 11) indicate low efficiency, and high scores (maximum 66) indicate a high efficiency in adjusting learning activities. Cronbach's alpha internal consistency coefficient was 0.86.

Motivation

To measure the type of motivation behind the learning process, it was used an adapted version of the Academic Motivation Scale (AMS-HS 28), version for high school (Valleron, 1992-1993). The questionnaire contains 28 items that have as a leitmotif the question "Why are you going to school?" Items are judged on a six-point Likert scale, where 1 means "total disagreement", while 6 signifies "total agreement". Two dimensions were used: intrinsic motivation and extrinsic motivation. Cronbach's alpha internal consistency coefficient was 0.86.

Personality Factors: Big Five Plus Short Personality Inventory

Big Five plus short personality inventory (Constantin et al., 2008/2010), adapted to the Big Five model (Goldberg, Johnson et al., 2005) was used to evaluate the five main factors of personality (extraversion, agreeability, neurosis, conscientiousness and openness).

2.3 Procedure

To conduct the research, we have previously contacted our colleagues, the professors of The Psycho-pedagogical Module courses. We received the approval from them, and then they asked us how many students we need to participate at this research. The questionnaires were applied in the pencil paper version and lasted an average of 20 minutes. The

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students were particularly receptive to taking part in the research, the participants being asked in advance if they agreed to participate, all the answers being affirmative. We informed the subjects about the purpose of the research, and the fact they can give up the study any time.

3. Results

The analysis of the statistical data has led us to obtain some interesting results. Firstly, an ANOVA analyze revealed the significant main effects of intrinsic motivation, $F(1, 173) = 15{,}01$; $p = 0{,}000 < 0{,}050$, and extrinsic motivation, $F(1;173) = 5{,}57$, $p = 0{,}019 < 0{,}050$, on adult self-efficacy in self-regulated learning, meaning that participants who got high scores at two types of motivation will have a higher level of self-efficacy in self-regulated learning. Then, we were interested if there is any interaction effect between intrinsic motivation and extrinsic motivation in adult self-efficacy in self-regulated learning. In this case, we found out that there was no significant interaction effect for these variables, $F(1;173) = 0{,}000$; $p = 0{,}987$. This means that the sense of self-efficacy in self-regulated at adults doesn't increase if the self-determinate behavior interact with the external regulated behavior. Is important that one of these two behavioral determinants to have high level of expression.

The results of the research revealed that among all the personality factors, conscientiousness is the only one that plays an important role on self-efficacy in adult self-regulated learning, meaning that high-level conscientious subjects have a high level of self-efficacy in adult self-regulated learning ($r=0{,}34$; $p<0{,}001$).

An analysis of gender differences in terms of self-efficacy in adult self-regulated learning, $F(1;173) = 8{,}05$; $p= 0{,}005$, pointed out that female participants have a significantly higher level of self-efficacy in self-regulated learning ($M = 49.26$) than male participants ($M = 46.07$). According to Vallerand (1993) adult women have a motivational self-determined and autonomous profile more pronounced compared with motivational profile of adult men in a variety of areas within the academic competence.

On the other hand, we could see how this phenomenon doesn't vary depending on the level of schooling. The was no significant difference between students from 1st year of study and 3rd year of study regarding the scores of self-efficacy in self-regulated learning ($t_{(172)} = -0{,}373$; $p=0{,}709$).

4. Discussion

The research on academic achievement context is looking to optimize the education system at all levels. Thus, a great number of studies have been carried out over the time to make a "diagnosis" as clear as possible of school failure, and thus to find out the most effective way to get performance in learning activity. There is no recipe for this diadem, but it can predict factors that contribute more to the failure or success of students. For example, some variables that lead to lower student performance are taken into account to reduce their use in the education system if significant results are recorded on representative samples of the population.

After examining the main theories about self-efficacy in adult self-regulated learning, and the factors associated with it, taken into account in this study, we have succeeded in highlighting some of the main issues that are related to this phenomenon.

Regarding the motivation, we cannot discuss the situation in which an adult has only one type of motivation (intrinsic or extrinsic), since each one can have a predominantly intrinsic motivation at some point, and for another task, be motivated predominantly extrinsic. Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In the former case—the classic case of extrinsic motivation—one feels externally propelled into action; in the later case, the extrinsic goal is self-endorsed and thus adopted with a sense of volition. Understanding these different types of extrinsic motivation, and what fosters each of them, is an important issue for educators who cannot always rely on intrinsic motivation to foster learning.

Frankly speaking, because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable, knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching (Ryan and Deci, 2000). So, we cannot talk about exclusivity in the type of motivation, but we can talk about complementarily and contrasts between cases of

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having internal motivation versus being externally pressured.

The results of our study in terms of personal values are consistent with literature; most research has revealed conscientiousness as the strongest predictor in adults' academic achievement, while the other values were presented as having poor correlations or even not at all with academic performance. In the case of weak correlations, emotional instability correlated negatively with school performance, but these results are considered inconsistent and inconclusive (Furnham et al., 2003).

Olver and Mooradian (2002) reported that conscientiousness was positively related to achievement, a self-enhancement value, and also related to conformity, and security, and negatively related to tradition, which are conservative values.

Similarly, Roccas, Sagiv, Schwartz, and Knafo (2002) found that conscientiousness of adult learners was positively correlated with achievement, security and conformity. They also found that conscientiousness was negatively correlated with stimulation. The negative correlation with stimulation resembles an avoidance of risk, which is characteristic of conscientiousness. Herringer (1998) also examined the relationship between conscientiousness and values. Similar to other researchers, he found that conscientiousness was positively related to security and achievement. He also found that conscientiousness was related to maturity and pro-social values. All of these research studies suggest that conscientiousness may not be related to self-transcendence values. In fact, conscientiousness may be more strongly related to self-enhancement values, indicating that conscientious people may not make ethical decisions. Yet, a conscientiousness profile indicates that conscientious individuals are responsible, committed, and goal-oriented. These traits resemble characteristics that are usually associated with ethical decisions as opposed to unethical decision-making. For adult learners, values like social support or self-transcendence are important in order to develop their motivation in involving in more learning activities.

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Preserving Human Values While Changing the Roles of Special Education Teachers

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Abstract

In the context of integrating children with special educational needs in the regular education system, many Romanian special schools have been transformed into Inclusive Education Schools (IES), this measure being beneficial both for children with severe, profound and associated deficiencies/disabilities, and for the schools themselves since it allowed them to continue their activity (while special schools were being closed down in developed European countries). This research aims to identify the values and roles of special education teachers in order to provide a theoretical and practical framework to decision makers in education. Using various research methods (school and legal documentation analysis, individual and focus group interview), the following conclusions became apparent: there is a connection between the objectives and values of the Inclusive Education Schools and the "Profile of Inclusive Teachers", and the importance of special education teachers being able to maintain their human values while their roles were changed/ diversified.

Keywords: special education, roles, human values, special education teachers.

1. Introduction. Redefining the meaning of special education

When approaching the limitations, difficulties and vulnerabilities of children with disabilities, but also the suffering of the parents, special education in particular requires teachers to possess certain human values: empathy, tolerance, respect, love, forgiveness, care, responsibility, involvement, solidarity, cooperation, etc. Because values represent "a relatively stable pivotal point for opinions, judgements, knowledge, actions, and decisions" (Cucoş, 1995, p. 123), they are very important for the configuration of the career and personality of all teachers involved in the educational path of children with disabilities.

In addition to the theoretical and practical knowledge in a given field, special education teachers should have the ability to be emotionally present in the education-instructive and therapeutic process of children with special needs. Furthermore, in order to be able to understand the "world" of these children – often a world governed by a different way of thinking, communicating and behaving – teachers need to constantly think about the future of these children and be fully aware of their humane/noble mission.

Undoubtedly, not every teacher in special schools has the values, qualities and beliefs of a 'missionary' whose purpose is to support the child that cannot achieve this alone. "As with any profession, there are the 'artisans', and then there are the 'artists'. Teachers become artists insofar they 'feel' the deficiency, and experience progress or failure together with, and as intensely as the child they work with" (Schwartz, 2014, p.235).

Therefore, the 'artist' teachers have the ability to access the psychology of disability and make use of the specific and individual features of the deficiency based on its degree and type.

As we know, the recuperation of children with disabilities depends on the teachers' knowledge, competences and values, as well as on their professionalism in playing their roles (educator, therapist, facilitator, educational partner,

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manager, evaluator, auto-evaluator, etc.). By role we understand "the expected or required behaviour of an individual having a certain involvement in a relation system" (Stan, 2004, p.53).

In the context of deep reforms at the heart of the special education system in Romania (or, according to the new formulation, 'special and specially integrated education'), as generated by inclusive policies and practices, the roles of special education teachers are being redefined. The changes imposed by these reforms consisted in the reorganization and reconsideration of special school culture, policies and practices, in such manner as to meet the requirements of children with severe and profound deficiencies. Currently, children with mild and medium disabilities have been integrated within the regular education system under the new expression 'special educational needs' (SEN).

The scope of SEN children is nowadays significantly broader, encompassing three categories: children with disabilities, children with learning and/or behaviour difficulties, and children with social-economical, cultural and/or linguistic disadvantages.

Based on these changes, the special education concept has at least two meanings: a) in restrictive terms, it overlaps the special tuition concept and represents a specialised education form for people/children with various degrees and types of disability; b) in broader terms, it can be extended to a larger spectrum of pupils: pupils with learning and/or development difficulties that are not able to independently meet the expectations of their age or their community requirements, and need an adapted education (Gherguț, Frumos, Raus, 2016, p.12).

Clearly, special education does not exclude inclusive education, but it represents a continuum and valorisation of the objectives, contents, strategies, methods and therapies from special education into inclusive education.

Just as in other cases, the evolution of inclusive education generated a dilemma with respect to the place, role and necessity of special schools in education systems and in society. Traian Vrăşmaş (2015) offers a pertinent answer to this dilemma: even if in some countries like Italy, Norway and Iceland, special schools are almost completely absent (with the exception of those for the blind/deaf), the role of special schools needs to be correlated with the educational policies, and the school and social culture of each country.

While Romanian society began to listen to the 'voice' of people with disabilities, there is still a discrepancy between inclusion values (human solidarity, equality of chances, tolerance, respect towards diversity, support) and social values (individualism, competition, performance, "celebrity culture", financial power).

We completely acknowledge the fact that inclusive education is less financially expensive for the state. But when school becomes "an institution governed by economic efficiency criteria", teaches risk becoming public servants with the sole purpose of satisfying the beneficiaries of educational services (Stan, 2014, p.99).

In this context, in order to be able to operate, many special schools in Romania opted to become Inclusive Education Schools (IES). According to Alois Gherguț (2006, p. 244), IES represents "an education institution that, in addition to the teaching-educating-evaluating process, also assumes several other institutional development directions: providing special education training/information, documentation/research/experiment, as well as educational services for/in the community".

2. Research and studies on this topic

While inclusive education policies gathered momentum, special schools began losing ground and were subjected to powerful pressures generated both by the changes in the special and specially integrated education, and the unrealistic expectations of society regarding this topic. Some of the parents that have children with deficiencies/disabilities, while being strong supporters of these inclusive policies, posted nevertheless derogatory online messages about Romanian special schools and their teachers. Unfortunately, "the self-censorship barrier has become utterly weak… Anybody can say anything about anyone, anytime, anywhere… rumour-spreading passing from the initiator's mouth to the blogger's keyboard – all these ensure a proper environment for suspicion to flourish" (Paraschivescu, 2013, 247).

Considering the long and difficult reform suffered by the special and specially integrated education, international and national speciality literature offers limited research on the teachers' roles.

A quantitative study (Wasburn-Moses, 2005) revealed that special education teachers perform the responsibilities of their four general daily activities: teaching (academic tuition), working with students (non-academic management interactions or behaviours), cooperating with specialists and filling in documents.

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Another research revealed that special educators are most of the times involved in several activities during their work hours: academic tuition, didactic support and school documentation management (Vannest & Hagan-Burke, 2010).

Our interest in the factors/motives that determine teachers in special schools to remain involved in their activities (performed exclusively with pupils with severe and associated deficiencies) has been intense and constant during the past years. The results of our research (Mărgărițoiu, 2015) show that teachers' commitment is positively correlated with the wellbeing and achievement of children with disabilities, with the positive emotional attachment to children with disabilities and their families and with the responsibility to maintain professional knowledge.

3. Research Methodology

3.1. General aim of present research

The aim of this research is to investigate teachers' values and roles in the context of Special Schools being changed into Inclusion Education Schools, in order to provide a theoretical and practical framework to decision makers in education.

3.2. Participants and research methods

Considering that our research is a qualitative one, we need to specify that the investigated subjects do not represent a significant sample; the value of the current research lies in the exploratory nature of the problem and not in obtaining statistically representative results. In order to identify key aspects of our research, we have deemed necessary and appropriate to make an investigative study in a special school from Prahova County, renowned locally for the large number of children with severe and profound deficiencies and for the professional reputation of teachers. This special school was the first one in Prahova County to become an Inclusive Education School, due to the reforms being implemented and the addition of pre-school and secondary education groups (general education 9th and 10th grade). Most of the beneficiaries of this school are: pupils with disabilities from IES and their parents; children with SEN from the public education system; teachers from the inclusive schools in the county (regular schools that provide education to pupils with SEN).

Our investigation had the following stages:

a) Firstly, we analysed legal and school documents (Frame regulation regarding the organization and operation of inclusive education schools from OMECTS no. 5555/2011, school reports, job description);
b) Secondly, we performed an individual interview with the manager of the school, covering the following topics: reasons that led to this special school being turned into IES; objectives and values of the IES; services offered to beneficiaries; strategic objectives undertaken for the 2017-2018 academic year;
c) Thirdly, we performed a focus group interview with ten special psycho-pedagogy teachers with long-term experience in the special education area from primary and secondary schools, and four itinerant teachers (IES employees, but also working with SEN children integrated in regular schools). All subjects investigated are women, have first level teaching certification, and have between 20 and 35 years of teaching experience.

The focus group participants were asked to:

- analyse the teachers' actions as a result of the Special School being turned into an Inclusive Education Schools;
- identify the three most important values of the special education teachers that were used in curricular and extracurricular activities during their career;
- list the roles of special education teachers in relation with the educational and therapeutic services provided to beneficiaries.

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3.3. Data Analysis and Interpretation

3.3.1. The connection between the objectives and values of the Inclusive Education Schools and the inclusive teacher profile – an European target

The individual semi-structured interview with the school manager revealed the responsibility of IES's mission ("preparing children with SEN to integrate into society"), as well as the complexity of the targeted objectives: to ensure that special education is available to all children with SEN; to provide a complex set of services (diagnosis, speech therapy, compensation) based on each child's needs; to provide support services for children with SEN that are integrated in regular schools.

Furthermore, the principle guiding the school teachers' mentality and attitude is that "anything is possible" when it comes to educational and therapeutic activities, meaning that positive results can be achieved even in the most difficult cases. Similarly, each child with SEN is considered a 'micro-universe' (unique, different, endowed, and valuable) that needs to be integrated into the social macro-universe.

We can also highlight the school manager's attitude towards promoting and reflecting human and professional values in school activities, values such as "humanism, altruism, tolerance, respect, team spirit, empathy, dedication, team cooperation, originality and self-improvement". The manager considers that both the beneficiaries (pupils with SEN and their parents) and the teachers experience a state of well-being because the entire school staff (didactic and auxiliary) guide their activities based on these values. This remark reminds us of the etymology of the word *value* "from the Latin word *valere* – to be healthy" (Grün, 2015, p.7). Therefore, the teachers' human and professional values can represent the source of the rehabilitation and school integration of children with disabilities.

Another important value used in managing and operating the IES is "knowledge", conclusion that can be drawn from the manager's strategic objectives set for the 2017-2018 academic year, objectives that show a high level of research and documentation regarding the efficient operation of special and specially integrated education:

O1. Identify the level of knowledge of students with SEN in order to capitalise on them.
O2. Increasing the efficiency of the education process and changing it into an active-participative process by supporting all pupils and encouraging them to get involved in their own development.
O3. Creating a team culture and mentality at all levels of an organization.
O4. Continuing professional development for teachers and participating in the conferences.

The analysis of these strategic objectives leads to the first result of our research: the connection between the objectives and the values of the Inclusive Education Schools and the "Profile of Inclusive Teachers" published by EADSNE following a project performed in 25 European Union countries. Four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education: "1) Valuing learner diversity – learner difference is considered as a resource and an asset to education; 2) Supporting all learners – teachers have high expectations for all learners' achievements; 3) Working with others – collaboration and teamwork are essential approaches for all teachers; 4) Continuing personal and professional development – teaching is a learning activity and teachers take responsibility for their own lifelong learning" (Vrăşmaş, 2015, 180).

3.3.2. Maintaining the human values of special education teachers in the context of the role diversity generated by the change of special schools into IES

The first and the most important reason provided by the manager for changing the special school into a IES was reducing the negative impact that the term 'special school' has in the socio-emotional perception of the community and on the special and specialised education beneficiaries:

" – One of the reasons that determined us to transform special schools in Special Centres of Inclusive Education was to help parents who face the prejudices of community members on top of difficulties generated by the child's deficiency. Sometimes, parents are influenced by their neighbours' negative perception on special schools (perception preserved in the collective mentality since the communist regime, plus the negative messages in the online) and come

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with many fears related to special education and the future of their child. To us, an essential condition in achieving special education is the partnership with parents, and their degree of trust in the education institution influences the consolidation of a positive relationship with teachers and their own children" (School Manager, first degree of teacher certification, 35 years of special school experience).

Other reasons listed were related to the harmonisation of the special school objectives, responsibilities and services with the legislation in force (article 24 of OMECTS no. 5573/2011).

The first reason leads to another important result of our research, namely the two main human values of the manager and teachers: the empathy towards parents with children with special needs and the care for pupils with severe, profound and associated disabilities.

While important steps were made in changing the mentality and attitude of society towards people with disabilities, there are still cases when people tend to only see the difficulties and disorders manifested by children with SEN (improper emotional and behavioural reactions, reasoning limitations, attention and memory deficiencies etc.) and overlook their qualities, interests, preferences and abilities. For many parents with children with disabilities, going to a special school means limiting the contact with neighbours and with normally/typically developed children, being socially isolated and maintaining a certain reduced educational level, risking stigma being cast on their children and their future. It is a sure fact that parents need to be heard, understood, informed and supported in order to be able to make a smart decision regarding the best educational path for their children considering on the one hand the potential of the children and on the other hand the school practice and culture in Romania. A. de Boer, S. Pijl and A. Minnaert (2010) highlight the fact that parents are concerned about the ability of regular schools to provide individualised education and proper emotional development for their children with disabilities.

Empathy towards parents with children with disabilities is a fundamental human value which is rather difficult to apply. "You do not need to take the parents' place, you just need to feel when they feel, to try and find out 'how you would feel in their position in order to be able to grasp the deeper meaning of the situation' as suggested by Rogers" (Abric, 2002, p.53). Thus, the teachers' empathy needs to be sufficiently strong to be able to convince the parents about the emotional engagement and the teachers' openness to cooperation.

Based on a series of care-taking indicators (Straits, 2007, p.174), special education teachers can manifest their care for pupils with severe, profound and associated disabilities by: being available in their relationship with the children/pupils and address their problems, respecting the children/pupils as individuals, being able to invest additional efforts, getting to know the children/pupils, aiming for the successful accomplishment of the learners.

The focus group interview revealed the three most important values of the special education teachers that were used as a basis for the curricular and extracurricular activities designed by them throughout their careers: commitment in working with children with SEN, empathy towards parents and providing support to help children integrate and adapt in school (positive discrimination, curriculum adjustment, differentiated training).

"– The limits of deficient children and the suffering of their parents have a special emotional echo on a special school teacher; it determines to fully involve in their rehabilitation (Special education teacher, first degree of teacher certification, 26 years of experience).

"– In carrying out activities, I believe differentiating work tasks and offering support are essential conditions in teaching pupils with mental deficiencies and in preventing their disruptive, aggressive and self-mutilation behaviours" (Special education teacher, first degree of teacher certification, 31 years of experience).

Based on the activities performed, the answers to the question "What are the teachers' action directions generated by turning the Special School into an Inclusive Education School?", reveal the diversification of the teachers' roles:

a) The increase of the teachers' contribution to institutional development and school image promotion:

- Providing consultancy/counselling services to inclusive school teachers and educational support services to children with SEN (by itinerant teachers);
- Carrying out certain European cooperation projects to support European citizenship education and training/exercising the sport and manual activities for children;
- Promoting the school image in the community by having children with disabilities successfully participate in Olympiads, contests, competitions, extracurricular activities;
- Being actively involved in establishing a quality culture in Inclusive Education Schools;

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b) Efficiency in drafting curricular and extracurricular activities:
- Providing high quality and individualised education and therapy services to all children with SEN;
- Organising contests, competitions and other events to promote and motivate pupils;
- Diversifying educational projects and institutional partnerships;
- Optimising complex and integrated therapy activities through ICT resources;
- Consulting meeting between the Curriculum Commission and parents and children with SEN in drafting the school based curriculum;
- Having at least one methodological activity and one open lecture per discipline per semester regarding the usage of pupil-centred, interactive methods;
- Using portfolios in evaluating the school progress of pupils with SEN;

c) Constant attention given to career management and personal development:
- Organising the annual national symposium on the topic of Individualisation and personalisation in the instructive-educational process of children facing difficulties;
- Capitalising on the scientific, didactic and methodical competences acquired by participating in continuing training programmes intended both for specialised and inclusive education;
- Publishing research articles in school newspapers and national and international speciality magazines.

In the opinion of the school manager, teachers are positively or negatively influenced in performing their activities by the high variety of services special schools need to provide: teaching/educational services; complex and integrated educational therapy services (cognitive stimulation, occupational therapy, personal autonomy, socialization, ludotherapy); specific intervention services (rehabilitation, compensation, counselling); catering services; healthcare; transportation for carrying out extracurricular activities.

The pressure generated by the high expectations of the manager, parents, regular school teachers, community members can lead to teachers being subjected to anxiety and even role conflicts. Teachers undoubtedly need a powerful sense of their noble mission and value in order to cope with such pressure and maintain their objectivity in the given circumstances.

4. Conclusion

This research intends to investigate the teachers' values and roles in the context of Special Schools being turned into Inclusive Education Schools in order to provide a theoretical and practical framework to decision makers in education.

The first significant result of this research reveals the connection between the objectives and values of the Inclusive Education School and the 'Profile of Inclusive Teachers': valuing learner diversity; supporting all learners; working with others – collaboration and teamwork; continuing personal and professional development, illustrating the commitment of the school to the European targets aimed at educational inclusion of children with SEN.

The second result derived from analysing the arguments that led to changing the special school into IES reflects two key human values of the manager and teachers: empathy towards parents with children with special needs and care for children with severe, profound and associated disabilities. Furthermore, the three most important values of special education teachers were revealed: commitment towards children with SEN, empathy towards their parents and support aimed at helping children to integrate and adapt in school (positive discrimination, curriculum adjustment, differentiated training).

The relevance of these results stems from the preoccupation of special schools with respecting the European desiderata of inclusion and preservation of the human values of teachers, as fundamental landmarks of their activity. The empathic conduct of teachers helps both children and parents. Empathy, representing the capacity to resonate emotionally and understand the inner state of the others, fosters the generation and consolidation of positive relations within IES. Using this value/quality, special education teachers are able to convey the message that children with disabilities are accepted, loved, appreciated and valued, and the parents confirm the fact they understand and wish to help.

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The teachers' commitment with respect to children's needs has a profound and long lasting educational and therapeutic effect. During their educational-instructive activity, special education teachers constantly adjust, modify and adapt the curriculum in order to facilitate the education process of children with SEN.

The third result of the research illustrates the diversification of the special education teachers' roles. Keeping true with the educational inclusion principle, the Inclusive Education School has become a 'resource centre' by providing consultancy/counselling services to inclusive teachers and parents, and a 'research centre' by organising a national annual symposium and coordinating a magazine covering challenging and current topics regarding the special and specially integrated education. The IES "resource teachers" need to cover various roles (trainer, tutor, counsellor, partner) and openly share with the regular school teachers the didactical-therapeutic knowledge and strategies needed in the teaching-learning-evaluating process of children/pupils with special educational needs.

We consider that this school can be used for a variety of purposes: providing inclusive education training courses for teachers and specialists; establishing support groups for teachers, parents and children based on the type and severity of the deficiency; recruiting and using volunteers; performing activities in cooperation with other institutions (Child Protection, schools, NGOs etc.) aimed at educational, social and the professional integration and guidance of children with special educational needs etc.

The new responsibilities/roles of special schools provide them with increased authority, importance and role in terms of inclusive education, as well as to higher responsibility in acting as a resource for inclusive schools and the community (informing, training, consultancy, support, counselling etc.). Special psycho-pedagogy and special education risk losing their identity if they fail to adapt to their new roles. The results obtained in this research show us the availability and the capacity of teachers to adapt to the new requirements and roles in special education and, at the same time, to preserve human values as fundamental landmarks in their activity.

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A comparative study on teaching practices in early childhood education

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Abstract

The aim of this study was focused on identifying the teaching practices used in kindergarten from Greece, Latvia, Lithuania, Portugal, Romania, and Turkey. The next two questions built our study: What are the teaching and learning strategies used in their practices by the kindergarten teachers from different countries and how they organize the learning environments to facilitate the learning experiences. A survey instrument was administered to 237 preschool teachers from these six countries. Descriptive analysis of data was run to reveal how often the participants offered appropriate and inappropriate teaching practices. Therefore, we structured the results on big five developmental dimensions: 1. learning abilities and attitudes, 2. development of language, communication and the prerequisites of reading and writing, 3. cognitive development and knowledge of the world, 4. socio-emotional development, and 5. physical development, personal health and hygiene. All of these results prove that teacher training for future kindergarten teachers should be focused more on providing a real support for updated learning environments to present generations of children and especially on models that are focused on sensory senses as a way to learn by doing through action. The future and current teachers should have access to more tools to develop an innovative educational process in a multifunctional space. They should benefit from more support in curriculum improvement for an optimal development of children.

Keywords: teaching practices, early childhood education, teachers, comparative education.

1. General context

As decades of solid research on early childhood education and its long term benefits, most of the European states have adopted a formal framework that guides teachers in their efforts to develop and educate young children (European Commission/EACEA/Eurydice/Eurostat, 2014). This framework describes a list objectives, outcomes, learning contents, sample learning activities and assessment methods to achieve a child-centered pedagogical approach. The national guidelines set the pedagogical framework giving teachers power to make practical decisions as planning educational activities, strategies, choosing the materials and making assessment ongoing based on daily observations. Prominence of play in children's learning and development is highly recognized within this paradigm (Bowman, Donovan, & Burns, 2000; Copple & Bredekamp 2009). Above all, teachers are mainly responsible for implementation of new practices in educational settings. According to the position statement of National Association for the Education of Young Children (Bredekamp and Copple, 1998), concepts of developmentally appropriate practice follows three major directions: 1. What is known about child development and learning-knowledge of age-related human characteristics that permits general predications within an age range about what activities, materials, interactions or experiences will be safe, healthy, interesting, achievable and also challenging to children; 2. What is known about the strengths, interests, and needs of each individual child in the group to be able to adapt for and be responsive to inevitable individual variations; and 3. Knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and their families. Success of any educational program depends on what teachers actually do in their classrooms (Sarama & Dibiase, 2004) and this success is related to teachers' beliefs and practices (Copple & Bredekamp 2009).

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Also, the study of McMullen & Alat's (2002) shows that educational levels of teachers had a positive relationship with the appropriateness of their teaching. Another study by R. Charlesworth et al (1991) demonstrated the investigated teachers with higher ratings on developmentally appropriate beliefs felt more in control of planning and implementation of instruction than did the teachers with lower ratings. Regarding teaching practices in kindergarten, D. Stipek (2004) found out that teachers from investigated schools of her study were emphasized basic skills more and engaged in more didactic teaching and less constructivist teaching practices. Our research aims at identifying similarities and differences on teaching practices from six European countries: Greece, Latvia, Lithuania, Portugal, Romania, and Turkey.

2. Research methodology

2.1. Purpose of the study

The next two questions built our study: What are the teaching and learning strategies used in their practices by the kindergarten teachers from different countries and how they organize the learning environments to facilitate the learning experiences. Therefore, the main goal of the research was focused on identifying the teaching practices used in kindergarten from Greece, Latvia, Lithuania, Portugal, Romania, and Turkey.

2.2. Methodology

This research, which has been conducted during the academic years 2016-2017, is a quantitative one where data were collected from primary sources by applying a written scale regarding appropriate and inappropriate teaching practices to a random sample of preschool teachers from six countries (Greece, Latvia, Lithuania, Portugal, Romania, and Turkey).

Through developmentally appropriate teaching practices we understand the using a variety of meaningful, relevant, and respectful activities, provision of adequate materials and facilitating experiences to develop informal learning experiences and knowledge, skills and reasoning processes, social skills to be able to adapt for and be responsive, to engage in and explore social and cultural contexts for communication, creativity, exchange ideas, field trips, individual children's interests, strengths and needs, using alternative assessment methods for child development and learning-knowledge.

The survey instrument was administered to 237 preschool teachers from these six countries. For this study, we used The Instructional Activities Scale, which was a part of The Teachers Beliefs and Practices Survey developed by Burts et al (2000) following Developmentally Appropriate Practice (DAP) guidelines (Bredekamp & Copple, 1997), endorsed by NAEYC. Comprised of 30 items, the IAS measures how often appropriate and inappropriate practices occur in classrooms. The IAS was designed with a five-point Likert type scale and it was expanded by addition of ten more questions that were developed based on NAEYC's recommendations for developmentally appropriate practices.

2.3. Results

Descriptive analysis of data was run to reveal how often the participants offered appropriate and inappropriate teaching practices. Descriptive analysis of the data showed that it is a common and regular practice for the kindergarten teachers participated in the study to offer appropriate activities to facilitate learning while in some important developmental areas they failed to do so. Therefore, we structured the results on big five developmental dimensions: 1. learning abilities and attitudes, 2. development of language, communication and the prerequisites of reading and writing, 3. cognitive development and knowledge of the world, 4. socio-emotional development, and 5. physical development, personal health and hygiene.

2.3.1. Provision of developmentally appropriate practices

Learning abilities and attitudes refers to how the child engages in a learning activity, how it addresses the tasks and learning contexts, as well as its attitude and skills to interact with the environment and others. Teachers were

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questioned regarding their practices on recommended activities for development of learning abilities and attitudes (see Table 1). For example, most of the investigated teachers (69.4% of the Greek teachers, 90.0% of the Latvian teachers, 70.0% of the Lithuanian teachers, 72.0% of Portuguese, 82.4% of Romanian, and 76.0% of Turkish teachers) provide ordinary opportunities for children in their classrooms to engage in self-chosen activities during which teachers take the role of a facilitator. Teachers regularly provided art activities in their classrooms, often they allow children to use materials for drawing, painting, working with clay, and using other art media (93.4% of Latvian teachers, 92.0% of Portuguese teachers, 80.0% of Lithuanian teachers, 77.7% of Greek teachers, 63.0% of Romanian teachers) while it was a rare practice for 12.0% of Lithuanian teachers. Majority of the respondent teachers (90.0% of Latvian teachers, 84.0% of Portuguese, 78.0% of Greek teachers, 60.0% of Lithuanian teachers, 57.0% of Romanian, and 61.0% of Turkish teachers) reported that children in their classrooms had regular opportunities to build on their informal learning experiences and previous knowledge. Regarding frequency of opportunities that requires problem-solving, inquiry skills and reasoning processes revealed that 88.0% of Portuguese, 87.0% of Latvian teachers, 82.0% of Turkish teachers, 73.0% of Romanian teachers, 64.0% of Lithuanian teachers, and 62.0% of Greek teachers provided regularly such activities in their practice. Also, the data results revealed that majority of the teachers' practices demonstrate that children have plenty of opportunities to communicate what they have learned (97% of Latvian teachers, 94% of Portuguese, 93% of Turkish teachers, 78% of Romanian, 75% of Greek teachers, and 74% of Lithuanian teachers). Frequency with which children are assessed for their development and learning through the using of alternative assessment methods (portfolios, observations, anecdotes, record keeping etc.) revealed that 33.0% of Greek teachers and 33.0% of Latvian teachers never or rarely used alternative assessment methods while for a high percentage of the teachers from other countries it is a regular practice (88.0% of Portuguese, 84.0% of Lithuanian teachers, 84.0% of Romanian, and 82.0% of Turkish teachers).

Table 1. Developmentally appropriate teacher's practices in kindergarten for learning abilities and attitudes

Regularly appropriate practices	Greek teachers	Latvian teachers	Lithuanian teachers	Portuguese teachers	Romanian teachers	Turkish teachers
self-chosen activities	69.4%	90.0%	70.0%	72.0%	82.4%	76.0%
using materials for drawing, painting, working with clay, other	77.7%	93.4%	12.0%	92.0%	63.0%	86.0%
working with materials that have been adapted or modified to meet their needs	65.0%	87.0%	73.0%	51.0%	77.0%	47.0%
using variety of media and technology	48.0%	20.0%	58.0%	59.0%	49.0%	60.0%
build on their informal learning experiences and previous knowledge	78.0%	90.0%	60.0%	84.0%	57.0%	61.0%
engage in activities that strengthen their problem-solving, inquiry skills and reasoning processes	62.0%	87.0%	64.0%	88.0%	73.0%	82.0%
opportunities to communicate what they have learned	75.0%	97.0%	74.0%	94.0%	78.0%	93.0%
encourage creativity	92.0%	100%	92.0%	92.0%	95.0%	96.0%
alternative assessment methods (portfolios, observations, etc.)	33.0%	33.0%	84.0%	88.0%	84.0%	82.0%
participating in whole-class, teacher-instruction	47.1%	20.0%	42.9%	71.4%	79.7%	40.8%

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The *development of language, communication and the prerequisites of reading and writing* aims to develop language (in terms of vocabulary, grammar, syntax but also meaning of messages), communication (including listening skills, oral and written communication, nonverbal and verbal communication) and prerequisites of reading and writing. Participants' responses (see Table 2) tries to reveal teachers' practices. The highest score about circling, underlining, and/or marking items on worksheets was taken by Romanian teachers (54.1%), followed by Turkey (42.9%) compared to teachers' practice from Lithuania (38.8%), Latvia (36.7%) Portugal (10%) and Greece (8.6%). Using flashcards with ABCs, sight words, and/or math facts reinforced the idea that this is not a regular practice, this being done only by only 14.3% of Greek teachers, 50% of Latvian teachers, 26.0% of Lithuanian teachers, 14% of Portuguese, 35.1% of Romanian, and 34.0% of Turkish teachers. Activities on experimenting with writing by drawing, copying, and using their own invented spelling are one of the most common practice - 42.9% of Greek teachers, 13.3% of Latvian teachers, 40.8% of Lithuanian teachers, 66% of Portuguese, 40.5% of Romanian, and 40.8% of Turkish teachers apply this type of activities. Practicing handwriting on lines did not get high scores which reveals that a minor segment of teachers uses this kind of activity: 5.6% of Greek teachers, 13.3% of Latvian teachers, 38.0% of Lithuanian teachers, 12.2% of Portuguese, 33.8% of Romanian, and 34.7% of Turkish teachers

Table 2. Developmentally appropriate teacher's practices in kindergarten for the development of language, communication and the prerequisites of reading and writing

Regularly appropriate practices	Greek teachers	Latvian teachers	Lithuanian teachers	Portuguese teachers	Romanian teachers	Turkish teachers
circling, underlining, and/or marking items on worksheets	8.6%	36.7%	38.8%	10.0%	54.1%	42.9%
using flashcards with ABCs, sight words, and/or math facts	14.3%	50.0%	26.0%	14.0%	35.1%	34.0%
experimenting with writing by drawing, copying, and using their own invented spelling	42.9%	13.3%	40.8%	66.0%	40.5%	40.8%
practicing handwriting on lines	5.6%	13.3%	38.0%	12.2%	33.8%	34.7%

The dimension of *cognitive development and knowledge of the world* has been defined in terms of the child's ability to understand the relationships between objects, phenomena, events and individuals by using logical thinking skills and problem solving, elemental mathematical knowledge of the child on the world and the environment. Participants' responses (see Table 3) tries to reveal their practices. About how often they allowed children in their classrooms explore science materials, unfortunately a majority of questioned teachers (64% of Greek teachers, 36.6% of Latvian teachers, 56% of Lithuanian teachers, 60% of Portuguese, 31% of Romanian, and 44% of Turkish teachers) did not provide regular science explorations in their practice. Regarding the frequency of opportunities to solve real math problems using real objects in their classrooms environment reinforced the idea that this is a regular practice in 53% of Greek teachers, 80% of Latvian teachers, 56% of Lithuanian teachers, 84% of Portuguese, 65% of Romanian, and 65% of Turkish teachers. Participants' responses about the frequency of field trips revealed that for a significant number of teachers' field trips were not something they regularly kept in their activities. Data reported that 62% of

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Greek teachers, 40% of Latvian teachers, 48% of Lithuanian teachers, 33% of Portuguese, 49% of Romanian, and 23% of Turkish teachers never or rarely organized field trips.

Table 3. Developmentally appropriate teacher's practices in kindergarten for cognitive development and knowledge of the world

Regularly appropriate practices	Greek teachers	Latvian teachers	Lithuanian teachers	Portuguese teachers	Romanian teachers	Turkish teachers
explore science materials	64.0%	37.0%	56.0%	60.0%	31.0%	44.0%
solving real math problems using real objects	53.0%	80.0%	56.0%	84.0%	65.0%	65.0%
frequency of field trips	62.0%	40.0%	48.0%	33.0%	49.0%	23.0%
playing with games, puzzles, and construction materials (e.g., Thinker Toys, Bristle Blocks)	66.7%	96.7%	34.0%	83.7%	58.1%	79.6%
building with blocks	55.9%	80.0%	40.4%	74.0%	43.2%	59.2%

Regarding *the socio-emotional development*, teachers can support and provide opportunities for children to develop adequately socio-emotional skills. Participants' responses (see Table 4) highlights that children in their classrooms were given plenty of opportunities to talk and exchange ideas with each other during activities (86% of Greek teachers, 93% of Latvian teachers, 90% of Lithuanian teachers, 86% of Portuguese, 92% of Romanian, and 95% of Turkish teachers). But the frequency of opportunities they provided in their classrooms to learn about people with special needs (e.g., a speaker or a character in a book) revealed that this is not a common practice, rather it is something largely ignored in teachers' practice (44.5% of Greek teachers, 63.4% of Latvian teachers, 64.6% of Lithuanian teachers, 44.9% of Portuguese teachers, 28.4% of Romanian teachers, and 32% of Turkish teachers). Also, about the frequency of opportunities to engage in experiences that demonstrate the explicit valuing of each other (e.g., sending a card to a sick classmate) revealed that 40% of Greek teachers, 42% of Lithuanian teachers, 46% of Portuguese teachers, 20.5% of Turkish teachers never or rarely provided such activities in their practices while only 13.3% of Latvian teachers and 8% of Romanian teachers made such report. As well, parent involvement activities (e.g. reading stories or sharing a skill or hobby with the class) were something rare to occur in 48.6% of Greek teachers', 70% of Latvian teachers', 49% of Lithuanian teachers', 36.7% of Portuguese teachers', 52.7% of Romanian teachers', and 34% of Turkish teachers' classrooms.

Table 4. Developmentally appropriate teacher's practices in kindergarten for socio-emotional development

Regularly appropriate practices	Greek teachers	Latvian teachers	Lithuanian teachers	Portuguese teachers	Romanian teachers	Turkish teachers
opportunities to talk and exchange ideas with each other	86.0%	93.0%	90.0%	86.0%	92.0%	95.0%
learning about people with special needs	44.5%	63.4%	64.6%	44.9%	28.4%	32.0%
engage in experiences that demonstrate the explicit valuing of each other (e.g., sending a card to a sick classmate)	40.0%	13.3%	42.0%	46.0%	8.0%	20.5%
parent involvement (e.g. reading stories or sharing a skill with the class)	48.6%	70.0%	49.0%	36.7%	52.7%	34.0%
receiving rewards as incentives to participate in classroom activities	2.8%	6.7%	9.1%	6.3%	17.6%	32.0%

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It is important for *physical development, personal health and hygiene* to involve young children as early as possible in developing gross motor activities, therefore the teachers should design and apply activities for at least one hour of free play time during which children can actively use their large muscles and an hour of structured motor play which would cultivate children's physical stamina and strength. Unfortunately, participants' responses (see Table 5) about activities that support motor skills revealed that 64% of Greek teachers, 36.6% of Latvian teachers, 56% of Lithuanian teachers, 60% of Portuguese, 31% of Romanian, and 44% of Turkish teachers did not provide structured gross-motor activities regularly in their practice.

Table 5. Developmentally appropriate teacher's practices in kindergarten for physical development, personal health and hygiene

Regularly appropriate practices	Greek teachers	Latvian teachers	Lithuanian teachers	Portuguese teachers	Romanian teachers	Turkish teachers
activities that support motor skills	64.0%	36.6%	56.0%	60.0%	31.0%	44.0%
coloring, cutting, and pasting pre-drawn forms	22.2%	10.0%	28.0%	18.4%	40.5%	46.0%

2.3.2. Provision of developmentally inappropriate practices

Regarding the areas of development, there were taken into consideration the same five dimensions: learning abilities and attitudes, development of language, communication and the prerequisites of reading and writing, cognitive development and knowledge of the world, socio-emotional development and physical development, personal health and hygiene. Analysis of the data (see Table no. 6) also showed that a significant number of teachers delivered inappropriate activities.

Table 6. Developmentally inappropriate practices in kindergarten.

Regularly inappropriate practices	Greek teachers	Latvian teachers	Lithuanian teachers	Portuguese teachers	Romanian teachers	Turkish teachers
learning abilities and attitudes						
teacher directed whole-class activities	77.0%	63.0%	87.0%	88.0%	97.0%	85.0%
development of language, communication and the prerequisites of reading and writing						
engaged children in handwriting	23.0%	50.0%	68.0%	49.0%	49.0%	77.0%
using commercially prepared phonics books	40.0%	50.0%	47.0%	40.0%	20.0%	36%
cognitive development and knowledge of the world						
engaged children in rote counting	6.7%	65.0%	83.0%	64.0%	72.0%	46.0%
using worksheets	43.0%	43.0%	75.0%	30.0%	88.0%	79.0%
socio-emotional development						
ability groupings	43.0%	90.0%	74.0%	49.0%	84.0%	62.0%
made children sit quietly for a long period of time	19.0%	3.0%	35.0%	22.0%	39.0%	29.0%
using time-out	11.0%	10.0%	0%	8.0%	8.0%	12.0%
removing children from the group for disciplinary purposes	16.0%	7.0%	8.0%	13.0%	19.0%	19.0%
physical development, personal health and hygiene						
use of manipulatives	48.6%	59.2%	93.3%	22.4%	28.4%	20.0%

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Among the common inappropriate practices of the participants were teacher directed whole-class activities, using of worksheets and activities relied on commercially prepared phonics books. Regarding learning abilities and attitudes, all involved teachers involved in our research have revealed that teacher directed whole-class activities is still the main type of learning approach. About the inadequate used practices on development of language, communication and the prerequisites of reading and writing, the significant relevance have those activities in which children are engaged in handwriting and using commercially prepared phonics books. Also, the high scores were obtained for using worksheets and engaged children in rote counting as used types of materials and activities for cognitive development and knowledge of the world. Regarding socio-emotional development, ability groupings, making children to sit quietly for a long period of time, using time-out and removing children from the group for disciplinary purposes are still used practice. Fortunately, inappropriate disciplinary strategies including separation of children from their friends or putting them in time-out in order to maintain classroom order seemed not to be practiced by the majority of the teachers. Majority of teachers knows about the importance of physical development, personal health and hygiene, but their developed activities does not reveal the same concordance. A significant percentage of the Greek and Lithuanian teachers reported that use of manipulatives was not a regular activity in their classrooms. In fact, unlike 93.3% of their Latvian colleagues, 48.6% of Greek, 59.2% of Lithuanian, 22.4% of Portuguese, 28.4% of Romanian, and 20% of Turkish participants failed to give children regular opportunities to play with manipulatives (e.g., pegboards, Legos, and Unifix Cubes).

3. Conclusions

Our research aims at identifying similarities and differences on teaching practices from six European countries: Greece, Latvia, Lithuania, Portugal, Romania, and Turkey. All these descriptive analysis of the data regarding the appropriate and inappropriate teaching practices, structured on big five developmental dimensions (1. learning abilities and attitudes, 2. development of language, communication and the prerequisites of reading and writing, 3. cognitive development and knowledge of the world, 4. socio-emotional development, and 5. physical development, personal health and hygiene), showed that it is a common and regular practice for the kindergarten teachers participated in the study to offer appropriate activities to facilitate learning while in some important developmental areas they failed to do so. The most common appropriate teaching practices are referring to freedom to choose from a variety of learning areas, activities, and projects; experimenting with writing by drawing, copying, and using their own invented spelling, playing with games, puzzles, and construction materials; plenty of materials to explore and work with, communicating what they have learned. Even though there are main goals of early childhood education, our data showed that some important elements of developmentally appropriate practices were not as regularly included in teaching practice, such as hands-on math and science activities, structured gross motor activities, engagement with manipulatives, use of media and technology, and organizing field trips. Similar findings were also reported by other researchers (Bilton, 2010; Bredekamp, 2004; Buysee, Wesley, & Keyes, 1998; Sarama & Dibiase, 2004; Wilson, 2008). Regarding the inappropriate teaching practices, the results of our study reveals that it seems to be a significant group of teachers who delivers inappropriate activities to young children, such as teacher directed whole-class activities, excessive use of worksheets and flashcards, cut and paste activities, relies on commercially prepared phonics books. Teachers are advised to replace those ineffective practices with child-centered pedagogy, as recommended by National Association for the Education of Young Children (NAEYC), which endorses practices that allow children to build their own knowledge and competencies (Copple & Bredekamp 2009). These inappropriate teaching practices conduct to a development of a passive role of the children and suppress their individuality, as shown by the result of Stipek & Byler (1997). Despite of multitude of research on early childhood education which provides a solid framework for effective pedagogies, there it appears to be a broken bridge between theory and developmentally appropriate practices for young children. Knowledge from this study can help educators to understand what efforts should be made to apply appropriate developmentally practices in early childhood classrooms, and offer children a better quality learning environment and curriculum. Our future research topics will be focused on the use of unstructured interviews for in-depth analysis in the form of country case studies.

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4. Discussions

The aim of this study was focused on identifying similarities and differences on teaching practices used in kindergarten from Greece, Latvia, Lithuania, Portugal, Romania, and Turkey. The next two questions built our study: What are the teaching and learning strategies used in their practices by the kindergarten teachers from different countries and how they organize the learning environments to facilitate the learning experiences. A survey instrument was administered to 237 preschool teachers from these six countries to find similarities regarding the developmentally appropriate teaching practices. Through developmentally appropriate teaching practices we understand the using a variety of meaningful, relevant, and respectful activities, provision of adequate materials and facilitating experiences to develop informal learning experiences and knowledge, skills and reasoning processes, social skills to be able to adapt for and be responsive, to engage in and explore social and cultural contexts for communication, creativity, exchange ideas, field trips, individual children's interests, strengths and needs, using alternative assessment methods for child development and learning-knowledge. For this study, we only used The Instructional Activities Scale, which was a part of The Teachers Beliefs and Practices Survey developed by Burts et al. (2000) following Developmentally Appropriate Practice (DAP) guidelines (Copple & Bredekamp, 2009) endorsed by NAEYC. Descriptive analysis of data was run to reveal how often the participants offered appropriate and inappropriate teaching practices. Descriptive analysis of the data showed that it is a common and regular practice for the kindergarten teachers participated in the study to offer appropriate activities to facilitate learning while in some important developmental areas they failed to do so. Therefore, we structured the results on big five developmental dimensions: 1. learning abilities and attitudes, 2. development of language, communication and the prerequisites of reading and writing, 3. cognitive development and knowledge of the world, 4. socio-emotional development, and 5. physical development, personal health and hygiene.

All of these results prove that teacher training for future kindergarten teachers should be focused more on providing a real support for updated learning environments to present generations of children and especially on models that are focused on sensory senses as a way to learn by doing through action. The future and current teachers should have access to more tools to develop an innovative educational process in a multifunctional space for multi-group collaboration areas to achieve a variety of educational purposes, a presentation space (for graphics, art, manufacturing, biotechnology, engineering, technology, multimedia, digital arts, music and scientific laboratories), a work area for children, an extensive learning space, and art gallery. They should benefit from more support in curriculum improvement for an optimal development of children and make the classroom environment more suited to the needs of children to develop a pro-learning attitude. Our point of view is that teaching practices should be designed to create a safe, diverse and developmentally appropriate learning environments that can stimulate and offer benefits across teaching and learning process, to increase the creativity and to apply curriculum on developmental areas for enhancing and exploring the variety of each basic sense and to encourage the interaction with the environment through exploring, experimenting, modeling, socializing, healing, and therapy. Teacher training for future and actual kindergarten teachers should focus more on at least two anchors of the teacher profile: improving the achievement of relevant and high-level basic and transversal competences from a lifelong learning perspective and improving quality early education.

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Postmodern social conventions towards saving face wants

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Abstract

The purpose of this paper is to offer a brief overview of linguistic politeness from a theoretical point of view in order to explore definitions and concepts that have challenged politeness phenomenon and reshaped the pure rationalist perspective of *face*. From a traditional point of view, politeness means recognizing face-threatening acts, whilst postmodern approach claim metalanguage for understanding face desires (politeness1 and politeness2) or gender patterns. Social structures and conventions ask more than two desires (positive and negative face); we suggest that beyond clear methodology in analysing cooperative behaviour, we should foster complex insights which describe better postmodern social wants.

Keywords: politeness, face, face-threatening acts, postmodern approach, gender.

1. Introduction

We are part of a pseudo-communication era; friendship is measured in Facebook friends, appreciation in likes, and education in a philosophical quote. Individuals' inner voices become more vivid and word's relativity flies to the winds in the near presence of social exposure. Yet, we still face so many and diverse interpersonal problems that only education for values would better society's orientation towards coexistence, tolerance or dialogue. These are values that people try to learn and practice during a lifetime and preserve them for the new generations, against the globalized world. Even before being able to speak, children are told the difference between *right* and *wrong* behaviour; no one can explain why the perennity of vales affects personal choices, but we do know that it is necessary imperious to be *polite*. No matter transformations in culture, politeness is still rated as universal virtue. In this context, the purpose of this paper is to explain the politeness phenomena from universality to individuality by exploring definitions, concepts, and postmodern approaches.

2. Defining politeness

Many years, theorists tried to conceptualize the term politeness and find categories of linguistic realizations able to decode interlocutors' intentions. It is remarkably difficult to come to a definition of politeness, that is why having a brief overview of linguistic politeness could be the most suitable way of pursuing this issue. The first to be mentioned is Robin T. Lakoff (1975: 64), *the mother of modern politeness theory* (Eelen, 2001: 2), who considers politeness a *social behaviour developed by societies in order to reduce friction in personal interaction.* Social interaction is maintained by the presence of a polite linguistic behaviour too, but it can lead to positive or negative reactions. Thus, when we analyze the processes, functions, and strategies, we should see whether we can refer to a set of rules that are

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always positively marked. Lakoff had the first important contribution to this study. She shapes some rules that were named maxims (from Grice's maxims[*]) that later on have been either improved or contested by other theoreticians[†].

The assumption is that individuals must have the same set of rules for productive interaction; the way they are formulated, these rules are universals and minimize the possible conflicts. Theorists failed in explaining politeness phenomena as culture-specific, thus effective intercultural communication would become impossible without assigning these rules to a cultural model.

Lakoff sums up Grice's maxims[‡] and proposed two rules: be clear and be polite. Being polite is a euphemistic suggestion and she finds three restrictions with respect to this: *don't impose, give audience options, and make audience feel good* (1973: 297). They are considered maxims because they should be the desirable rules for an ideal conversation, but as in the real context interlocutors cannot manage all the utterances, they keep a balance between coherence, cohesion, attitude and behaviour.

On the other hand, Leech encourages indirectness, meaning conventional politeness, because it gives options of interpretation (by the hearer) and is less aggressive. This theory will be later developed by Brown and Levinson, who develop the notion of *face*. Goffman (1967) is the first who mentions the notion of face; he observes that positive social values are meant to maintain social interactions; one individual doesn't have only one face, he/she adapts or constructs his/her face depending on the degree of formality imposed by the hearer. Searle's concept of indirect speech act focuses on a larger context as people don't give feedback only to one sentence, but to the whole meaning of the conversation. Each utterance becomes relevant for the previous context and it cannot be analyzed in isolation. That is why Grice explains the non-adherence to the four maxims in terms of implicature. There are situations when speakers deliberately contravene a maxim (flout), when they disregard all maxims (hedges) or when they deliberately generate an implicature (infringing). Implicatures maximize the potential of maintaining social relationships and represent a useful tool for shaping relationships.

These approaches have broadened the discussion to a more complex perspective: language has continually changed, individuals are unique, therefore they have their own sets of rules, not universal rules, and through metacognition, people can create relational and social meaning, and, most importantly, a notion must be explored from a synchronic point of view as well as diachronic and cross-cultural. In brief, the term politeness should not be limited to a universal definition, but to many interpretations that allow a broad perspective on this interesting phenomenon. Probably, the most common error is to consider this term an abstract notion with distinct recognizable features; considering these, traditional approach gets under debate because *scientific notions of politeness (which should be non-normative) cannot be part of a study of social interaction (normative by definition)* (Watts, 2003: 11)

3. The *Face* concept

Brown and Levinson studied politeness in diverse languages and detected a mechanism that functions the same way in all societies. It is called face, a term taken from Goffman (1967), and, as a cultural construct, it ends up in specific types of linguistic behaviour. Brown and Levinson (1978: 62) found out that people want to protect themselves from the possible aggressions from outside; this desire of every member that his wants be accepted to at least some others executors reiterates the self-image that needs appreciation, approval, and optimism. At the same time, people want freedom of action and freedom from imposition. This means that the self-image of each person is influenced by

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[*] Grice (1975: 45-6) provided the cooperative principle that frames an internal motivation for the speakers and rules related to quality, quantity, manner and relation. It should be mentioned that this is the ideal situation in a society where performance/efficacy stands for the purpose of communication.

[†] Watts (1992: 5) makes the association between the first maxim and formal/informal politeness, the second maxim and the third maxim and nonformal and intimate politeness.

[‡] 1. Quality: a. do not say what you believe to be false
b. do not say that for which you lack adequate evidence
2. Quantity: a. Make sure your contribution as informative as is required (for the current purposes of the exchange)
b. do not make your contribution more informative than is required 3. Manner: be relevant
4. Relation: a. Avoid obscurity and expression b. Avoid ambiguity
c. Be brief (avoid unnecessary prolixity)
d. Be ordery (Grice 1975: 41-58)

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the others' attitude towards his/her territory; maintaining a certain distance* to respect the personal right could be a sort of politeness. As a result of the complexity of each utterance from the humans' conversation exchanges, Brown and Levinson tried to theorize how politeness is reflected in language. The distinction between the two human needs was defined by Brown and Levinson: positive and negative face.

In what concerns polite linguistic behaviour, individuals may prefer either a reconciliatory attitude towards their unique personality (opinions, ideology, preferences) or to be accepted as integrated part of a group. In other words, every thought or action that a person considers to be adequate (from his/her personal point of view) should be unhindered by the others in order to protect his/her negative face or eligible in order to protect his/her positive face.

More than just a pragmatic concept, face represents a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction (Mills, 2003). Similarly, Scollon (1995: 38) says that: *there is no faceless communication and this increases more the relevance of speaker's intentions*. Not only words, but information from all channels becomes a relevant stimulus for the process of interpretation. Interlocutors are endowed with rationality so they are the responsible agents in what concerns producing language and saving their own face and the face of their addresses.

In other words, positive face represents the need of feeling secure, accepted, integrated into a group, while negative face focuses on personal values, pessimism, and indirectness. One person can choose which face they want to protect depending on the context.

Against this theory stands a number of causes: face is inappropriate to collective societies (Hofstede, 2005), society holds face, not the individual (Gu, Mao), only Western cultures recognize face as described by Brown and Levinson, but this perspective is paranoid to Western society (Schmidt, 1980). Together with Austin, Searle, and Grice tradition on Speech Act Theory, B&L frame speaker-centred and sentence-focused analysis of utterances (Kasper, 1990); hearer's understanding of politeness becomes the analyst's interpretation of politeness strategies, therefore, the real intention can be misunderstood. Obviously, large macro-sociologically categories are not enough for one to understand the dynamics of politeness in local judgements.

Leech claims that in spite of all critiques, Brown and Levinson did offer large explanations mentioning the cross-cultural and linguistic variation; all societies make a distinction between individual and group values, but with different intensity.

4. Face-threatening acts

Face can be lost, maintained and enhanced (Fraiser, 1990: 228) and it exists in every human culture, according to Brown and Levinson. As one can imagine, in a conversation, face is vulnerable because once speaker uses positive politeness strategies, then he/she threats the listener's negative face. These acts are called Face-Threatening Acts (FTA). Within the same utterance, there can be multiple acts, e.g. *Open the window, please!* The first part represents a face threatening-act on record, without redressive action, while the second part represents a face-saving act.

Face-threatening acts are part of our social cognition because interaction brings such constraints for a speaker who doesn't want to damage the hearer's positive and negative face. However, it is quite impossible to have always face-saving interaction. If we consider short polite formulae like *Thank you*, then we may consider that we saved both faces. In other situations, where one utterance contains two or more acts, it is quite impossible to avoid the threat of one's face.

Ideally, people should take into account distance, power and threat (risk of imposition) in order to avoid misunderstandings; distance measures the degree of familiarity, power refers to job grading, and status of the interlocutors, while threats deal with the implicature of each communicative act. These sociological variables help the interlocutors in choosing certain strategies for an efficient communicative act.

* Edward Hall (1966) coined the term **proxemics** for showing how the amount of space is perceived in order to make individuals feel comfortable. There are four types of distance: public space (12-25 feet away), social space (4-12 feet away), personal space (1-4 feet away), and intimate space (less that a foot away). But the casual-personal distance varies, for instance, in North America the distance is between 14 and 16 inches, while in Japan is 36 inches.

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5. The Postmodern Approach to Politeness

Postmodernism represents an umbrella term for the various forms of deconstruction of the old canon and constructionist position; in literature, deconstruction of meaning is the most visible, whereas, in pragmatics, there is a struggle for more organized patterns of discourse which should be accurately analyzed. Politeness research could not conduct to relevant theories if it insists on the utterance-level in the context of *a slippery, ultimately indefinable quality of interaction* (Watts, 2005: xiii). Due to the traditional perspective, a number of inconstancies of epistemological and ontological order arise. The theoretical base wasn't clear and convincing enough for such a complex phenomenon, mainly because the analyst would follow a stereotyped path; s/he cannot bring meaningful qualitative data in the presence of strategies already decoded by traditional methodology.

We consider it important to take native speaker assessments of politeness seriously and to make them the basis of a discursive, data-driven, bottom-up approach to politeness. The discursive dispute over such terms in instances of social practice should represent the locus of attention for politeness research. (Locher & Watts, 2005: 16)

This represents a critique of Brown and Levinson's theory and the main argument against it is the fact that the analyst's understanding of a discourse is irrelevant if we do not consider speaker's and hearer's points of view regarding their sayings; although defining politeness according to each speaker seems unsystematic, Locher prefers to see it as a mode of analysis. Discursive approach operates with the distinction between sociocultural groups (social nature of politeness) and language usage as people perceive social interaction distinctively and make use only of the words available in their own language[*]. The universal dimension of politeness research fails under the individuality and dynamics of interaction; large macro-sociological categories (Terkourafi, 2005) like age, sex, and others are predetermined by the analyst, relevant for generalization, but insufficient for a detailed accurate analysis. (Im)politeness isn't *value free* (Agha, 2006) or a way of showing empathy, it is rather a moral and ideological system, part of social disproportion.

The existence of cultural models and tropic variants involves sociological asymmetries. Not all norms which exist in a society are recognized or accepted by all members of that society. Similarly, not all behaviours that trope upon norms occur equally routinely or intelligible, nor are all intelligible tropes ratified by those who can construe them; not all the ones that are ratified come to be presupposed in wider social practices, or get normalized in ways that get widely known (Agha, 2006: 5)

Discourse approach focuses on a more context-focused analysis of interaction where participants' after-speech confessions can decode the understanding of politeness; the analyst has little to do if meta-statements stand for the interpretation of speech acts. Using interviews, questionnaires or role plays, the analyst can offer a complex analysis of particular interactions.

We can consider as well the unification of both perspectives through a coherent framework (Kadar & Haugh), but in practice, this never happened.

6. First-order politeness

First-order politeness or politeness1 represents peoples' conceptualization of spoken polite language in a more general context or in a particular context. We may not have an agreement with polite behaviour, but we do have personal opinions about it in relation to what society pre-conditions or not. In other words, politeness1 is interested in: how a native informant conceptualizes his or her own behaviour, as well as what actually goes on the native informant' s head while performing the behaviour in question. In terms of politeness, this…refers to, on the one hand, the informant's conscious statements about his or her notion politeness…and on the other to his or her spontaneous evaluation os (in)politeness (of his or her own or someone else's behaviour), made in the course of actual interaction. (Eelen, 2001: 77)

Expressive, classificatory, and metapragmatic politeness are its categories, responsible for a fair construction of meaning in the deconstruction of discourse; the first one is for speakers' intentions, the second one is a categorizational

[*] We can add here different varieties of English.

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tool for what is polite and impolite, and the third one is a response, an extra explanation of what politeness means to the speaker.

Actually, politeness1 is the meta-text of a discourse where participants explain why they choose to talk that way and what is the intention behind their speech. Here comes the distinction between moral norms, the personal interpretation of what is polite behaviour, and empirical norms, the desirable polite behaviour. A theory of politeness is necessarily built under the bridges of these coordinates, especially because there are many acceptances of such a complex social phenomenon, culturally and geographically. For instance, one may find courtesy as polite behaviour, while other consider formal linguistic behaviour sufficient in expressing politeness.

7. Second-order politeness

Second-order politeness or politeness2 represents a theory of politeness based on politeness1; although theorist wanted to have a non-normative and non-evaluative analysis of a discourse, it is impossible due to the definition's nature (a definition is normative and evaluative). Politeness2 is explained as follows: the scientific conceptualization of the social phenomenon of politeness in the form of a theory of politeness1. By means of such a theory we should be able to understand how politeness1 works, what its functionality is, what it does for people and for society in general…concepts developed in a theory of politeness should be able to explain the phenomena observed as politeness1" (Eelen, 2001: 44, original italics)

The analyst's role is to collect relevant politeness1 data in order to reduce the inherent variability into a coherent theory. He would not impose a theoretical view, but he would embrace different opinions verbalized in different contexts.

8. Politeness and Gender

Speculating about the way women and men understand politeness, we should foretell that gender studies are more than this; there is a stereotypical interrelation between males and impoliteness, and females and politeness, respectively, as well as the avoidance of gender, race, and class in particular contexts with specific interests. Some studies argued for power instead of gender (Brown and Levinson, 1986) or created a link between language, gender, and power under the dominance theory (Thorne and Henley, 1975). In what concerns politeness, sociolinguists claimed women's greater status-consciousness, thus greater politeness awareness. Due to the traditional women's role in society, the language they used was called the *language of powerlessness* (Lakoff, 1975). Such predispositions create mind structures, dispositions objectified in schemes, sensitivities and taste, thus the subject should be understood within these objective structures. Outside the control of consciousness, of the agency, stands symbolic power, an embodiment of unconscious structures which gain straight over the action structures of dominators. This is why some feminist studies saw politeness as a reflection of a stereotyped word, but Jessop's clarification regarding humans unlimited resources to react to external stimuli is convincing enough to consider Bourdieu's habitus[*] relevant for this study:

Structural constraints always operate selectively: they are not absolute and unconditional but are always temporally, spatially, agency- and strategy- specific. (Likewise) agents are reflexive, capable of reformulating within limits their own identities and interests, and able to engage in strategic calculation about their current situation. (1996: 124).

Human brain is capable of pre-reflexiveness and reflexiveness and the observable behaviour represents an incorporation of the two; during interaction, theorists cannot only count speech acts and delimit utterances, but explain social continuity, the learnt behaviour, and social discontinuity, the new acquisitions. When people face new situations, they make use of the previously known pieces of information ("system of durable, *transposable* dispositions" Bourdieu, 1977: 72, original emphasis), which is not enough, so they have to apply regulated improvisations (Bourdieu, 1990: 57).

[*] Bordieu developed these three concepts: *habitus*, *capital*, and *field* in order to explain inequalities between people.

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The third wave of politeness research is very closely related to sociology; politeness means something else for each individual due to their unique habitus and not even gender distinction, female vs. male, can bring meaningful data. Pragmatics becomes socio-pragmatics as discourse analysis needs further conceptual clarifications.

9. Conclusion

Pseudo-Communication needs awareness regarding relativity of values; from the early politeness conventions to postmodern egocentric culture, theories emerged, but ways of expressing mannered behaviour too. Nowadays social convention consists of personal ideologies, beliefs, and choices that break into pieces stereotyped conversations and relationships.

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The Psychological Dimension of Teaching Assessment – a Foundation for Continuous Self-Training

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Abstract

Teaching assessment, an essential component of the didactical process, offers great opportunities not only in the adjustment and improvement of teaching, but also in the optimization of learning and its transformation from a driven, controlled process, adjusted from outside, into a self-driven, self-controlled and self-adjusted process. Self-teaching, self-training and lifelong personal development are now more necessary than ever. The transparency and objectivity of assessment become pre-requisites in self-knowledge and self-education. Measurement and evaluation, two operations used in assessment, involve communication, empathy and motivation.

Based on these considerations, we set out to investigate the relationships between assessment, communication, empathy, motivation, in the view of the most important agents in the educational process.

Our investigation is mainly intended to identify those relationships in school practice from both the teachers' and students' perspectives. Our study analyzes some practices seen in primary, elementary, secondary and high school cycles. We notice several common features, in particular the dynamics of these relationships. At the same time, we make a few suggestions for the initial and continuous teacher training programs.

Questionnaire-based investigation and case study are the two basic methods used in our research. The data of our investigation could be applied by every teacher in their daily practice.

Keywords: self-training; communication; empathy; transparent assessment; formative assessment.

1. Introduction

The physical, social, moral development is a lifelong, ongoing process throughout, allowing individuals to always self-adapt to the dynamics of the demands of society. Therefore, the action of education as a contributing factor to development, which "ensures the unity, convergence and consistency of all the factors involved in personality development" (E. Paun, 1988) requires perpetuation, diversification and improvement. While education by others is sufficient up to a certain age of an individual, education by and for oneself becomes indispensable in the personal development process.

Self-education, a determining factor of personal development of teenagers, youngsters and adults, is anticipated, prepared by and conditional on education. The quality of education can be seen in the quality of self education. The learning methods used by the self-taught, the way they involve and draw on personal experiences – whether cognitive, affective, relational, behavioral – broadly depend on the means of knowledge which they benefited from while at school as well as on the cognitive attitudes structured during school through the methods and techniques of motivation used by their teachers. To involve into a suitable self-education action, a man also needs to have self-knowledge and self-assessment capacities. He must know his own potential, direction of development, his own limits and the means to overcome them, so as to know what to learn, how to learn and where and how to apply what he learns.

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We believe that the two fundamental activities performed by teachers within the educational process, namely teaching and assessment, are also important for students as individuals who are going to involve in continuous self-learning and self-training acts. More than teaching (which generates and organizes learning), assessment helps students know themselves (self-knowledge is so necessary in organizing ongoing self-teaching and self-training acts).

As a result of the assessments performed by teachers, students will learn to see their school records (knowledge, skills, abilities) in relation to their own potential as well as to external requirements (of the teachers and of the school curricula). At the same time, they will discover/rediscover their own potential as related to external requirements. They discover/rediscover their inclinations, directions of development and suitable methods of self-training, but also limits and ways to overcome them. Self-image is thus completed and perfected.

The transparency demonstrated by the teacher is extremely important in the process of assessment. Such transparency becomes the prerequisite of the complexity of self-image. At the same time, transparency is a way of motivating students to continue learning-self-teaching. The objectivity of assessment determines the realistic character of self-image. However, the positive character of self-image is not determined by the transparency and objectivity of assessment in all circumstances. The transparency and objectivity of assessment determines the positive character of self-image depending on the teacher-student communication relationship.

Self-image - a motivational stimulus for effective learning and, at the same time, an enabler of the transformation for the learning organized by others into self-teaching - can only become a component of school success if it is objective and positive. The information provided by teachers to students about the results they got in assessment can or cannot contribute to building students' self-confidence and self-esteem according to the manner in which their success or failure is put before them. The students' success or failure depends on how teachers helped students to organize their learning, but also on the characteristics of the assessment. Students' self-confidence and self-esteem depend on the assessments made by their teachers and mainly on the act of communication which enables, accompanies and follows each assessment.

2. Theoretical approach

Our concern was to find out how students perceived the results of the educational assessment, how the assessment influenced their motivation in relation with the learning driven and controlled by teachers, in particular the self-driven and self-controlled learning, as well as the practices used by teachers.

We operated with the following concepts: educational assessment, motivation, communication and empathy. These concepts were introduced and explained to the students included in the sample.

Using the opinions on educational assessment, expressed by I. T. Radu (2000) and D. Potolea (2008), we mainly exploited the sense of activity of collecting, processing and interpreting the information about the quality of the school results obtained by the students. This activity was regarded by us as a measurement and evaluation unit, while the third dimension (the decision) was intentionally left in the background. We mainly operated with two forms of assessment: formative/continuous assessment (which is important for its functions of diagnosis, regulation and anticipation, all seen in relation with the teachers) and the training assessment (which is oriented not only to the results obtained by the students, but also to the process which led to those results, an assessment that becomes a genuine tool for students to self-adjust their own learning process).

We saw communication as an action of transmitting a message to one or more persons by means of a code, followed by a change of behavior. We considered the message about the quality of school results (both the information on the results quality and the emotional state triggered by such information), while the codes highlighted in our study were the verbal, paraverbal and nonverbal codes (the students were made familiar with such contents). The model of communication we worked with was that of communication seen as a transaction between the teacher and the student, each of them being simultaneously a message transmitter and receiver. The communication skills required in the educational process include the ability to transmit/present contents (in a logical, consistent, accessible and equally attractive form) and the active listening skills. The students included in the sample were made familiar with the stages,

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the requirements and the roles of active listening. We emphasized how important active listening was to understand the message and capitalize on immediate feedback.

We define empathy as a capacity of discovering/recognizing/sensing other people's thoughts and feelings and, based on that, of anticipating their behaviors in specific cases. Empathy is not to identify, merge with another person, but to interpret that person through detached observation. Its role is to help the others. Different from sympathy, close to intuition, it is, at the same time, a potential and a construction which need to be cultivated. Necessary in any interpersonal relationships, it is indispensable to the pedagogical relationship.

We see motivation as a set of internal stimuli of "mobilization, activation and self-determination" (P. Popescu Neveanu, 1978) and motivation as the process of reporting (activating, reactivating) the other people's reasons. Teaching uses not only teaching methods, but also methods and techniques for motivating students to learn. The student's involvement into an effective learning, particularly the transformation of driven and controlled learning into self-teaching depends on his motivation for learning, knowledge and personal development.

3. Research methods

Our investigative endeavors were directed towards two correlated goals. The main goal was to identify how students perceived the assessment and how they use the information in the assessment to organize their own learning. A second goal was to identify the assessment practices currently used by teachers.

Our investigation was both applicative and conclusive. We can neither claim the neutrality nor the objective accuracy of our methodology. We did not use standardized such methods and techniques as to allow a rigorous processing of the data. The main method we used was the questionnaire-based survey. There were fan questions. The questionnaire also included quizzes, to ensure sincerity and accuracy of answers. Our questions referred to the assessment forms and methods commonly used by teachers, the transparency and objectivity of grading, the actions undertaken by teachers after assessment, the students' feelings and undertakings generated by assessment.

The data provided by the questionnaire were corroborated with the information about the school records obtained from the analysis of the class books. We also used the analysis of two cases.

The sample was composed of 360 students from three schools: the "Elena Cuza" National College in Bucharest, the Secondary School no. 2 in Buzau and the "M. Eminescu" National College in Buzau. The sample included:

- 60 students in the second and third grade at the Secondary School no. 2 in Buzau;
- 60 students in the second and third grade at the "Elena Cuza" National College in Bucharest;
- 60 students in the sixths and seventh grade at the Secondary School no. 2 in Buzau;
- 60 students in the sixth and seventh grade at the "Elena Cuza" National College in Bucharest;
- 30 students in tenth grade at the "Elena Cuza" National College in Bucharest;
- 30 students in tenth grade at the "M. Eminescu" National College in Buzau;
- 30 students in the eleventh grade at the "Elena Cuza" National College in Bucharest and
- 30 students in the eleventh grade at the "M. Eminescu" National College in Buzau.

Our decision to include students in these grades in our sample was based on our personal opinions, as we already knew the teachers who were working with them, as well as on the school experience of the students. We excluded the first and ninth grades due to their reduced experience with assessment. The students in terminal grades are more interested in organizing their study - whether it is organized and driven by teachers, self-organized or self-driven.

4. Research outputs

Our investigation revealed several data which we somehow expected considering the experiences described by the students who participated in the pedagogical module.

A first observation refers to the forms of assessment used. Formative assessment, characterized by the verification

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of essential contents (of a lesson or a task) is present in all these schools, at all levels. For all the grades in the three schools the share of this assessment is exceeded by that of the summative assessment practiced through selective verifications of the contents and of the students. From the data collected, this form of assessment mainly uses oral examination. Unannounced assessment through test papers is also practiced in the two high schools. The students perceive it as a way of negative motivation (obligation) for learning.

Irrespective of grade, the students confess that the (formative) continuous assessment generates no emotions in them. To most students in primary school it generates anxiety, emotions which progressively decrease until the end of a test. However, the unannounced test papers generate emotions of fear, anxiety to the students in the secondary school. Because of such emotion, they cannot concentrate enough during the test. The communication of the results generates new negative emotions. The high school students are immune to such tests, reacting emotionally not during the test, but only when they receive the checked papers.

As for the test methods, the written and oral examinations prevail: The practical test is basically used for the primary school students. The review and the essay are present in the examination practice for the students in secondary school and high school. The scientific investigation is described as a method which generates interest and satisfaction in all the high school students included in the sample. The students prefer it to essay and review, especially because it enables team work.

A first partial conclusion can be drawn: the act of assessment, perceived by students as being indispensable, triggers negative emotions not in itself, but only in the way the teacher proceeds. The negative emotions decrease and are replaced by positive (stenic) emotions during a test. As for the assessment methods, those which involve complexity and active participation are preferred.

We were particularly interested in finding out how the students perceived the results of the assessment. Those from primary school receive their teachers' appreciation with full confidence, being sensitive to all types of assessment, whether complete or incomplete, positive or negative. They particularly want to be praised, along with others, in front of the class. They do not always understand why they received a certain grade, either because it is not explained to them or because they are subjective. The teacher is perceived as a supreme authority and his assessment as being always objective. As the students grow, their experience with assessment enlarges and they feel the need to use the information the teachers give them about the quality of their school results, in order to improve their learning. The teachers often communicate the grades without other relevant information statements. 65 % of the secondary school students believe that the grade is, most often, non- transparent both in oral and written examinations (when they are just told what they failed to do, not how they should have dealt with it). For most secondary school students included in the sample, re-learning follows assessment, but it is a global re-learning. 90 % of the high school students included in the sample consider grading as non-transparent, while 38% feel they are underappreciated.

A second partial conclusion refers to the communication which follows the assessment. It is a poor communication which fails to reveal the students' actual degree of knowledge and development. Insufficient feed-back which depends on these characteristics of communication will not make students reconsider the things they had learned. Only 10 % of the high-school students and 35 % of the secondary school students specify that they receive an adequate feed-back on their learning.

A problem raised in the answers given by older respondents is the teacher's conduct during examination. Most students claim the absence of active listening during oral examination and the presence of an inhibiting or distracting behavior during written examinations. Seven students admit that they always get stuck when certain teachers are around.

We noticed the students' need to be encouraged by teachers with verbal and nonverbal praise. Probably this need is felt by many students, but was explicitly claimed by 2 secondary school students and 5 high school students.

The third conclusion drawn from the answers given by the students within the questionnaire emphasizes the need for an effective teacher-student communication both during and after assessment.

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5. Conclusions and suggestions for pedagogical intervention

The following conclusions could be drawn from our investigation:

- The students perceive their teacher as being invested with teaching and assessment expertise therefore the teacher's appreciations are extremely important.
- The act of assessment is seen by the students as being indispensable to objective self-knowledge and effective organization of self- teaching.
- Assessment triggers negative emotions not in itself, but in the teacher's behavior while examining his students and at the time he communicates the results thereof. The students' negative emotions reduce during assessment and are replaced by positive (stenic) emotions.
- The students want to be assesses by methods which involve complexity and active participation. Practical tests and investigation are preferred to oral examinations and reviews.
- The feedback provided through the grade awarded by the teacher is perceived by the students as being non-transparent and insufficient.
- The need for empathic communications during assessment could be felt.

The data provided by the investigated students show that teachers know and apply the assessment theory: they assess systematically, harmonize the acts of teaching and learning with those of assessing, they use various forms and methods. The problem which the students invoke is the insufficient/inadequate communication during and after assessment. The lack of transparency in grade awarding does not help them to capitalize the results of their assessment and improve their learning. The same problem prevents them from continuing the learning imposed and controlled by the teacher and replace it with self-teaching.

We believe that most teachers are objective in grading students. But students need an encouragement which the grading does not always include. The capitalization of the positive aspect of the "Pygmelion" effect can be a way of motivation for all the students.

Active learning conduct manifested equidistantly towards all the students provides them an immediate positive feedback and can be a motive for efficient learning.

We suggest that, in the professional practice included in the initial training of the teachers as well as in the seminars of pedagogy and didactics, assessment should be paid as much importance as it is paid to training and planning. The role play, self-assessment and peer assessment, the preparation of the assessment tools can be working arrangements for the future teachers. They not only need to know the science of didactic assessment, but also to cultivate empathy and effective communication. Attachment to student and attachment-focused teaching should be two important objectives in the initial training of a teacher.

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Deontological aspects in training interpersonal doctor-patient communicative competencies to medical students

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Abstract

In medicine, man as a social being, takes over the role of a patient (the person being treated) or the status of a physician (the one who treats). An essential element in training the future physician is developing his communication skills with the patient. This type of communication implies, first of all, the existence of deontological aspects. Thus, the physician's status infers: universalism; socialization; objectivity; impartiality; possession of qualities stipulated in the Hippocrates Oath - probity, chastity, discretion. The status of the patient implies: the right to choose the doctor, responsibility, sincerity in communicating with the doctor, responsibilities for the treatment prescribed by the doctor. Essential elements in doctor-patient communication are: nonverbal communication (touch, visual contact, listening) and verbal communication (explanation).
The aim of the paper: The Romanian language and medical terminology course combines teaching/learning Romanian medical language with initiating and cultivating the art of communication in order to ensure adequate status of the medical student as a future specialist.
Discussion: By respecting the principles of medical deontology (of aiding and humanism) the medical science turns into art. To be perfect medical art must spring out of love and so man becomes more affectionate, more generous, becomes better. Thus, medical care appears as a mating of the knowledge of the illness itself with the art of establishing inter-human relationships - the art of communication.

Keywords: communication skills, medical students, doctor, patient, ethical principles, responsibility, discretion, barriers, empathy.

1. Introduction

Effective communication is a condition without which performing a quality medical act is just a utopia. The quality of doctor-patient dialogue reflects on the operability of establishing the diagnosis and the development of the treatment scheme. Medical care consists of combining knowledge about the illness itself with the art of establishing interpersonal relationships - the art of communication.

Since ancient times, society has demonstrated the need to define a code of conduct for physicians, both to fit their activities and to enhance the patient's sympathy and trust. The oldest Code is that of the Cos School, conceived by Hippocrates (460-377 BC) and known as the Hippocrates Oath. Over the years physicians have adhered to the ethical principles clarified in this Oath and adapted them over time, following the evolution of medical practice.

The ethical competence implies the ability to deliberate, to understand the meaning of various legal, institutional, medical and legal norms, to evaluate and act in accordance with the meaning of the syntax of *deontology*. According to the Explanatory Dictionary of the Romanian Language (DEX, 2012), "deontology is the part of ethics that studies the norms and obligations specific to a professional activity". Medical ethics is, after DEX, all the rules and habits that regulate the relationships between doctors or between them and their patients. Medical ethics can also be defined as a science of what we need to do in the medical profession, as a permanent search for the "middle" of those false extremes

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that exist in each profession, in particular the physician.

Communicative competence is defined by S. Cristea as "the ability to use verbal or nonverbal codes to achieve their goals in a communicative event, and linguistic competence refers to the ability to carry out medium and long term actions integrated into the activity" (Cristea S., 2015, p. 480). The competence approach can be related to the concept of pedagogical innovation and involves a multitude of forms of design and realization of the instructive-educational processes, in this case the practical skills of interpersonal communication with the patient.

2. Deontological aspects in the physician-patient relationship

Medicine is not a job, it's a profession, a very complex activity. In its exercise, many qualities were always required, but those of an ethical (moral) aspect have been considered of major importance. The fact that the doctor is entrusted with the life of a human, and is being recognized the right to decide on certain measures of healing and promoting human health, establishes important moral requirements for this profession. The Code of Medical Ethics is a permanent aspiration to the sources of professional and social achievement. Under the conditions of modern, ultra-specialized and technical medicine, deontology becomes a kind of common denominator of those who work in the health system. Caring for and supervising people's health is a work of great responsibility, with an emotional load. In this sense, the love for the people and the special understanding of the sick man represent a compulsory part of the medical behavior.

As a person, the physician can have a variety of common personality traits with patients, but as a physician he performs a social function whose fulfillment demands the satisfaction of certain requirements formulated and adopted by the society. The doctor appears in a triple hypostasis of a man who alienates, understands suffering; heals the disease; saves the patient's life. Currently, two physician images are distinguished: the doctor who takes care (family physician) and the doctor who heals (who can even do miracles), that is, the specialist doctor. Here are some physician's qualities that we can highlight:

- "*Intellectual attributes* - accuracy of diagnosis, professional knowledge, instant diagnosis
- *Moral attributes* - professional activities, abnegation, material disinterest
- *Relational attributes* - empathy, tolerance, sincerity, cordiality, authority, time for the patient, optimism" (Iamandescu, I. B, 1997, p.134).

The physician must have the following traits that are defining for his/her social status:

- "*Technical competence*, obtained through degrees and specializations in the field, accompanied by skills and abilities adopted from related professional fields, such as social, managerial, psychological
- *Universalism*, manifested through the provision of assistance to any person, regardless of nationality, religion or social status
- *Emotional neutrality* - the physician must be emotionally neutral to the patient he cares for, whether he loves him or not, he expects to be healed of his illness by the doctor
- *Disinterest and altruism* are absolutely necessary to capture the patient's trust, which is an essential element in treatment
- *Obtaining the consent of the patient* in connection with the application of diagnostic or therapeutic procedures" (Cosman D., 2010, p. 227).

Physician's social role correlates with the patient role acted by a civilian at the time of diagnosis and confirmation of disease. Doctor-patient relationship is a relationship between roles, asymmetric - the doctor has a superior position and is the active element, the patient being the passive element; consensual - the patient recognizes the strength of the doctor. This relationship "goes through a series of stages in the therapeutic process:

- The stage of call - the patient is full of suffering and uncertainty

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- The stage of objectification of the therapeutic relationship - the intervention of the investigation technology
- The stage of personalization - after establishing the diagnosis, outlining the expectations of both the protagonists of the therapeutic alliance" (Cosman D., 2010, p.242).

The communication process involves a dialogue between two people, being a direct and personal communication. In the literature, there are identified a number of factors that hurdle the dialogue between the two, but the most important barriers that occur in the communication between the doctor and the patient are the following (according to the one who generates them):

"The barriers created by the doctor:

- Lack of time
- Increased nerve consumption, especially for a tired doctor, after a guard or after a large number of consultations, or being disturbed by his own troubles
- Loss of control over biomedical problems in anamnesis
- Rejecting the psychosocial problem that accompanies any pathological trauma or slowness ("it is not my job")
- The physician's inability to imagine himself, objectively, in the patient's situation.

Patient barriers:

- An attempt to hide emotions from the doctor
- Fear of being embarrassed
- The desire to meet the physician's expectations of not deviating from the technical presentation of the symptoms
- Fear of being seriously ill
- Fear of a physician" (Luban-Plozza & Iamandescu, 2003, p. 139).

3. Essential elements of physician-patient interpersonal communication

Communication, according to Explanatory Dictionary of the Romanian Language (DEX, 2012), is "the action to communicate and its outcome - to make known, to give news, to inform, to notify, to say", by summing the written or oral messages emitted by the transmitter and received by the receiver, being the foundation of interpersonal relationships that dictates human consciousness, relationships and interconnections that we use everyday to relate to other members of the community. Through communication we perceive thoughts, ideas, but also emotions, gestures. Communication is a continuous process, our entire existence is dictated by communication. Communication, says I.O. Panisoara, "is all around us. We are surrounded by communication, from communicating with our own person (who can lead us to positive thinking, to success, or to throw us into the chaos of failure) to communicating with others. Each of us is a sum of all the interactions that we have had in the past and which we will have in the future, we are a part of all those we have met in life and who have made their mark on our way of understanding the world: parents, teachers, friends, strangers" (Panisoara I. O., 2015, p.11). Communication is a way of expressing our ideas, thoughts, feelings, emotions. Through communication, the human being traverses its entire existence, creating connections with his fellow men. Our interpersonal relationships depend on each other's way of understanding and relating to another person. The way we communicate defines our personality - we are active, shy, generous, intelligent, punctual. Everything is happening at the level of comparison with the peers around us and in relation to our visions of the people we relate to. Effective interpersonal communication has significant consequences on the human being and occurs within a certain relationship (parent-child, doctor-patient, teacher-student etc.).

People who have effective communication skills are capable of empathy, ethics, adaptability, cognitive complexity, and have emotional monitoring capabilities. Interpersonal communication is the communication that occurs between two subjects based on their relationship. K. Floyd says that interpersonal communication "is the communication that

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occurs between two people in the context of their relationship and which, as it evolves, helps them to negotiate and define their relationship" (Floyd K., 2013, p. 42). So, transmitting and receiving an idea and checking how it was received and understanding its meaning; the voluntary and involuntary reactions that we have in exchanging messages with others; the image that we make ourselves about others - all this defines *communication*. Absolutely everything we do has communicative value - from a gesture of greeting, approval or disapproval, from a simple message written or spoken to an unintentional but expressive gesture - come to tell us something of which most of the time many of us are not aware, it occurs unintentionally at the level of non-verbal communication.

3.1. Nonverbal communication

Nonverbal communication is the cumulation of messages, which are not expressed by words and which can be decoded for creating meanings. These signals can repeat, contradict, replace, complete or accentuate the message transmitted by words. Nonverbal communication messages are transmitted through mimic, gaze, gesture, and paralanguage elements. Nonverbal communication is done using: visual contact, touching, body position, gesture, listening.

Visual contact is the best proof for the patient that he is given the attention and importance he deserves, and our desire to understand his problems. The success of communication depends largely not only on the ability to speak, but also on the ability to listen to the interlocutor. Listening is an active process, it does not mean "just hearing or receiving the message, but also deducting meaning from what you hear" (Floyd K., 2013, p. 241). Listening is the most important quality of the human being and especially of the physician. The ability to listen affects our social relationships, but it also affects our physical health. It is important to emphasize the importance of delimiting the meanings of the words *to hear* and *listen*, which would seem to express the same action, but the lexhem *to hear* is explained as perceiving a sound: "hearing is a passive process that occurs when the sound waves cause vibration of bones in the inner ear that sends signals to the brain. Unlike hearing, listening is an active process by which we pay attention to sound, assign meaning, and react to it" (Floyd K., 2013, p. 244). Being a good listener means being able to ignore dramatic aspects and focus on the substance of what we hear. Knowing how to listen is the first condition of a medical dialogue. The patient has no medical knowledge and can not describe his complaints in clear and precise terms, most of the time the patient does not find the appropriate words for expressing what he feels. The inability of the doctor to listen is the main reason of an inefficient communication with the patient, leading to misunderstandings, mistakes and problems. In spite of apparent simplicity (some believe that listening only includes silence), listening is a complex process that requires considerable psychological energy, deontological skills and specific communication skills.

In the case of active listening, the listener uses all his senses:

- Listens with the ears to the spoken words and to the tone on which they are said
- Listens with the mind to understand the messages
- Listens with the eyes to the body language, the behavior and gestures
- He listens to himself and observes his own reactions to the messages that have been received.

In its true sense, this type of listening is formed differently from the one in ordinary conversations and requires all the attention and concentration of the listener. The qualities necessary for a good listener are:

- Warmth and affection, empathy
- Unconditional acceptance, respect
- Authenticity, concentration
- Attention, use of questions.

Touching is an important form of non-verbal communication. Studies have shown that people of all ages need to be touched. In all the cultures of the world a gentle touch means friendship and affection. A warm handshake, a comfort

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on hand, or a tap on the shoulder will show interest in the patient, and he will feel loved, accepted, and understood.

3.2. Verbal communication

Verbal communication or language is one of the human specific means most commonly used in inter-human communication. Words (symbols) are the basics of verbal communication. We use words to express emotions, experiences, feelings, but also to represent ideas, thoughts, observations. They can be represented by oral or written messages. The language is a "structured system of symbols used to communicate meaning" (Floyd K., 2013, p.167). The language is symbolic, each word signifies something: "an object or an idea, but it does not constitute that object or idea" (Floyd K., 2013, p. 168), in different languages different words mean the same things. Mainly, the words have only an arbitrary connection with their meanings, we can assign almost any word a certain meaning, so the connection between language and meaning is arbitrary. Language is governed by the following rules: phonological - refers to the correct pronunciation of words, syntactic - order of words in conveying intended meanings, semantic - established meanings of individual words, pragmatic - implications or interpretations of the statements. The language is influenced by the social and cultural context, which differs in many ways, including from the perspective of using the communication codes, "language determines our own perceptions of reality, people who speak different languages perceive the world differently" (Floyd K., 2013, p. 173). Language is more than a means of transmission; it is also a particular way of person's conduct involving various activities: speaking, listening, sharing ideas, retaining sound messages, reproducing or translating them.

Explanation is an important part of verbal communication. The words used in the medical world are not understood by the patient, therefore explanation has an essential role in controlling the symptoms. The following rules can be used to explain effectively:

- Ask questions to find out what the patient knows and what he wants to know
- Be simple in communicating (the patient rarely memorizes more than two ideas from a lot of information)
- Repeat the important information and ask the patient to repeat, in order to verify his understanding
- Put the information on paper - if there is anything palpable, the patient knows he has control
- To be available and to declare ourselves as such for future discussions with the patient and his/her family.

In the medical care process the physician-patient relationship is created, a complex relationship whose problems have not always been clearly formulated and, above all, have not been clearly resolved. Patient's trust in medical science is the means of trust in those who treat or care.

4. Communicating serious diagnosis

A major difficulty in medical practice is the *communication of a serious diagnosis* that may have a fatal progression or a poor prognosis. The physician is required to provide the patient with relevant information about his illness. Hiding a severe diagnosis leads to distrust and anxiety, patients have the right to the most appropriate and complex information about the diagnosis, prognosis, the risks and benefits of therapy, they have the right to refuse or to choose a treatment.

The SPIKES protocol is a strategy for preparing and announcing bad news. "It is the acronym of a process in 6 stages that emphasize the most important moments of the discussion and suggest ways to appreciate the situation as it evolves in order to respond constructively to the subsequent changes:

S - setting;
P - perception;
I - invitation;
K - knowledge;
E - empathy;

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S - strategy and summary" (Nițu et.al., 2012, p.202).

Initially, it is recommended to prepare the patient by asking questions like: *"Would you like to learn about the disease?"* or *"Would you like to discuss the results of the analysis?"; "Are you worried about your illness?"; "When you have had the pain for the first time what have you thought it could be?"* The doctor will carefully follow the patient's attitude, body language, reaction to disease:

- Apply the warning hint: *"I'm sorry, but I think things seem to be serious"*, after which a pause is recommended to follow the patient's reaction
- Avoid tough words
- Let the patient speak without interrupting him
- Encourage the patient to speak through affirmative gestures and approvals
- Ask open and clear questions *(how?, since when?)*
- Maintain visual contact without intimidating the patient
- Accept short-term silences or intervene with questions such as *"What determined you to interrupt?"; "What are you thinking about?"*
- Repeat and interpret what the patient says
- Give the patient the possibility of denial
- Respond empathically, identifying and recognizing the emotions experienced by the patient as being natural, etc.
- E.g.: *"It has to be very hard for you to find out that all the aggressive treatment that you have followed does not improve health and it is natural to be that way"*; *"Do you feel angry that chemotherapy did not stop the tumor?"*
- Offer unconditional patient support: *"I want you to know that I will still be with you. You can call me if you have any problems or questions. I will come to you whenever it is needed"*
- Avoid phrases such as: *"Nothing can be done"*. There can always be a solution to alleviate suffering.

The doctor should not forget that his face expression, eyesight, gestures, position of the arms and legs also convey something to the patient. The voice tone, the rhythm, frequency and speech mistakes, pauses or silence are other aspects that favor communication. Very often we understand the feelings of others precisely through these aspects of nonverbal communication. *"*Patients appreciate physicians who can skillfully diagnose and treat their illnesses as well as communicate effectively. Physicians with good communication skills have more job satisfaction, less work stress, and are less prone to burnout*"* (Jankowska, Pasierski, 2014, p. 350). Communication with the patient requires from the doctor a special dedication and empathy. By proving much competence, but also feeling, grow the possibilities of collaboration with the patient, especially when he feels that the doctor understands and gets involved in his suffering.

5. Methodological aspects for the development of interpersonal doctor-patient communication skills to medical students

Learning methods are ways of acting by which students, independently or under the guidance of the teacher, acquire knowledge, form skills, attitudes, dexterities and abilities. Medical students generally have psycho-individual peculiarities, so the use of a wider range of teaching/learning methods is needed to harness their potential. The amplification of the formative character of the methods involves emphasizing the professional relationships (the doctor-patient relationship) that the student has in the process of enlightenment and personality forming. The literature provides a fair picture of the antithesis created between traditional and modern methods used in teaching. Traditional methods (didactic exposure, didactic conversation, demonstration, work with manual, exercise), expository or front ones, are no longer in line with the new principles of active and conscious participation of the student in the process of knowledge accumulation. The use of interactive methods is primarily intended to increase the motivation for learning and self-confidence, ensuring the conditions for forming the student's ability to interact and communicate in Romanian, thus preparing him to meet the patient. According to the standards of the communicative approach of humanistic

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orientation, the teaching of a foreign language, understood as a path to communicative skills, is interdisciplinary. This study will address an interdisciplinary didactic methodology that fits in the context of *glottodidactics* communicative approaches of humanistic-affective orientation, the migration of knowledge, achieved through the integration of the *glottodidactics* and theatrical activities, which is directed towards a common objective: an efficient competence in interpersonal doctor-patient communication.

A method we commonly use to develop communication skills is *glottodrama*, an interactive teaching-learning method based on the simulation of functions, relationships, activities, phenomena, systems, etc., which aims the formation of human behavior, starting from the simulation of a real situation through dramatic art. The *glottodrama* method is based on the concept of motivation for learning and aims at personal and emotional involvement, typical of any theatrical performance. The psycholinguistic and didactical objectives of this methodology are: removal of emotional filters during learning, gaining a greater naturalness of expression, awareness of linguistic registers appropriate to the different situational contexts, in our case - interpersonal doctor-patient communication; enhancing global communication skills, using adequately verbal and nonverbal codes, including paralinguistic elements; a spontaneous adaptation of the Romanian language as a tool for expressing the emotions and primary feelings, reserved mainly for the mother tongue. It is one of the effective methods of training rapidly and correctly the appropriate and efficient communication skills of the doctor with the patient.
Example:

- Initially, students thoroughly characterize a disease according to the criteria: definition, causes, symptoms, diagnosis, treatment, prevention.
- Based on the disease characterized in detail the students make a dialogue between the patient and the specialist doctor (hepatologist, cardiologist, gastrologist, etc.).
- Out of the real situation (the characterized illness) only the main aspects are retained for the scenario - stages of diagnosis, the first stage is essential - the anamnesis, where the physician's dialogue with the patient mainly goes on.
- After studying the symptomatic and diagnostic terms, and the model questions, the scenario itself has to be developed, which is much simplified compared to the real situation.
- Then, the simulation situation is under review in terms of status and categories of interactions involved, each participant individually learns the role by studying the sheet (dialogue) developed in a group of four students. Are given 15 to 20 minutes to internalize the role and conceive their own way of interpretation.
- Students' performance is video recorded, so when discussing the way of interpretation, it is possible to repeat the sequences in which the expected behaviors have not been obtained or there were errors of expression in Romanian. All students participate in the debate. It is necessary for the interpreters to be given priority to communicate what they felt. Based on the dialogue, the specialized monologue is also being developed.

Another common method in the practice of developing communication skills is the case study, which consists of confronting the student with a real life situation, and through his observation, understanding and interpretation, he is to make a progress in knowledge. The launch of the case can take place in several forms (written/audio/video), presenting a problematic situation in the doctor's work. Presenting the case study in video format gives medical students the opportunity not only to elucidate the mistakes of expression but also to follow the non-verbal communication. We present three video case studies of doctor-patient communication, and give concrete tasks - *What mistakes of speech did you find? What non-verbal communication messages of those two subjects do you perceive? Which of the communicated variants are accepted? Argue.*

6. Conclusions

Relationships between people are particularly complex and important; they are, in fact, the foundation on which is placed life itself, the structure of human successes or disasters. Effective interpersonal communication implies more than an exchange of information. In the daily physician-patient relationship, through correct application of

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communication techniques and ethical principles, the doctor can inspire hope, trust and self-confidence in the patient, improves his/her state of mind by activating his/her adaptation mechanisms and becoming an active participant in the process recovery. This builds harmonious, calm and constructive relationships between physician and patient. Harmonious relationships between them are an important anti-stressing factor and guarantor of mental and psychosomatic health. The communication process turns into a therapeutic process, a basic skill of the doctor. Physicians should be adequately trained to meet patients' current needs and polarize their holistic approach.

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Use of specialized language for didactic purposes

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Abstract

The integration of terminology in the specialized language leads to a dynamic professional communication. The possibility to extend and improve professional vocabulary is lined to the understanding the significance of the word, taking into account the semantic transformation and accumulation of vocabulary and terminological reserve and the dynamic activation of this vocabulary.

Keywords: terminology, terminological field, specialized language, dominant communication, accessible context, semantic potential, specialized text.

The importance of language as an *activity* and *process* has been highlighted by the great thinkers of time. The relationship between intellect and logos highlights the problem of mediating the role of language in organizing and maturing the perceptive morpho-functional structure, says C. Paunescu. The language system transmits the information. Hence the conclusion: as functionality, language is determined as an integrating system.

Taking as a basis the functionality of language, we could emphasize its "determination", which is the permanent linguistic adaptation of communication to the needs of the speaker, and the "finality" of the language is characterized by the influence and convincing force of the speaker.

Starting from the concept that terminology is a specialized language that conducts specialized communication, having the major function of transmitting knowledge in an individual field of professional activity, E.I. Motina, A.A. Leontiev, L.A. Kudreavteva, Wald L. Slama-Cazacu consider that this condition is a priority in structuring the lexicon and denotes the practical aspect of *terminology* in a professional orientation communication. In fact, the very notion of specialized language implies the production of a specific idea content in relation to a professional activity. In this interpretation, the specialized language is made in agreement with some activity and manifests itself as a product fact, an individual personal creativity. In the given situation, the specialized language cannot become a stereotype of a final product, but obviously falls within an activity - a process in which both the causes and the effects are necessarily exposed.

Starting from the idea that terminology is an ensemble of specialized words belonging to a ***speaker***, we could highlight another ***aspect of the terminology*** that is related to the qualities of the lexicon structure. Thus, the practical activity of the specialized lexicon could determine the strong attributes, such as:

a) the importance of the words assimilated in the process of communication with professional orientation;

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b) understanding the meaning of words' belonging "professional" of a speaker (of a social group).

Understanding terminology in the ***interdisciplinary aspect*** of dealing with general problems of terminology and analyzing the logic of knowledge, the problems of word formation, necessary to the technique, would lead to the dynamics of communication in the field. This dynamism is required by reporting terminology to different reference systems.

We will mention the practical aspect of the specialized language, which is closely related to the understanding of the lexical meaning of the word term, as a dynamic structure that is always progressing; opposing other term words, introducing the word term into a system of semantic ties associates that reflect the particularities of the operational-intuitive and logical-verbal thinking.

The formation of the specialized lexicon depends on the stages of the speaker's cognitive activity. At the stage of advantageous development of the operational-intuitive thinking in the specialized lexicon prevails the words that show real, real objects. At the level of the transition from the operational-intuitive thinking to the logical-verbal, the key word can in itself include "generalization systems, notions".

Starting from the conception that in the student's communication process "the importance of the word gradually increases", there is also the need to highlight some "capacities of the word" such as:

1. The external aspect of the word, which is, in fact, understood as "sound matter". During the process of learning the specialized language, it is necessary to take into account the particularities of the lexical units. This phenomenon is called the practical training of the specialized lexicon.
2. The appearance of the word influences its meaning and has the property of fixing its "professional image". Both the form and the content of the word "possess the ability to modify" the meaning of the lexico-semantic variants of the specialized language.
3. The possibility of conscious use of the word, of the lexical unit, which depends on the grammatical aspect in the "modeling of words" process in assimilation blocks.
4. The ability of the word to combine in other words, forming combinations, syntagms, phrases, becoming a process of forming blocks with a terminological aspect, thus enabling students to fit into the "productive development" of the specialized language.

In the context of the presented ones we can mention that it is very important to understand that with the knowledge of the specialty of teaching-learning-evaluation of the specialized language, a phenomenon arises which requires a perfect organization of the thematic-flexible content, a phenomenon corresponding to the profile and areas of student collaboration.

Starting from this idea, the main goal and task of the teacher is not to prepare translators, but by studying and learning the methods, procedures, teaching-learning techniques-evaluating the specialized language, orienting the students towards the process of proper appropriation of specialized information, for discussions on professional topics, for drawing up scientific reports, for writing annotations based on different specialized articles, for discovering the usefulness of the "terminology field", all these will develop the communication skills necessary for the students for their professional orientation.

Both the specialized language and the terminology are, in fact, a key element in the professional orientation of the students. But this process may also include difficult issues when it is carried out in a higher education institution. Developing and practicing "professional structures" of specialized lexical units is done not only at practical classes, but a huge effort is required from medical students during their individual work to emphasize their "ability to communicate professionally."

We would like to mention that the correct activity in completing the knowledge of specialized language can lead to the advancement of the medical student in his professional communication.

The importance of the specialized lexicon (for medical students) is represented by the 11% who occupy the terminology field of a specialized field. This lexical type is characteristic contextual deductions, because assimilation

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of lexical units requires logical operations in the process of reading-writing, preparing the student for analysis and synthesis operations in terms of professional communication.

The possibility of expanding and improving the specialized lexicon is inextricably linked to the widening of the understanding of the meaning of the word, its meaning applied to the concrete situation on which the searching, selection and activation of the specialized language in communication is carried out (N.Chomsky, 1973; V.Mare, 1989). Understanding the functional significance of the specialized lexicon, specifically related to a professional orientation communication, the speaker assimilates through logical operations the "specialized contexts". Thus, the ability to establish various relationships within different lexico-semantic groups appears. Specifying semantic relations, establishing the function of the word in a context, condition the appropriate orientation of the speaker in an environment with "professional dominance in communication". The word term has a relational character because it subordinates the establishment of interrelationships and phenomena as "semantic capacity" (C.Paunescu, 1989).

So, starting from the specialized lexicon macrostructure, we can come up with combinations of words that have certain attributes and reference indices.

In this context, we are able to mention that there are four directions: the enrichment, specification, activation and liquidation of words that do not correspond to the specialized language and can influence the quality of the specialized lexicon. In the opinion of A.A. Braghina (A.A. Braghina, 1986), if the emphasis is on different categories of texts and correspond to special verbal intentions, then the problem of communication with professional orientation is emphasized. In the activity of training the specialty language, a particular importance is attributed to the context. A.A. Braghina proposes many working methods on the meaning of the word term, rationally used, which can serve as a source of dynamism in oral and written communication.

Considering the close connection between the term word and the specialized language (object) in the process of knowledge, the researcher E.I. Motina, we distinguish three main directions in the development of the specialized lexicon:

- Quantitative increase by widening the scope of use and, at the same time, increasing the number of lexical units that name the objects;
- Assimilation of the semantic particularities of the word in a context accessible to the speaker;
- Forming the skills of perceiving lexical units with professional orientation.

These directions are dictated by the laws of the process of knowing the specialized language and of the word term as a linguistic communication unit.

The research evidence in this field revealed three problems in the work on the specialized lexicon: semantisation, accumulation of terminological lexical reserve and activation of this lexicon. Most of the activities are related to knowing the meaning of the specialized lexicon and establishing the systemic relationships of words-terms - an inevitable condition in optimizing the learning process of the specialized lexicon. A particular emphasis in this activity is put on the correlation: awareness-assimilation-operationalization. The ones exposed, we conclude that the systemic relations between the lexical units, the term words can only be made based on a selected text oriented towards understanding the phenomenon of professional orientation. That is why the text is conceived from the point of view of semantic saturation, of the capabilities to discover and understand the semantic potential of words-terms. Such a text will broaden the ability of the speakers to become aware of the new meaning of term-words based on other texts, so it is possible to interpret the context as a "structure" that develops the specialized language.

In order to thoroughly understand the specialty language phenomenon, by integrating the textual information, some strategies are proposed in the development of the specialized terminology, taking into account several methodological requirements:

- verbal analysis of the message (interest conversations will be used, reports about the specific language of the lexicon);
- semantic alignment of professional-oriented messages and basic content of the specialized text (written and oral

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reports, heuristic conversation);
- semantication of correlative fragments (reading-commentary);
- fixation and involvement of verbal-communicative connections with well-defined communicative functionality (the specialized lexicon is selected based on the specialized language phenomena);
- contextualizing word-terms (selecting the words-basic terms).

The above-mentioned reflections, fully judicious in the context of understanding the practical aspect of terminology based on the structure of the specialized lexicon, have led us to the grounding of several essential areas in the field of professional communication:

- awareness of the specialized lexicon and its dynamic application in the practice of speech;
- the technology of selecting this lexicon as a result of the formation of "rational" contexts;
- the function of the specialized text in relation to the process of generating speech and its integration into a series of actions meant to develop professional communication.

From that mentioned above, we would like to conclude that a language can be taught qualitatively only because of a terminology required by well-defined professional language. But the usefulness of this aspect also has a direct weight on the specificity of the specialized lexicon. The value of professional communication is conditioned by the progress of social-economic life. Any language in any age must correspond to the communication needs of the society to which it belongs. It is important that in these conditions it is possible to offer professional integration possibilities in the respective society, evoking the necessity of applying the specialized language in relation to the requirements of social-economic life.

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European policy priorities in the field of adult education as reflected in the Romanian reality

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Abstract

Adult education has a global, integrating nature, aiming at forming the whole life of man to participate in social life. This is why current education policies set out lifelong learning programs for organizing and implementing lifelong learning based on coherent and unitary principles, with a broader scope, involving international institutions and organizations. In the present article we have analyzed how Romania's relationship with European partners in the field of adult education, as well as the take-up of adult learning policy models, influence the construction of adult education projects from the perspective of correspondences or differences in their theoretical and practical approach.

Keywords: educational policies; adult education services; adult learning; lifelong learning

1. Introduction

Adult education is a significant component of the European Commission's policies in the field of lifelong learning (http://ec.europa.eu/education/policy/adult-learning_ro, Bocoş (coord.), 2016). As global demand for adult education is growing, this Commission is working with all EU countries (including Romania) to create flexible, high-quality teaching methods in which local authorities, employers, social partners, civil society and cultural institutions to be fully involved. In the following, we will look into and illustrate two dimensions that these services are considering:

1.1. Technical-administrative dimension of the european educational services

At European level, the increasing demand for adult education has led to the need to identify modern and effective solutions to promote specific educational offerings. In this regard, an editorial example is the initiative of the European Commission's Directorate-General for Education, Youth, Sport and Culture, which has built the Electronic Platform for Adult Education in Europe (EPALE). This is a virtual meeting space for teachers, trainers, researchers, practitioners, academics, policy makers and adult learning organizations at European level (https://ec.europa.eu/epale/ro/faq). This platform facilitates open participation; information; dissemination of information, news, ideas, events etc.; networking; exchanges of ideas, tools, experiences, practices etc.; establishing educational partnerships etc. between individuals, micro-communities, communities and institutions interested in adult education.

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The Platform takes into account European linguistic diversity and provides a multilingual community, with the EPALE website available in the 24 EU languages – and can be accessed in 67 languages – by implementing the Google Translate feature. As a member of the European Union, our country has a National Assistance Service, represented by the National Authority for Qualifications (NAQ) (https://ec.europa.eu/epale/ro/nss/national-support-services-romania). The NAQ is responsible for ensuring the compatibility of the national qualifications system with the other existing qualifications systems at European and international level in drafting proposals to the MECS on normative acts relating to the national qualifications system and the development of human resources including adult vocational training (http://www.anc.edu.ro/).

1.2. Philosophical and conceptual dimension of the european educational services

The Council of the European Union has developed in this regard the *Renewed European Agenda for Adult Learning (2011)* (http://eur-lex.europa.eu/legal-content/RO/TXT/?uri=CELEX%3A32011G1220%2801%29), which defined how adult education and training in Europe should evolve by 2020 and listed specific priorities (Răduț- Taciu, Stan, Bocoș, 2017). Next, we will refer to these priorities and to the ways in which they are reflected in the educational policies in Romania and in their application.

2. How to reflect the priorities of adult education in educational policies in Romania

Starting from the European policies on adult education, the Romanian institutions have outlined lifelong learning programs, which have several priorities:

2.1. Ensuring consistency in adult learning by improving coordination, efficiency and ensuring the relevance of learning content to the needs of society, the economy and the environment (Bocoș (coord.), 2017); *increasing*, as appropriate, *both private and public educational investments*, given that: "Lifelong learning is funded through public and private partnerships through public and private partnerships through funding and co-financing from employers, non-governmental organizations, non-reimbursable funds from European programs, permanent education accounts and beneficiaries' contribution." (Law of National Education No. 1 of 2011, art. 334 - https://legeaz.net/legea-educatiei-nationale-1-2011/art-334);

2.2. Significant increase in the provision of high-quality learning among adults, in particular on literacy, numeracy and digital competencies, with insistence on effective information, guidance and motivation strategies targeting groups most in need of learning. In the Law of National Education no. 1 of 2011, Art. 4, the following were stipulated: "The education and professional training of children, youth and adults have as their main purpose the formation of competences, understood as a multifunctional and transferable set of knowledge, skills / abilities and qualifications, necessary for: a) personal fulfillment and development, by realizing their own goals in life, according to each one's interests and aspirations and to the desire to learn throughout their lives; b) social integration and active citizen participation in society; c) employment and participation in the functioning and development of a sustainable economy; d) the formation of a life concept, based on humanistic and scientific values, on the national and universal culture and on the stimulation of intercultural dialogue; e) education in the spirit of dignity, tolerance and respect for human rights and fundamental freedoms; f) cultivation of sensitivity to human issues, to moral-civic values and to respect for nature and the natural, social and cultural environment." (https://legeaz.net/legea-educatiei-nationale-1-2011/art- 4).

In Romania, what proved to be useful was the "Second Chance" program regulated by Order no. 4093/2017 of 19 June 2017, amending and supplementing the Order of the Minister of Education, Research, Youth and Sports no. 5.248 / 2011 on the implementation of the "Second Chance" (https://www.edu.ro/sites/default/files/fisiere%20articole/OMEN%204093_%20din%2019%20iunie%202017.pdf). This program represents an articulated set of activities offered by the Ministry of National Education to adolescents, young people and adults, coming from different social backgrounds and of different ages, who did not attend or did

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not complete primary and secondary education. The program provides these categories of people with the opportunity to continue and complete compulsory education without having to interrupt any professional or family activities in which they are engaged. The program is structured on two levels: *Second Chance* - primary education and *Second Chance* - lower secondary education - the latter also having a vocational training component. The *Second Chance* program is a flexible program organized to motivate learners and to get them to complete it, to give schools more autonomy in terms of implementation, and the necessary support for all involved through training programs for the teaching staff and educational materials for learners and for teachers. Through the program, innovative elements were introduced in the educational process, such as: modular curriculum and credit system for basic education, assessment, certification and recognition of skills previously acquired by learners, providing a personalized training program (https://www.edu.ro/a%20doua%20sansa).

2.3. Ensuring flexibility and unrestricted access to the educational offer for adults: improving access through increased learning opportunities at the workplace and efficient use of new information and communication technologies; implementing procedures for identifying and assessing the skills of poorly or partially qualified adults and providing a sufficient number of opportunities to give a second chance to those with lower qualifications so as to enable them to gain a recognized qualification. The Law of National Education no. 1 of 2011, Art. 25 (4) states the specifics of dual education and states, as follows: "Vocational training for the purpose of obtaining a qualification is organized through vocational and technical education, part of the national pre-university education system, and through the vocational training of adults. Dual education is a form of organization of both vocational and technical education, as well as of adult vocational training, with characteristics specific to the two types of training. Dual education, as part of the vocational and technical education regulated by this law, has the following specific characteristics: a) it is organized on the initiative of interested economic operators as potential employers and practice partners; b) ensures increased education and training opportunities based on a partnership contract and individual training contracts, through practical training organized under the main responsibility of economic operators; c) the economic operators ensure the practical training of the students, the scholarship at the level of that granted from public funds and other expenses for the students' quality education; d) facilitates the involvement of economic operators in the decision-making mechanisms at the level of the partner education unit." (https://legeaz.net/legea-educatiei- nationale-1-2011/art-25).

A worthwhile opportunity to increase learning opportunities for adults is Work-based Learning – WBL. This is a type of experiential learning aimed at acquiring knowledge, skills and professional competences, by carrying out (individual or collective) professional tasks in professional contexts. Work-based learning is a component of initial and continual vocational training, which is currently being addressed in an integrated manner. Mainly, it is done in the following forms: internal training and professional development programs (within the institution where employees work), internships, exchanges of professional experiences between employees, and learning strategies within the institution. Work-based learning can take place in different contexts and occupational situations that offer learning opportunities; it can be implicit or explicit, conscious or unconscious, direct or indirect. Some of the learning strategies within the institutions are: apprenticeship (long-term work with an experienced employee), assisting newcomers, job rotation, coaching, teamwork, training activities and professional training, collective discussions with specialists, professional exchanges, dissemination of good practices and results at the level of the whole organization, qualification and re-qualification at the workplace, learning through virtual environments, etc. In the *Strategy of Education and Professional Training in Romania for the period 2016-2020* (https://lege5.ro/Gratuit/geydonjygy4a/strategia-educatiei-si-formarii-profesionale-din-romania-pentru-perioada-2016-2020-din-27042016?d=2018-02-15), annexed to the Decision no. 317/2016 regarding the approval of the Romanian Education and Training Strategy for the period 2016– 2020 (https://lege5.ro/Gratuit/geydomjsgi3a/hotararea-nr-317-2016-privind-aprobarea-strategiei-educatiei-si-formarii-profesionale-din-romania-pentru-perioada-2016-2020), the need to improve work-based learning in vocational training is supported, particularly by: legislative regulations necessary for initial training, with a significant component of work-based learning; the development of employers' cooperative structures for vocational training, coordinating work-based learning in a respective domain, at various levels (national/

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regional/ local); developing a mechanism to stimulate employers involved in work-based learning; developing and implementing a mechanism to ensure the quality of work-based learning; developing methodologies and standards for accrediting businesses; increasing the number of economic agents involved; training of tutors from the company, etc.

2.4. Improving the quality assurance process, including in terms of monitoring and evaluating the impact of education programs for adults; improving initial and continual education of in-service trainers that work with adults and collecting necessary data on the need for better-designed and pragmatic learning opportunities (http://ec.europa.eu/education/policy/adult-learning_ro). Overlapping some of the professional roles of teacher and adult educator has completed the system of professional standards for the teaching profession operating in Romania. In the Law of National Education no. 1 of 2011, updated in 2018, the following are stated: "The professional development of teaching, leadership, guidance and control staff and professional retraining are based on professional standards for the teaching profession, quality standards and professional skills and have the following general objectives: a) updating and developing competences in the field of specialization corresponding to the occupied didactic function, as well as in the pedagogical and methodical field; b) development of competences for the evolution in the didactic career through the system of training and obtaining the didactical degrees; c) acquiring or developing leadership, guidance and control skills; d) acquiring new skills through conversion programs for new specializations and/ or new teaching functions other than those provided on the basis of initial training; e) acquiring complementary competences extending the category of activities that can be performed in the current activity, such as computer assisted teaching, foreign language teaching, educational counseling and career guidance, adult education and others; f) developing and expanding transversal competencies on interaction and communication with the social and pedagogical environment, assuming responsibilities for organizing, leading and improving the strategic performance of professional groups, self-control and reflexive analysis of their own activities and others." (article 244 (5) - https://legeaz.net/legea-educatiei-nationale-1-2011/art-244).

3. Adult learning opportunities offered by community centers for lifelong learning

The particularization of the aforementioned aspects refers to Romanian educational offers addressed to all adults who live in the geographical territory of Romania (regardless of nationality), throughout their life, and especially for the social categories and the disadvantaged target groups, which have the most need for them. In fact, the Law on National Education no. 1 of 2011, Art. 333 states that: "The State guarantees and supports, including financially, access to education and continuing vocational training for: a) young people and adults who have not completed compulsory education; b) young people who have left the education system before acquiring a professional qualification and are not enrolled in any form of education or training; c) non-professional graduates or graduates of high school or higher education in redundant or non-relevant fields and qualifications on the labor market; d) persons with special educational needs; e) young people and adults returning to the country after a period of working abroad; f) young people and adults residing in economically and socially disadvantaged communities; g) employees of over 40 years of low education, residents in urban and rural areas, with poor or unskilled qualifications; h) students at high risk of school failure; i) all citizens wishing to pursue permanent education programs." (https://legeaz.net/legea-educatiei-nationale-1-2011/art-333).

At present, in Romania, special attention is paid to the organization of the community centers for permanent learning, the functioning of which is regulated by Decision no. 598 of August 23, 2017 for the approval of the Methodology of Accreditation, Periodic Evaluation, Organization and Functioning of the Community Centers for Lifelong Learning
(https://legeaz.net/monitorul-oficial-693-2017/hg-598-2017-metodologie-acreditare-evaluare-organizare-centre-comunitare-invatare-permanenta).
These centers are designed as public entities subordinated to local public administration authorities that implement community-wide policies and strategies in the field of lifelong learning for community development and improvement of the quality of life of people (Article 2 of the Annex to the Decision approving the Accreditation Methodology, periodic evaluation, organization and functioning of the community centers for

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lifelong learning – https://legeaz.net/monitorul- oficial-693-2017/hg-598-2017-metodologie-acreditare-evaluare-organizare-centre-comunitare-invatare- permanenta). Article 5 states in the same document: "The Center's activity is aimed at: a) periodically identifying and meeting the needs for permanent education at the level of the local community education for all categories of children, whether young or adults, by using appropriate tools; b) the correlation of the studies and analyzes with the strategic planning documents of the education and professional training at the county level - the Local Education Development Plan (LEDP) and the Regional Development Education Plan (REDP); c) providing up-to-date and complete information on the types of formal and non-formal educational services available in the community or outside the community, using different means of communication; d) development and diversification of formal and non-formal educational services for the community through the provision of various lifelong learning activities; e) development and diversification of social, professional and life skills to members of the community; f) providing opportunities for lifelong learning as close as possible to beneficiaries in their own communities; g) increasing the level of education of community members belonging to disadvantaged groups through remedial programs, in order to reduce the risk of social exclusion; h) increasing the chances of socio-professional integration and personal development for the community members by offering courses adapted to the needs of the labor market and personal needs; i) facilitating the integration/ reintegration of community members into the labor market and creating the premises for lifelong learning by validating the results of formal and informal learning; j) to increase the active involvement of citizens in community life by promoting volunteering and the concept of active aging; k) managing information on the participation of beneficiaries in the activities provided by the Center; l) promoting the values of universal, European, national and local culture; m) valorization of traditions and human capital at the community level by integrating local cultural values into the offer of permanent education."

In essence, our considerations in subdivisions 1, 2 and 3 underline the following main ideas:

- The idea of existing strategic reporting of educational policy measures in the field of adult education in Romania related the European policies in the field;
- The idea ofcustomizing the educational offer for adults in Romania depending on the concrete conditions social, economic, administrative, cultural, specific to the labor market and others.

In table 1 we illustrate these ideas in an essential form but which surprises the complexities of adult education policies and practices. At the same time, this ideative synthesis is a supportive argument for the conclusions of our article.

Table 1. Adult Education Services - Analytical Perspectives and Illustrations for Romanian Policies

The dimension of the European educational services	Example of solutions to promote adult education (european level)	Example of educational policy measures in Romania
Technical administrative dimension	The Electronic Platform for Adult Education in Europe (EPALE)	The National Assistance Service, represented by the National Authority for Qualifications (NAQ)
Philosophical and conceptual dimension	The Renewed European Agenda for Adult Learning (2011)	Designing lifelong learning programs focused on the following strategic priorities: • promoting coherent learning; • developing the learning offer; • ensuring flexibility and unrestricted access to educational offer; • improving the quality assurance process • Organization of the community centers for permanent learning

4. Conclusions

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The specifics previously provided demonstrate that European policies for adult education find a correspondent in Romanian experiences. In the next years in Romania, we expect the educational policy efforts to be rewarded by showing an increasing interest of the Romanian society in the field of initial and continual adult learning, manifested through active involvement in the various forms of achievement. The issues outlined above are largely correlated with the European priorities and principles of adult education, but there are also elements that could undergo improvements and changes in their application in practice. For example, the relatively low number of adults in Romania (approximately 7%), which have access to lifelong learning programs, compared to countries such as Sweden (73%), Finland (55%), Norway (55%) and the United Kingdom (49%), calls for sustained encouragement of their participation in such programs; the participation of adults in Romania in lifelong learning involves fairly substantial costs, as opposed to countries such as Finland, Sweden, Israel, Denmark, where participation is frequently subsidized by state institutions; the difficulty of developing training activities that harmoniously combines professional and educational adult education, discourages participation in lifelong learning training. Taking into account such issues, future decisions on how to implement adult education training projects will need to be adjusted and tailored to the concrete conditions in our country: social, economic, administrative, cultural, specific to the labor market and others.

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Civic engagement of students through human-animal interactions: Ideas for an Interdisciplinary Service Learning-based curriculum

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Abstract

In the field of social work (SW), social capital is generally defined as the connectivity among people (based on trust, norms and networks), which enhances community cooperation and civic engagement for mutual benefit. In terms of educational tools targeting the development of social capital by civic participation of students, Service-Learning (SL) has emerged as a form of pedagogy that combines learning with service, i.e. meaningful actions that meet the needs of the community. SL is often considered signature pedagogy for civic and professional development of social work students. Data on the high number of companion animals worldwide, as well as the increasing number of studies on the mechanisms and psycho-physiological benefits of human-animal interactions (physical and mental health), indicate that animals are significant components of human ecologies (i.e. interspecific social networks). Also, there are an increasing number of animal-assisted programs addressing community needs, in which the students are willing to participate. Several studies indicate that positive human-animal interactions, such as animal presence in SL programs (companion animals of clients or therapy animals), facilitate social bonding (interpersonal connectivity), as well as bring individual benefits, such as stress reduction, positive affect, self-regulation, increase the favourable attitudes toward animals and the awareness toward the human and animal needs. In this paper, we aim to perform a qualitative analysis of the existent literature on the SL programs for Social Sciences students in connection to animal-assisted activities in order to identify the elements of an interdisciplinary curriculum addressing the civic development of students through SL-based human-animal interactions.

Keywords: Animal-Assisted Social Work; Interdisciplinary Service Learning; Curriculum Development.

1. Introduction

Service-Learning (SL) has emerged as a form of innovative experiential pedagogy that combines learning with service. It is increasingly used an educational tool for building social capital through civic participation of students, i.e. meaningful actions that meet the needs of the community (Seifer & Connors, 2007). SL is commonly considered a signature pedagogy for civic and competence-based professional development in social work (SW) education, especially in the U.S. (Phillips, 2011). Due to the fact that animals, as a longitudinal presence in the history of human's lives (families, homes, communities, societies), can offer important insights to the understanding and recalibration of the functionality of social systems, new fields of SW practice have emerged in the last decade in the U.S., such as *animal-assisted social work* (Tedeschi, Fitchett, & Molidor, 2005; Risley-Curtiss, Rogge, & Kawam, 2013) and *veterinary social work* (Strand et al., 2012; Taylor et al., 2016).

The most prevalent arguments for the integration of human-animal interactions (HAI), especially of the relationships with companion animals, into SW theory and practice are: (1) animals are part of family systems/human ecologies; (2) there is a growing evidence base for the links between the animal cruelty and forms of family

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dysfunctions and criminal behaviour; and (3) companion animals add therapeutic value to interventions across diverse age and special needs categories (Risley-Curtiss et al., 2013; Taylor et al., 2016).

Literature in the field of HAI reflect an increase in the number of studies on how animal presence can enhance professional efficiency and work satisfaction of social workers and other professionals, such as psychologists and special educators (Schneider & Harley, 2006; Risley-Curtiss et al., 2013; Taylor et al., 2016). Moreover, volunteers involved in animal assisted interventions (AAI), such as animal-assisted programs for persons with special needs (dog- or equine-assisted programs) or volunteers that include animals in visitation and socialization programs, directly benefit at psycho-physiological levels. Studies show multiple benefits through the socially rewarding activities with other persons *per se*, as well as the mental, emotional, and physical health benefits associated with the positive interactions with the animals (Chandler, 2005; Fine, 2010).

Besides the psycho-physiological benefits of HAI, several aspects related to civic skills are known to be enhanced by positive HAI and humane education programs. Animals can function as catalysts and facilitators for communitarian communication, cohesiveness, and trust building. In addition, the mere presence of animals can increase participation in civic events and prosocial behaviours, thus improving individual and community health (Komorosky & O'Neal, 2015; Arkow, 2015; Rusu, 2017). A significant common aspect between SL activities and HAI activities is that both have been reported to positively impact the level of empathy (cognitive and affective) of students involved. Empathy is considered a crucial component of civic engagement (Komorosky & O'Neal, 2015). Several studies indicate that aggression toward both humans and animals are associated with a lack of empathy (Komorosky & O'Neal, 2015). Hence, an interdisciplinary curriculum incorporating SL and HAI might offer a valuable empathy-enhancing environment for future professionals in the field of SW, a profession in which empathy is considered a core value and practice competency (Council on SW Education, 2015). Studies show that the development of empathy through activities targeting the needs of others (humans and animals) is linked to successful social adjustment and functional interpersonal relationships (Cobaleda-Kegler, 2006; Harboldt & Ward, 2001 *apud* Komorosky & O'Neal, 2015).

In this paper, we aim to perform a qualitative analysis of the recent existent literature on SL programs in SW and Psychology that incorporate animal-assisted activities. This analysis will inform the development of learning objectives and content of an interdisciplinary curriculum addressing the civic development of students through SL-based HAI. In the process of defining and describing the learning objectives for the interdisciplinary curriculum, the *Service-Learning model* for rural SW through animal- and nature-assisted therapy (Praglin & Nebbe, 2014) will be followed. This course is timely in that the 2015 social work accreditation standards include a competency on environmental justice: *Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice* (CSWE, 2015, p. 7). Although SW's focus related to environmental justice has primarily concentrated on the environment and human need, some are calling for increased focus on the natural environments, environmental degradation, and human vulnerability (Gray & Coates, 2015; Nesmith & Smyth, 2015).

Praglin & Nebbe's (2014) model is based on an innovative 4-week multidisciplinary university SL course which took place in a wildlife rehabilitation centre. As part of this course, students put the academic theories into practice by facilitating a 2-week "animal camp" for 25 at-risk children (Praglin & Nebbe, 2014, p. 146). Four learning objectives described by the authors will serve as the frame of reference for development of the interdisciplinary SL curriculum, especially the benefits and integration of civic engagement and animal- and nature-assisted therapy in SW interventions and outcomes.

The idea of the development of an interdisciplinary SL curriculum was a direct outgrowth of a SL program that is part of a collaboration between Rutgers School of Social Work (New Jersey, U.S.) and the Social Work Department at Babes-Bolyai University (BBU, Cluj-Napoca, Romania). Specifically, BBU hosts, annually, a group of Rutgers students enrolled in a 4-week SL Summer Study Abroad Program in Romania entitled Romania's [R]Evolution: Community Care for Vulnerable Groups in Romania:

"*This global SL experience provides students the opportunity to study and learn first-hand about the profession of social work and social services within the Romanian and European contexts. Students will complete a guided internship with a community-based social service agency, working with a range of vulnerable groups…*" (Rutgers Center for Global Education, 2017, Summer - Romania).

Starting in 2015, Rutgers students participated in several animal-assisted programs within the ongoing research grants of the Faculty of Psychology and Sciences of Education (BBU) on the socio-emotional development of autistic

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children through HAI (dogs and equine-assisted interventions). Based on the positive feedback offered by the Rutgers students regarding their participation in the HAI programs, the idea of designing an interdisciplinary curriculum combining SL and HAI was developed. This will be developed so that it can be offered as a learning module within the Study Abroad program, or as an independent course, potentially offered at BBU and Rutgers.

2. Proposed Learning Objectives of the interdisciplinary SL based curriculum

2.1. First Learning Objective: Identify and apply theories of human behavior and principles of ecological social work animal-assisted interventions with individuals, families, and groups.

The first Learning Objective introduces students to existent theories of human behavior and person-in-environment and multidisciplinary frameworks applicable (CSWE, 2015) in the field of HAI, particularly to those theories supporting the positive applied values of HAI in therapeutic contexts (assessment and intervention). Busch et al. (2016) offer a comprehensive view of the conceptual framework of AAI for diverse categories of persons in general, and for children with Attention Deficit Hyperactivity Disorder (ADHD) in particular. Even though the AAI field is still in the process of building its empirical evidence-base, several theories are commonly cited in the literature (Geist, 2011; Busch et al., 2016). Ecological-systems theory (Bronfenbrenner, 2005), family theory and family-centered practice (Thomlison, 2008), social support theory (Beck & Katcher, 1996) and the strengths perspective (Saleebey, 1996) are commonly found in the SW practice literature supporting the inclusion of HAI (Arkow, 2015; Risley-Curtiss, 2010; Risley-Curtiss et al., 2013; Tedeschi, Fitchett, & Molidor, 2005). Also, theories from the field of ethology and evolutionary sciences have contributed to the theoretical explanatory frame, for the last three decades, for the psychological, social and physiological benefits of positive HAI (e.g. stress reduction, cognitive activation, enhancement of social skills, decrease of performance anxiety, decrease of social isolation, decrease of probability of cardio-vascular diseases etc.). Most of these theories emphasize the intrinsic qualities of animals, especially of companion animals, such as their availability for interaction and acceptance of proximity, which are often related to a calming effect and expression of positive affect in humans (Kruger & Serpell, 2010; Busch et al., 2016). These theories have potential benefits for expanding social work's knowledge and evidence-based in the field of animal and nature assisted assessment and treatment modalities.

One of the most common theories that can be found in the conceptual framework of HAI is the *biophilia hypothesis* (Wilson, 1984; Kellert & Wilson, 1993), which argues that human individuals possess an innate tendency to be attracted to and positively interact with any living organism, including plants. This theory can be also found in the explanatory framework of the positive effects of nature-assisted activities in the fields of rural social work and ecosocial work (or ecological social work) (Praglin & Nebbe, 2014). Another theory commonly found in the HAI literature, as well as SW's evidence-base, is *attachment theory* (Bowlby, 1973). Animals are perceived as important attachment figures, mainly due to their constant available proximity in everyday life situations and by facilitating a secure affective environment as a source of social support (Melson, 1995; Zilcha-Mano, Mikulincer, & Shaver, 2012; Julius et al., 2013; Hawkins &Williams, 2017).

The *biopsychosocial model of health* supports an integrative conceptual frame for the identified theories in regards to the benefits that animals can bring to several aspects of human quality of life (Lindau, Laumann, Levinson, & Waite, 2003 *apud* Busch et al., 2016). This model argues that health can be seen as the result of a combination of biological, psychological, and social factors that are interrelated, with animals being a significant component of human ecologies. Incorporating ecological-systems theory (Bronfenbrenner, 2005), there are reciprocal benefits (at levels of survival and social functioning) that humans and animals bring to each other. Human-animal bonds in the context of pet keeping is often considered a form of *mutualism*, similar to other forms of interactions between species in nature, in which both species benefit by associating with each other (Serpell & Paul, 2011). Hence, the conceptual model should include considerations of the positive and negative effects (Risley-Curtiss et al., 2013) of HAI on both humans and animals, with clear references to investigations of the behavioral indicators of the wellbeing of animals included in animal-assisted therapy, as well as on the ethical standards associated with AAI in social work (Taylor et al., 2016).

A series of studies indicate the beneficial contribution of animals' presence and positive HAI on social capital, not only by the research-based effects at the individual level (mental and physical health), but also by enhancing the

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interpersonal relationship and cooperation in families, groups, and communities (Arkow, 2015). The effect of a friendly animal on the positive perception of his/her owners and on the facilitation of interpersonal interactions is known in the literature as *the social catalyst effect* (Beetz et al., 2012). Also, HAI research indicates that the direct contact with life forms other than humans appear to have a modulatory effect on the psychological and physiological parameters associated with social interactions (e.g. Beetz et al., 2012). The presence of oxytocin is considered as an optimal method for providing concrete evidence of the positive effects of HAI on human well-being. Oxytocin is a peptide hormone that regulates various physiological, psychological and behavioral functions in humans and animals, mainly by lowering the level of stress hormones such as cortisol (Heinrichs, Baumgartner, Kirschbaum, & Ehlert, 2003 *apud* Rusu, 2017). Also, oxytocin production has been proved to promote positive affective states associated with several aspects of social life, such as mother-infant bond, couple relationships and positive social interactions (Beetz et al., 2012). Hence, this conceptual model should introduce the students, not only to the behavioral and psychological variables assessed using observational sheets and standard psychometric tools, but also to the neuro- and physiological correlates of HAI (e.g. salivary stress hormones, heart rate variability etc.).

An important variable found in the literature that mediates the positive effects of HAI on several aspects of human quality of life includes the *attitudes toward animals*, which are known to be subject to cultural influences (Turner & Al Husein, 2013; Rusu, Pop, & Turner, 2018). Several instruments assessing the attitudes toward animals in relation to their affective (emotional) perception and their instrumental (practical or economic) value are currently found in the HAI literature, most of them with excellent psychometric properties and availability in several languages (Serpell, 2004; Serpell & Hsu, 2016; Turner, Waiblinger, & Meslin, 2013; Rusu, Pop, & Turner, 2018). The level of favorability toward animals differs across countries and regions. Therefore, the successful implementation of human animal-assisted education programs, the use of stray animal management programs, and the willingness to include animals in therapeutic and educational settings are influenced by this diversity of social and cultural norms (e.g. Herzog, Betchart, & Pitmann, 1991; Rusu, Pop, & Turner, 2018).

2.2. Second Learning Objective: Demonstrate empathy, reflection, and interpersonal skills through the connection between HAI and civic engagement activities.

This Learning Objective gives student the opportunity to develop empathy skills through evidence-based animal-assisted activities that engage students in civic-oriented activities. Empathy toward animals has been shown to positively correlate to empathetic responses toward people and high levels of social competences (Colombo et al., 2017). Social work skills learned through HAI include engaging with diverse groups and demonstration of civic responsibility and prosocial behaviors. Although there is evidence that witnessing animal cruelty can interfere with the development of empathy in children (Ascione, 1993; Gullone & Robertson, 2008 *apud* Komorosky & O'Neal, 2015), there is some evidence that positive HAI can restore affective and cognitive empathy to normative levels of functioning. Also, significant positive correlations between the professional experience (length of employment) and affective empathy have been found in professionals working with animals, such as veterinarians (Colombo et al., 2017). Studies researching the effects of HAI (e.g. nurturing and training stray animals for adoption, rehabilitation programs for abused horses, nurturing shelter cats etc.) for incarcerated individuals (including juvenile offenders), indicate an increase in the levels of empathy and prosocial skills and motivation to participate in community oriented activities, and a decrease in recidivism rates (Strimple, 2003; Cobaleda-Kegler, 2006; Bachi, 2013 *apud* Komorsky & O'Neal, 2015).

Studies indicate that service animals have a normalizing effect for school children with special needs, such as wheelchair users or visually impaired students. Studies have shown that special needs children tend to be more often approached by peers when service animals are present (Hart, 2000 *apud* Tedeschi, Fitchett, & Molidor, 2005). Hence, animal presence could provide not only a safe and inviting environment for SL activities to take place, but also a creative source of behavioral solutions to address the needs of the community through civic participation. These research-informed evidence based practices serve as a foundation for animal-assisted SW education programs in the U.S. (e.g. Graduate School of SW, University of Denver, U.S.) that aims to enhance protective factors for risk-groups by providing opportunities for attachment and nurturing of others (Tedeschi, Fitchett, & Molidor, 2005).

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2.3. Third Learning Objective: Use and translate research evidence on animal inclusion in social work practice to inform and improve practice.

Factors affecting social workers' inclusion of animals in practice (Risley-Curtiss et al., 2013) was studied in a large sample of 1262 US social workers. Several models of demographic and SW practice-related variables predicting inclusion of animals in practice were considered: (1) asking questions about animals in their assessment, (2) including animals as part of their interventions, (3) treating clients for animal abuse, or (4) treating clients for the loss of a companion animal (Risley-Curtiss, et al., 2013). The conclusions of this study were that, although the participants working with children, elders and non-elderly adults included questions about animals during assessments, only those participants working with elders were considering the inclusion of animals in subsequent interventions, suggesting that animal-based assessment did not always translate into AAI (Risley-Curtiss et al., 2013). Participants working with nonelderly adults reported that they were most likely to treat for animal loss and less likely to treat for animal abuse. Social workers that had knowledge about the link between animal abuse and child abuse were less likely to include animals in their SW interventions. This finding could have implications for informing the inclusion of animals in SW assessment and intervention approaches by better understanding the connection between animal abuse and other forms of dysfunctional behaviors in adults (Gullone, 2011 *apud* Risley-Curtiss et al., 2013). Information and/or training on AAI was a significant predictor in the model of assessment and inclusion of animals in interventions, while the knowledge of other social workers (i.e. professional network) who include animals in their practice reached significance in all four models.

In summary, the study of Risley-Curtiss et al., (2013) supports the need to expand the knowledge on the link between animal abuse and other forms of abuse in humans, theoretical and procedural knowledge (training) on AAI, and knowledge on members of the SW professional network already including animals in their practice. The predictive value of the variable "*knowing other social workers who include animals in their practice*" on the inclusion of animals in the SW interventions is considered by the authors as being consistent with the *diffusion of innovation theory* (Sanson-Fisher, 2004 *apud* Risley-Curtiss et al., 2013). In other words, interpersonal communication is higher in situations in which there is a higher level of professional resemblance.

2.4. Fourth Learning Objective. Demonstrate engagement, assessment, and intervention practice skills through human-animal interactions based activities within a Service-Learning format

The Romanian [R]Evolution Service-Learning Study Abroad program (School of SW, Rutgers The State University of New Jersey, US), like other SL programs in academia, have specific preparation and planning steps with clear learning objectives based on specific competencies. The program also includes a structured orientation, monitoring and evaluation process that is coordinated with the host institution, BBU. This Learning Objective introduces the students to the SL process, which is the experiential pedagogy in SW. The SL experience requires students engage in civic activities with vulnerable groups in relation to specific SW competences (CSWE, 2015). This SL opportunity adds value through the participation in AAI (equine- and dog-assisted programs) targeting the needs of vulnerable groups in the community. Demonstrating SW skills can also be a way to transcend barriers such as language and cognitive abilities. This is mutually beneficial given that Romania has a recent tradition (since 2007 to present) for acceptance and implementation of AAI in formal settings and the US has few SW education programs that incorporate this model. BBU is currently the only Higher Education institution in Romania offering academic training in the field of animal-assisted therapy and activities for persons with special needs (Rusu, 2017) with civic engagement opportunities for Romanian and international students in Special Education schools and centres, hospitals and prison facilities. BBU and Rutgers students will be offered the opportunity to participate in several ongoing animal-assisted programs for persons with special needs currently implemented in Romanian agencies (NGOs), under the scientific supervision of BBU, such as: inclusive AAI for children at-risk (e.g. children from placement children and from low socio-economic status families) and for students with disabilities, visits with animals at therapeutic centres for children with severe disabilities, AAI at elderly care houses etc.

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3. Concluding remarks

Within the international hosting context of the SL Study Abroad Program in Romania in connection with human-animal interactions, Rutgers and BBU will be able to explore and advance innovative curricula development in the field of HAI in a more systematic and evidence-based way. Rutgers can further incorporate the competency on environmental justice through this global partnership. The students will be able go through the four-stages of the SL process as commonly presented in the literature (Jenkins & Sheehey, 2011 *apud* Copaci & Rusu, 2016): preparation (community needs identification, establishing goals and objectives for the SL project, necessary skills, resources and activities), implementation (in connection between the service and academic content), and assessment/reflection and demonstration/celebration). An increasing number of studies (Celio, Durlak, & Dymnicky, 2011; Jenkins & Sheehey, 2011 *apud* Copaci & Rusu, 2016) indicate positive significant effects of SL activities on students (compared to control groups) on multiple individual and social aspects such as: attitudes toward self, community involvement, connectedness perception, knowledge on understanding civic and social issues, attitudes toward diversity, level of civic participation, empathy organizational and communication skills, emotion recognition, academic performance etc.

The inclusion of animal-assisted activities might definitely provide an enhanced hosting environment for the SL activities and their positive consequences on student civic engagement skills and personal development. Moreover, the inclusion of HAI into an International SL program could facilitate a safe and comfortable environment for the students facing the socio-cultural challenges of being abroad, in terms of facilitating the emergence of reciprocity with members of community and helping the development of positive intra-group relationships (Nickols et al., 2013).

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Personal Values and Interests – Implications on the Occupational Choices

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Abstract

During their life and career span, people face many transition periods when they need to redefine their priorities, value their transferable competences, become involved in multiple role changes, adapt to new environments. In this context of change marked by fluctuations and uncertainties, the deeply rooted values – more than the interests and projects one might have at a given moment – represent a red thread, a stability element. In other words, during these socio-professional adventures during which identity benchmarks are unclear and uncertain individual values can represent a light that reveals the way towards the final target or at least towards what we define as a primary stage in reaching what we want or should want. The present study intends to prove once again the necessity of reconciliation between individual and socio-occupational values while reaching for professional and personal success. The first part of the study defines the key concepts and clarifies the role of values and personal interests in making educational and professional choices. The second part showcases the results of a research conducted in the Petroleum Gas University of Ploiesti, whose purpose was to establish the degree to which educational or professional satisfaction is determined by the congruence of values and personal interests with institutional ones.

Keywords: values; interests; occupational choices; professional satisfaction.

1. Introduction

People strive to accomplish themselves through work. They will reach satisfaction only if this allows them to be what they are, with their values, wishes, talents, etc. Moreover, they will be satisfied if the activity performed offers the possibility to accomplish their aspirations, ambitions, to meet situations in which they can approach those problems that preoccupy them, that resonate with them at a more or less conscious level.

Working means producing, fabricating, and it is this production that contributes to changing both the world and the individual. It is therefore important to establish a relationship between work and the personality development project that the people elaborate, work being an essential means of building their identity.

Because it is the expression of certain personal needs, "the professional project cannot be introduced from outside like a foreign body, it cannot be prepared, defined, thought over by others or generated based on the results of certain psycho-technical tests." (Mouillet, Colin, 2002, p. 25) In this context, we support the hypothesis that if educational/ professional actions are not based on well defined values and personal interests then the degree of satisfaction in activities will be reduced.

We will further attempt to prove the importance of being aware of the role of values and personal interests in drawing up realistic career plans that lead to a high degree of satisfaction and contribute to the increase of the feeling of self-efficiency.

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2. The Scope and Nature of Values in Professional Development

In the process of outlining professional value, values are important benchmarks representing the elements that can or cannot ensure the continuity of the effort to change. According to the Petit Larousse dictionary, values designate what it is considered to be true, good, beautiful, based on personal or social criteria and serve as reference points, moral principles, for the undertaken actions. Values are profound reasons to exist and act, each individual establishing different value hierarchies during various stages of their development.

The concept of value is not easy to delimit due to a lack of agreement on the definitions, these varying depending on the author and the study area.

Thus, Reboul (1992) associates value with sacrifice because he takes its quantitative nature into consideration. He proposes the following axiom: "There is no education without value, without the idea that something is better that something else" (p.13); education implies passing to another stage considered superior. The estimation of what is important, has value or needs to be sacrificed depends on the state of the subject, on the type and culture it belongs to.

When applied to individuals and society, the term value gets new dimensions, therefore obtaining an economical and functional character. In this context, P. Legendre (2005) noted that "the value of a product represents the coefficient between quality and cost" (after Gagné, 2015, p. 44).

Talking about the significance given to values when it comes to human interactions and thinking models, K. Helkama (1999) drafted a short evolution history of the value concept. Thus: at the beginning of the 20th century E. Spranger considered that values represent a functional and institutional reflection, leading to the idea that each institution builds its own philosophy based on a dominant value; in the second half of the 20th century G. Allport and A. Vernon considered that professional orientation and life style are strongly influenced by the values that rule people's existence.

Trying to offer a clearer image of the concept of value, Rokeach (1973) makes a nuanced distinction between this and other concepts close in meaning. Thus, values are distinct from (after Gagné, 2015, p. 45):

- *attitudes*: attitude refers to the organisation of several beliefs around a certain object or situation, while value refers only to one specific belief;
- *social norms*: a social norm refers to expected behaviours in a given situation, the behaviours prescribed or forbidden being external to the person and deriving from a social agreement;
- *needs*: a value is the intellectual representation and transformation of an individual need, but also a social or institutional requirement;
- *personality features*: these are defined by consistency, stability, while values change based on social conditions;
- *interests*: an interest is a manifestation of the values.

In order to provide an operational definition of values, three essential dimensions need to be considered (Mouillet, Colin, 2002, p. 26):

- *the cognitive dimension* – from a cognitive point of view, values are conceptualisations, abstract constructs; they schematically represent the result of accumulated experiences and allow judging present situations in which individuals find themselves in relation to the environment. Values have an important evaluation and normative function representing standards that are used for all new information and acting as a filter.
- *the emotional dimension* – values reflect the degree of involvement of a person in relation to an object, and they: generate emotions and guide our way of relating to others.
- *the volitional dimension* – values allow selecting a behaviour in relation to another.

Although understanding the significance and nature of values is not easy, certain defining characteristics can be drawn from studies and researches on this topic (after Gagné, 2015, p. 46). Values are:

- omnipresent, fundamental, translated into behaviours and individual discourse;
- desirable, representing the starting point in establishing goals, objectives or preferences;
- common for the individuals of any society;
- closely connected with the individuals and their behaviour, influencing and legitimating their choices and gestures;
- acquired, consolidated, and modified during social interactions.

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Because values express what is truly important for individuals, they are crucial in career planning and successful performance, studies proving that the greater the compatibility between personal work values and the characteristics of a certain career, the greater the work pleasure and professional success opportunity. Nevertheless, values are often ignored in the career choice process and the consequences become apparent rather quickly.

3. Interests and they role in building a professional identity

When we speak about occupational choices, a frequent question is: "What are more important: values or interests?" We will try to answer this question starting from the definition of *interest* from Petit Larousse: "the feeling of curiosity, goodwill, manifested toward something or somebody".

Interests correspond to tendencies or dispositions that are more or less stable and durable. Interests are conditioned by experiences in a given cultural environment, more or less powerful social pressures but which define legitimate roles. They are different from:

- *attitudes, opinions and requirements* – these are assumed positions that involve passing judgements without having the necessary evidence;
- *values* – these are oriented toward concrete activities and are strongly involved in building motivational hierarchies that lead to activity;
- *biological, emotional or cognitive needs*.

Without being limited to the professional area or to educational aspects, interests are present in all our options regarding spending our spare time or performing everyday life activities. According to Mouillet, M.C., Colin, C., we can distinguish between four types of interests:

- *expressed interests*: preferences that people attribute to themselves when asked to describe themselves;
- *manifest interests*: defined in terms of noticeable behaviours that are part of the subject's past;
- *tested interests*: those interests that have been evaluated through standard means and focus on certain activity areas;
- *inventoried interests*: a subject's preferences as revealed through standard means. It is important to remark that an inventory can reveal areas of interest that are not directly mentioned by the subject.

In order to achieve a good personal development, people need to confront the four types, analyse correspondences/ differences, and search for the meaning of possible inconsistencies. In the process of identifying personal interests, it is important to start with what people think they might like to do, not with what they have done or what they think they could do. Previous work experiences can communicate relevant data about career opportunities, but not about the interests manifested by individuals.

A career choice represents more than choosing a set of requirements or activities that you need to accomplish. It implies opting for a life style composed of multiple factors, such as the type of persons you would need to interact with, working conditions, rewards, development problems and possibilities. Each occupation is defined by a unique set of characteristics. Those that are successful and declare themselves satisfied with any occupation often share similar values and interests in addition to similar aptitudes and abilities.

4. Labour market integration – reflections on the necessity of exploiting interest and value in the professional orientation process

Laflamme (1993) appreciates that three stages independent of the subject, activity area, and job particularities can be: formation – implies structured and organised training aiming at gaining deep professional knowledge; transition – marks the migration from the statute of pupil/student to that of employee; integration – corresponds to the process of adapting to the professional environment, work team, and working conditions. Nevertheless, labour market integration or adaptability to a new workplace differs from one individual to the next.

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Thus, we consider that values are extremely important benchmarks that help in defining professional options. According to Sagiv (2002) and Wach (2005), investigating core values can represent a useful instrument that, when correlated with the evaluation of interests and the specific elements of each occupation can facilitate the career choice process.

Many studies reveal the central role of values in professional development and the existence of connections between individual values and occupational choices. For example, Brown underlines people's need to identify opportunities that would allow them to express their values, being attracted by organisations that are considered compatible with their aspirations, allowing them to express their personality attributes (features, abilities, values, etc.) and to reach their personal objectives.

With respect to career choice, studies revealed that young people opt for a certain study programme based on their interests, abilities, and motivations or manifest the tendency to change these elements in order to adapt to the professional environment. Talking about the relation between values and environment, Knafo and Sagiv (2004) proved that people whose values are in conflict with the values of their professional environment either try to adapt by changing their own value structure, or have the tendency to change, voluntarily or not, their career options. The authors conclude that the values people live up to in their work environment become more and more consistent with personal values, meaning that people having a certain job tend to become more and more similar in terms of values with the professional group they belong to.

5. Short research endeavour

The starting point of our research endeavour was represented by the increased number of students/graduates that are unsatisfied by the academic environment or their job, the cause of these complaints being represented by the poor educational or career choices made due to their lack of either information or interest with this respect.

The goals of the study were the following: identifying subjects with low satisfaction levels regarding their educational/career path; determining the values that their educational/professional choices were based on; establishing a value hierarchy representative at occupational level for the target audience.

The research sample was represented by 256 subjects, 134 students and 122 graduates of the bachelor programmes of the Petroleum-Gas University of Ploiesti, using questionnaire-based investigations (Questionnaire for evaluating students' satisfaction regarding the education environment, and Questionnaire for monitoring the graduates' labour market integration, Inventory of professional values), and an analysis performed on the official registers (class registers).

Thus, during the first stage of the research our efforts concentrated on identifying the subjects with low levels of educational or professional satisfaction. In this respect, the items that verified these aspects were selected from the questionnaire that evaluated student satisfaction regarding the academic environment, respectively from the qustionnaire that monitors the insertion of graduates on the labour market.

Thus, to the question "To what extent are you satisfied with the learning conditions offered by the academic environment" the answers were the following:

Table 1. Degree of satisfaction of students regarding the academic environment

To what extent are you satisfied with the learning conditions offered by the academic environment?	To a great extent	To a large extent	To a small extent	To a very small extent
Percentage values	21,6 %	34,4 %	25,4 %	18,6 %

Data obtained from the questionnaire were subsequently compared against the study subjects' school results; we could note that 72.8% of those who declare themselves unhappy with the conditions offered by the academic environment have poor school results – the grade point average for the academic year 2016 – 2017 being lower than 7.00.

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Table 2. Grade average of those who claim a low level of satisfaction regarding the academic environment

Grade average under 5.00	Grade average between 5.00 and 6.99	Grade average between 7.00 and 8.99	Grade average between 9.00 and 10.00
27,1%	45,8%	18,6%	8,5%

Concerning graduates, evaluating their degree of professional satisfaction was achieved by analysing thir answers to the question “To what extent are you satisfied with your current professional situation?” Centralized data (table 3) indicate a relatively high percentage (34.5%) of those who declare themselves unhappy with their professional accomplishments, reflected in the insertion in the labour market and securing a position in accordance with their level of training and field of study.

Table 3. Degree of professional satisfaction of graduates

To what extent are you satisfied with your current professional situation?	To a great extent	To a large extent	To a small extent	To a very small extent
Percentage values	27,8 %	37,7 %	22,9 %	11,6 %

During the second stage, we monitored the hierarchization of the representative values at occupational level for the target group. In this respect, subjects were administered the ‘Inventory of professional values’ and the results emphasized the following: work seems to be a value for most of the participants, 79.5% of the subjects finding a job within 2 years from graduation; but the reasons that determine them to work are different and reflect the existence of values such as: personal comfort (82.7%), altruism (74.5%), money (70.4%), team work (62.2%), freedom (52.4%), collaboration (49.1%), friendship (48.3%).

In the third stage, using the mentioned questionnaires, on extracting those items considered relevant from the point of view of an educational/professional option. The analysis and interpretation of the data collected on the selected items allowed us to draw the following conclusions:

- registering for and attending a certain study programme are rarely (22.6%) the result of informed decisions; the number of available places in each major, the possibility to secure a subsidized free of charge place, employment opportunities available on the labour market, and assumed future financial rewards become the main criteria used by young people when deciding on their professional future;
- lack of consistency between interests on the one hand and professional abilities and aptitudes on the other hand seems to be the main cause of university dropout/failure (43.7%); the top of the professional option types is dominated by social-oriented choices determined by reputation or social status needs as well as egotistical needs driven by the desire to get an easy job that lacks responsibilities, but provides a high income, thus confirming the above statements;
- 36.7% of the subjects consider that the bachelor programme they attend is not very important for their professional life and show scepticism when it comes to the possibility of using their educational results in accomplishing various everyday obligations or for personal development, proving once more the importance of personal interests in defining career path;
- work seems to be a value for most of the participants, 79.5% of the subjects finding a job within 2 years from graduation; but the reasons that determine them to work are different and reflect the existence of values such as: personal comfort (82.7%), altruism (74.5%), money (70.4%), team work (62.2%), freedom (52.4%), collaboration (49.1%), friendship (48.3%);
- although the employment rate looks high (79.5%), it is important to highlight that only 68% of them have a job in accordance with their education level and major respectively. The migration towards another activity area is usually determined by the higher accessibility in that area, but also by the material benefits available or by the positive, collaborative work environment. Therefore, we can confirm that the element of chance has an important value in career development, and the desire to be comfortable is sustained by the subjects’ tendency to take advantage of the

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first chance they get from a professional perspective;

- although 20.5% of the graduates did not yet manage to get a job, it is surprising that they are happy with their professional situation; for most of them (84%) work does not appear to be a value and it does not contribute to self-accomplishment and self-defining; the main unemployment causes invoked are: the distance between home and the available workplaces; reduced salary levels; long working hours; their professional interests are not very well defined and their value system is dominated by wellbeing, comfort, and freedom.

Thus, it is sad to observe that a significant percentage of the young students/graduates declare themselves "prisoners" of certain formation programmes/professions they do not relate to, for which they do not feel prepared or that do not match their value systems. All this happens because their professional options were not based on informed and responsible decisions, but on circumstantial factors like available resources, access conditions, family or community pressures, etc.

6. Conclusions

The reflection on values is not mandatory in the career orientation process, but it presents itself as an invitation to deepen the investigation of one's own person. It fosters self-discovery; it challenges young people to extensive searches to be able to answer the following questions: "What kind of life do I want?", "How should my personal and professional life be like in order to consider myself accomplished?", "What do I need to be able to speak about professional accomplishment?"; it allows for the drafting of several group inclusion scenarios.

Potential careers should correspond not only to aptitudes and abilities, but also to interests and values. The higher the correspondence, the better the chances to find satisfaction in the professional environment. Nevertheless, we need to add that, even though it is highly necessary, identification of values is not sufficient for underlining realistic career plans; this is because a job can rarely completely satisfy the personal value system, and compromising is necessary more often than not. In these situations, a value hierarchy needs to be designed in order to help young people make responsible decisions by eliminating the anxiety and frustrations and reinforcing their trust in success, their will to evolve, and their professional satisfaction.

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Monitoring Progress Towards Europe 2020 – Solutions Implemented by the Member States to Reach the Agreed Targets

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Abstract

The vision about education and training in Europe towards 2020 (ET2020) has been commonly agreed by the member states. At European level, it has been set up a sharp system of monitoring the progress the member states have managed. The progress made is to be reported each semester, and country specific recommendations and feedbacks are provided. Furthermore, dedicated review studies have been conducted, to measure the effectiveness of lifelong learning policies across Europe (2015), and to offer support tools to enhance them. Mid-term evaluation has been accompanied by renewed European agenda on lifelong learning, and revised objectives. Through a comparative analysis, there will be highlighted in the article solutions determining progress towards reaching the agreed targets, to inform the less effective members states, like Romania, to (re)consider different possible approaches.

Keywords: policies in adult education; monitoring educational policies, policy measures.

7. Developments at the European level to support the policy making

The long term vision agreed at European level, till 2020, the one of becoming an inclusive community, with smart and sustainable growth, was accompanied by derived key priority areas of action, to fulfil it. Among them, for education and training (ET 2020) have been set up benchmarks, intermediary milestones with related targets, in order to achieve the ET 2020 common objectives. One of the EU 2020 benchmarks, in relation to adult education, states that "at least 15% of adults should participate in lifelong learning" (EC, 2013).

Since 2010, the process of implementation of the ET2020 vision has been a continuous, systematic followed one, accompanied by a big variety of policy measures. One might say that from technical point of view, the process of implementation of the educational policies formulated for ET2020 was meeting all the requirements and expected steps of the policy process. The richness of the policy instruments, of the policy documents (for policy formulation and revising), technical and analytic reports, guidelines and handbooks, the infrastructure set up for data collection and monitoring of its implementation, the resources allotted, the peer learning and exchange fostered etc., in order to support the Member States to meet the agreed targets for 2020, are expression of the determinedness at the European level to to meet the objectives set (Council of EU, 2015; EC, 2015; EU, 2012; ETF, 2015; Sava, Nuissl, Lustrea, 2016; Eurydice, 2015, 2017; Federighi, 2013; Vera-Toscano, 2015, CEDEFOP, 2014).

The plethora of data collected, due to the sharp implementation of the stipulations of the new public management (Van der Sluis, 2016) related to the transparency and the comparability of data (see the Eurostat methodology of data collected, published yearly since 2012 in *Education and Training Monitor*), are a useful ground for evidence based policy making. They are analyzed not only by the Joint Research Center (Vera-Toscano, 2015) and the other agencies of the European Commission, with roles in policy making (see CEDEFOP, 2014), with the purpose of deriving further policy recommendations, but also by researchers European-wide (see the ESREA network on policy learning, Cort,

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2014). They dedicate their research effort and reflections about the policy process and progress (Zarifis, Gravani, 2014).

Furthermore, Pan-European studies have been published, with an in-depth analysis of the factors ensuring the effectiveness of the educational policy making. Thus, a comprehensive framework of analysis was elaborated (EC 2015), including amongst the key success factors the coherent policy (see Fig.1):

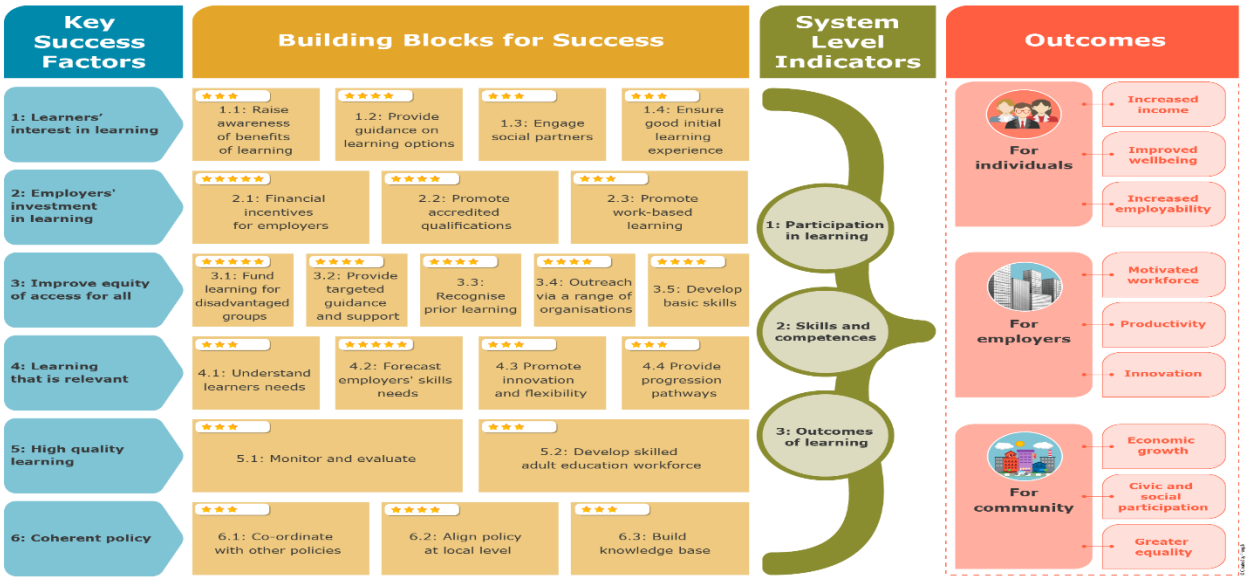


Fig. 1. Analytical Framework for the effectiveness of the educational policy on lifelong learning (EC 2015, p.152)

As it can be seen in the figure, 'building knowledge base' is one of the building blocks for success. In this respect, each member state reports twice a year the progress made in implementation. Based on the country reports, and on the constant updating of the Country fiche (see https://eacea.ec.europa.eu/national-policies/eurydice/ - National Education System), recommendations are formulated (see Eurypedia, http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index_en.htm).

The recommendations and the areas of monitoring are related to four policy areas, consonant with the key success factors as well, as stipulated in the *2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020)***.** The report sets the "*New priorities for European cooperation in education and training"*, based on the lessons learnt in the first half of the period of implementing the ET2020 process, dividing them on four axis of action (Council of EU, 2015):

• "*Governance*: ensuring the coherence of adult learning with other policy areas, improving coordination, effectiveness and relevance to the needs of society, the economy and the environment; increasing, where appropriate, both private and public investment.

• *Supply and take up*: significantly increasing the supply of high-quality adult learning provision, especially in literacy, numeracy and digital skills, and increasing take-up through effective outreach, guidance and motivation strategies which target the groups most in need.

• *Flexibility and access*: widening access by increasing the availability of workplace-based learning and making effective use of ICT; putting in place procedures to identify and assess the skills of low qualified adults, and providing sufficient second-chance opportunities leading to a recognized EQF qualification for those without EQF level 4 qualifications.

• *Quality*: improving quality assurance, including monitoring and impact assessment, improving initial and continuing education of adult educators, and collecting the necessary data on needs to effectively target and design provision".

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However, in spite of the statistical infrastructure set up and coordinated by the Eurostat and the national institutes of statistics, in spite of the yearly run Labor Force Survey, able to provide useful data about adult learning, still a lot of data, mainly sectorial, more specific, and/or related to monitoring the impact of different policy measures is missing. Such data is needed to provide the policy makers with the arguments for taking into consideration and formulating policy measures to cover, in a holistic way, all factors of success included in the framework, empirically derived (EC, 2015), as seen in the Figure 1. On the other hand, there is plenty of data available, but not enough disseminated, as the brokering institutions, able to communicate it to the relevant stakeholders, are either missing, either not asked in a systematic way to do so, or to listen to (Eurydice, 2017).

Such situations are just one of the explanations for which still at almost the end of the ET2020 period, the member states, most of them, maintain more or less the same state of performance, with the Denmark leading, and Romania at the end of the continuum in terms of participation rate to adult learning.

In 2010, we made a comparative analysis of the lifelong strategies in some countries, amongst them Denmark (Sava, Nuissl, Lupou, Ungureanu, 2010). We were highlighting the coherency of the vision and the articulation in implementation in the Danish document. The comparative analysis done in this paper aims to point out not only the similarities and the differences between the two countries, but also factors that might lead to increased performance of the Romanian adult education system.

We will try, therefore, by mapping the country reports and the national reform programs of the two countries in the last three years (2015-2017), and the related recommendations, to find out the significant policy developments and reforms in adult education, with their scope, relevance and impact. This way, we try to identify the success or the blocking factors determining high/low performance. Based on these findings, and on the recommendations formulated by the European Commission, we will suggest further policy reforms and orientations necessary to address identified gaps, mainly for Romania, learning from the highest performant ones.

8. Methodology

Eurydice network, the specialized structure of the European Commission, with corresponding national units in all members states, acts as clearing house for better policy making, by collecting and updating the official information and description of the way national systems of education are organized (https://eacea.ec.europa.eu/national-policies/eurydice/). Not only comprehensive data about political, social and economic background and trends, about ongoing reforms and policy developments can be found, by levels of schooling, but also comparative reports on different topics, data and indicators, technical reports etc., supporting this way a better cooperation and comparison among countries. Such data was used for country specific description and juxtaposition (Egetenmeyer, 2015), in the paper, combined with the data of the Eurostat, of the CRELL (Centre for Research on Education and Lifelong Learning), and the ones related to the implementation of the policy recommendations, as part of the European Semester Process (http://ec.europa.eu/europe2020/making-it-happen). Within the European Semester process there is a sharp monitoring of the implementation of the European recommendations, based on the country specific report and related recommendations, against the commitments set in the National Reform Programs. There were mapped all these sources for the period 2015-2017, with the focus on identifying the latest policy developments and the commitment towards achieving the agreed targets. This way, it is used relativism as epistemological platform for comparative education (Manzon, 2018) and for highlighting the national priorities, social demands, institutional arrangements, within the wider frame of the geopolitical demands, commonly agreed at European level.

It will be first provided an overview on the national adult education and training systems in the chosen countries, for framing adequate contexts of comparison, and for a better understanding of the significance of the similarities and differences, and of why they occur (Slowey, 2016). Against this political, social and economic background, there will be highlighted the latest policy reforms and developments, mirroring the self-reported and self-evaluated facts by the countries themselves, with the feedback provided by the European Commission in their recommendations. In describing the political changes and developments in adult education in Denmark and Romania, embedded into the social and historic contexts (Egetenmeyer, in Slowey, 2016:82) of the respective countries, there are addressed mainly the macro levels, of the systems as a whole.

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The content analysis of the secondary data, as they are provided by the respective countries (mainly by the governments and the Eurydice units) aims to better understanding of the policy priorities, as formulated, implemented and monitored by the two countries. We will try to identify the success and blocking factors, as pointed by the European Commission in their recommendations, as this is the main question we try to address by our analysis.

3. Developments at Member States level; the cases of Denmark and Romania

3.1 Adult education in Denmark

The system of adult education in Denmark has a long-standing tradition, being embedded in the political system and culture." Danish political culture has mostly been characterized by collaboration and pluralism […]. Public policy traditionally has a strong emphasis on welfare policies, especially in the form of universalist provision of benefits and services" (Rasmussen, 2014).

With a big variety of institutions, clear regulations and division of responsibilities, all forms of adult education are addressed in a balanced way. Irrespective we talk about vocational training, general education, or popular education (Rasmussen, 2014), even we talk about formal or non-formal adult education, laying under the responsibility of at least three ministries, the system of adult education proves to be the most performant one in Europe (with a participation rate of adults to continuing learning and education of 31-32%).

"The Ministry for Children, Education and Gender Equality is responsible for formal adult education and continuing training equivalent to the Danish Folkeskole, youth education and vocational training" (Eurydice country sheet).

The Ministry of Higher Education and Science is responsible for formal higher education for adults. The parallel system of advanced adult education, of diploma and master, integrating and recognizing the previous learning experience of adults (Wanghler, 2015), is well articulated, allowing different qualification paths, and the functional possibility for the Danish adults to get a sort of higher education. Major development in this respect has happened since the reform in 2000. The Ministry of Culture is responsible for the non-formal adult education and training, taking place mainly in folk high schools, evening schools, day folk high schools, and university extension courses. They are the tradition of general adult education for enlightenment in Denmark, the ground of developing the system.

All types of institutions, locally managed, or with a wider audience, are concerned about the quality of provision. To be eligible for state study grants they must accept an accreditation procedure, carried out by the dedicated Danish Evaluation Institute or by the accreditation agency. The wide range of provision, covering the educational needs of adults, from raising the achievement in basic skills or a recognized qualification, till preparatory adult education, general adult education, or just higher preparatory single subject courses etc., are supported by the public funds, with different extensions. In 2013 the adopted Growth Agreement Plan, with more than 1 billion DKK to be spent till on 2020 for "More and Better Adult and Continuous Education", to raise the level of competences of the working force. Special facilities are for employers, to invest in adult education, in training on the job.

All in all, the system of adult education, is centrally managed, with vertical lines of decision, and it is highly institutionalized, in the form of education programs, educational institutions and funding systems, with legislation determining the levels and frameworks, objectives, general curricula, examination and certification of education programs (Rasmussen, 2014).

3.2. Ongoing reforms and policy developments in Denmark

On the portal of the European Semester Process can be followed the targets and the measures taken for following the agreed ET2020 targets. Denmark has met all the targets, for all levels of schooling, but in spite of this it can be followed the measures taken at all levels of education with the view of ensuring the ground for high level of competences of the entire population, on long run. The National Reform Programs (NRP) for 2015, 2016, 2017 (the 2017 one was only in Danish, so not accessible for me) address the needs for improving the competence level of young people and of the entire population. It can be easily followed the way the European recommendations are put into

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practice, irrespective it is about better provision for integrating the refugees, or about commitments to improve the access to lifelong skills upgrading.

In spite of the complexity of the field, with the wide range of institutions and programs, that governments have continued to develop and coordinate the different parts of the adult education system. This way, the legislative documents, with the objective of ensuring the young people access to vocational education needed on the labor market, but also to ensure opportunities for unemployed adults to relevant qualification, has covered all three fields of adult education system, general, vocational, popular. Thus, Act on general adult education and the recognition of prior learning in relation to the subject in general adult education, the higher preparatory training and education to secondary school, Act on vocational training and higher education (further education) for adults, as well as the 'Folkeoplysning' act on popular adult education, educational voluntary associations, adult education centers and, 'open' universities' have passed. They aim to improve the provision for VET (a major reform taking place in 2014/5 – see NRP 2015, mainly with the view of enhancing access to young people at the margins to quality education and qualification), as well as "to enable more unskilled and skilled workers to upgrade their skills and qualifications, to lift more skilled workers to higher educational level, and to enhance the quality and programs offered" (NRP, 2016). Also, Study Progress Reform has been launched, to ensure that students complete their studies faster, picking up the relevant courses, and having a better support loan system.

The country specific recommendations related to education are almost not existent, as all the targets are topped, but the concern of the Danish government to ensure higher quality of the education provision of all kind can be easily followed, as education is seen as the key for sustainable growth, and addressed as such. Denmark still has the highest percent of investment in education from GDP, from all member states.

3.3 Adult education in Romania

The system of adult education in Romania has also a long tradition, with an impressive expansion at the beginning of 20th century, mainly due to the reforms of Spiru Haret (Sava, Lustrea, 2017). Also, after the Danish model, the first folk high school was set up in 1906. Since then, in the communist time, a wide network of cultural houses was spread all over Romania. In the last 25 years, that network has severely decreased, by moving these institutions from the ministry of culture, to the local authorities.

Nowadays, the system of adult education in Romania is considered quite fragmented, with rather rigid institutional settings and limited bridged possibilities of combining different learning paths. With limited provision of liberal adult education (Eurydice country sheet), and emphasis mainly on vocational training, the foreseen community centers for adult education are still in the concept phase, even stipulated in the Law of education 1/2011, and in the National Strategy for Lifelong Learning (2015).

Adult education is mainly centrally governed, under the responsibility of the ministry of education, and of ministry of labor and social security, with a coordination role provided by the National Authority for Qualification (ANC). However, the ANC is mainly concern with the national qualification framework, with the validation of the prior learning, and with the accreditation of the training providers, and cannot be considered an umbrella coordinating body for the whole system of adult education. The provisions of education and training enjoying state support are mainly addressed to the unemployed adults and managed by the National Employment Agency (NEA), with its related county branches. The CSR for Romania has distinct stipulations for enhancing capacity building of the NEA, to improve the efficiency of the active measures, even by better stimulating the employers to support the further education of their employees. Education and training provisions were largely supported by ESF grants, but the range of educational provisions is quite limited and the same the range of institutions.

To address the need for increasing the participation rate to lifelong learning of only around 1.3%, comprehensive national strategies have been set up, on vocational education and training (2016), on access to tertiary education (2015), on reducing early school leaving (2015), etc. However, there are significant delays in implementing them, and in the Country specific recommendations (2015, 2016) there is clear mentioning on efforts for "swift implementation", noticing the same low participation rate.

The system of lifelong learning in Romania has difficulties at all education levels, registering a high proportion of early school leavers (around 18%), a low rate of access to tertiary education (around 24%), and a low participation of

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adults to lifelong learning. To address such situation, there were developed provisions for adult basic education, as second chance to education, and, more recently, non-university tertiary colleges. There is a big concern in developing the dual system VET, but the range of institutions, their credibility and quality provisions are still limited. There are efforts to ameliorate the low performance of the formal education system, a big program addressing the lower and upper secondary levels, and for access to tertiary being launched. However, the financing of educational system is the lowest one in Europe, at around 3%, in spite of being stipulated a minimum of 6% from GDP.

3.4. Ongoing reforms and policy developments in Romania

A big effort of policy formulation has been spent, once the above mentioned national strategies were launched in 2014-2016, with clearly articulating the policy priorities, the targets, the resources needed and the milestones. However, the policy will is to be followed now in the implementation process, as most of the actions listed for 2015-2017 in the related actions plans for the implantation of the strategies have significant delays. There are also significant delays in the use of the ESF grants, to ensure the educational provision.

The National Plan for Governance for 2017-2020 foresees setting up of the community centers for lifelong learning, and dedicated efforts for adult basic education. As mentioned in the Country reports (2015, 2016, 2017), and in National Reform Programs (2015-2018), efforts were made to focus on improving the relevance and inclusiveness of the VET system, for developing the dual system, and on facilitating access to education of NEETs youths, on redesigning the national curriculum to ensure the needed competencies. Some of the measures are reparatory ones, as the VET system was severely affected in the last years. To ensure a coherent action, in autumn 2018 is planned to be launched the presidency concept of 'Educated Romania', with the vision to 2030.

4. Conclusions and discussions on compared data

While comparing different systems of adult education is to be taken into account the social, political and cultural context favoring or not the lifelong learning idea. From this perspective, Romania and Denmark have had different situations, in spite of comparable traditions. It is to be taken into account the changing of regimes in Romania, with all the challenges the passing from communism to democratic regime meant. From this perspective, a comparison between Romania and other more similar country, like Poland, might provide a better insight on the favoring/ blocking factors in adult education. Not only the political situation, but the geographic and the comparable sizes of Romania and Poland might have provided better comparison. However, we were not interested in the perfect juxtaposition, but in pointing the similarities on which it can be built, and on emphasizing the aspects to be ensured, for a better performance. The performance of Poland is a medium one, and some good practice examples the Danish system is offering are to be considered in a more determined way, for ensuring better performance of the educational systems. Therefore, what conclusions we might highlight?

Both education system for adults have a long tradition, but determined coherent actions for developing in a balanced way all parts of the education system for adults make the difference in performance between the two countries.

Both systems are centrally governed, under the umbrella of the different ministries, but a clear division of responsibilities, and ensured needed resources are factors making the difference.

The educational needs of adults and their learning paths are quite diverse; therefore, a wide range of educational provisions being needed. The Danish system of adult education proves to address them big a diverse institutional and program settings, with functional links between the different parts of the system, and supportive mechanisms for adults to update their skills and to access to different sorts of tertiary education. Contrary, the Romanian system is quite rigid, with rather limited possibilities of meeting different learning paths, and not such wide range of educational provisions.

Both countries have a comprehensive policy formulation. But major reforms and the related lifelong learning strategies were formulated in 2000/ 2007 in Denmark, and only recently in Romania. As the National Strategy of Lifelong Learning in Romania has been launched in 2015, and it has delay in implementation, it is difficult to see its effects. Contrary, the Danish government is consequently following the legal stipulations, with new legal acts to improve all parts of the system. The policy will is therefore determinant for the well-functioning of the system, in a predictable manner (Bengtsson, 2013, Slowey, 2016), in all steps of the policy process. As Bengtsson noted, it is not

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enough to have the policy formulation – the difference of the policy will lies on the implementation and sharp monitoring. Also, coherent policy action is needed, as capacity building, as well as well functioning services and structures take time to develop reliable know-how.

The comparative analysis done in 2005 by Rubenson (cited by Slowey, 2016:54) on learning policies and practices in 17 OECD countries highlighted also the "role of the state in creating the structural preconditions for increasing the benefits of adult learning, promoting well-designed co-financed arrangements, improving delivery and quality control and ensuring policy coordination". From this perspective, in Romania there is to be considered more adequate solutions for enhancing the quality and credibility of provisions, to ensure a better structural articulation and coordination, as well as more attractive financial schemes, both for employers and for the individuals, with a sharp commitment of the state in constant provision of the needed resources.

As a final note, any of the policy decision to be taken is to be based on reliable data, therefore, as solid knowledge base is to be ensured. Reliable data collection about the adult education system is still to be improved, for a more precise comparison, and a better defining of the research context. The dedicated institutions of the European Commission and other supranational organizations store nowadays a large corpus of data, and more efforts of analyzing and interpreting them are to be spent, for more targeted dissemination to different stakeholders.

The analysis provided in this paper is a small illustration and attempt in this regards, but large comparative studies are needed for a more comprehensive and in-depth policy learning.

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Teaching Strategies of the Adults Based on the Cognitive Load Theory

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Abstract

The cognitive load corresponds to the amount of mental resources deployed by an individual during the fulfilment of a given task. Cognitive load theory was developed by John Sweller (1988) with the purpose of explaining the students' success and failure in school tasks. Sweller considers that cognitive load is determined by the basic features of the material to be learnt, as well as by the chosen pedagogical strategy. Sweller's theory has led to many pedagogical applications, linked to the presentation methods of school tasks for the purpose of optimizing the cognitive loading of the student. In this paper, we start from the idea that, in adult education, the principles derived from the cognitive load theory must be adapted for a special category of beneficiaries – the adults. The existence of previous knowledge and some cognitive experience of the adult pushes for a rewriting of the pedagogical scenarios based on cognitive load theory.

Keywords: cognitive load, cognitive overload, extraneous cognitive load, intrinsic cognitive load**,** adult education.

1. Introduction

Over the last years, the research from cognitive psychology have led to a considerable number of application in the field of education and, especially, in the teaching and learning activities. We mention only two of the significant contributions in the field of cognitive psychology with effects in educational practice: the research on *expertise* developed by American psychologist John Anderson (1983) and that on *cognitive load* developed by Australian psychologist John Sweller (1988).

Cognitive load theory was developed by John Sweller, professor at the New South Wales University from Sidney, Australia. Sweller and his team carried out much research on learning in the situation of problem solving, for the purpose of identifying the most favourable conditions for learning. Sweller (1988) considers that classical theories on problem solving and learning must be reconsidered and, consequently, proposes „*cognitive load theory"*.

This theory starts from the principle that students employ during the learning process two types of memory: *short-term memory* (working memory) and *long-term memory*. Those two types of memory are not distinct realities from a cognitive point of view, but represent the consequence of different processing of information. Short-term memory is the entrance gate for long-term memory; it temporarily secures the information in the course of processing, allowing activities which involve successive operations, such as reading a text, a reasoning or coordinating two concurrent tasks, to continue. In other words, while executing a program, the working memory brings to light what remains to be done according to what has been previously done. *Attention* and *working memory* are very closely linked. This working memory has a limited capacity. It is obvious that, if the working memory is overladen, the student encounters difficulties in solving the proposed task. Unfortunately, current pedagogies do not take working memory into account. Because of this, Sweller proposes *cognitive load theory*, which can provide pedagogical solutions in order to avoid

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cognitive overload.

Cognitive load or mental load are defined as *„the intensity of the cognitive treatment started up by an individual when he carries out a given task within a particular context"* (Chanquoi, Tricot, & Sweller, 2007) or *„the amount of mental resources deployed by an individual while carrying out a given task".* It depends on the treatment difficulties and the characteristics of the task, but also on the mental resources which the individual deploys while performing his task. The psychological cognitive load theory takes into account the phenomena of cognitive overload during the complex learning activities.

2. Types of Cognitive Load and the Interrelationships Between Them

The cognitive load theory speaks of three types of cognitive load: *intrinsic cognitive load, extraneous cognitive load and germane cognitive load.*

Intrinsic cognitive load is required by the characteristics of the material which must be learned, and by the number of elements which must be simultaneously addressed, and their degree of interactivity, respectively. In other words, the greater the amount of information and the more complex the interrelations between them, the higher the intrinsic load. For Sweller &al (1998), the intrinsic cognitive load measures the part of working memory which the learning person uses while performing a task, according to the interaction of the elements and the amount of information to be addressed.

Extraneous cognitive load is the load required by the structure of the pedagogical material used in the teaching-learning process and by the manner of presenting information (Sweller, 1994). If the information is poorly organized, lacking in clarity, the extraneous cognitive load increases. This kind of load is also called *unnecessary cognitive load*, because the mental resources of the individual are used for non-essential cognitive operations, generated by the poor organizing of information. Extraneous cognitive load becomes a problem when intrinsic cognitive load is already heavy (Paas, & al., 2003). If the intrinsic cognitive load is light, the learning person has less difficulties in mastering the content even though the extraneous load is heavy.

Germane cognitive load is linked to the characteristics of the student, to his cognitive resources, to motivation. It is a necessary cognitive load, useful for learning, which allows the student to focus on the important elements of the task to be solved (Sweller, &al, 1998)

3. Pedagogical Scenarios to Decrease the Cognitive Load

In order to solve a task, the subject must recall from long-term memory certain knowledge which is necessary for the respective task. This recovery process bears a cost in terms of cognitive load. If we want the student to be capable of learning in good conditions, it is necessary that the cognitive load exerted on working memory does not exceed its capacities of information processing.

The goal of cognitive load theory is to provide suggestions how the teacher can create teaching-learning situations, so that the cognitive load exerted on working memory helps learning.

3.1. The Decrease of the Intrinsic Cognitive Load

According to J. Sweller, cognitive load is inversely proportional to the individual's knowledge relative to the task. In other words, expertise leads to the decrease of the intrinsic cognitive load, but, just as much, it allows the expert to carry out more complex intrinsic tasks.

Starting from here, Sweller (1999) makes some considerations with respect to the intrinsic load:

- at a satisfying level of expertise, a material with a small number of elements and low interactivity will be easy to assimilate;
- if the material involves many elements, but interactivity remains low, learning will be harder, but comprehension will not. For instance, learning by heart a long list of words in a foreign language;
- conversely, if the material involves few elements, but they have a high interactivity, both learning and

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comprehension will be hard. More so, if the student does not possess the proper templates in the long-term memory, this material will generate an important intrinsic cognitive load (Sweller, Chandler, 1994);

- if the material involves many elements, very interactive, comprehension and learning will be complicated, if not impossible. We deal, in this case, with an intrinsic cognitive overload which prevents learning.

In these circumstances, the teacher must think of ways he can avoid or limit this overload. Here are several solutions for decreasing the intrinsic cognitive load:

- Mayer & Moreno (2002) propose to act indirectly upon the intrinsic load, by a training which would increase the individuals' expertise. In other words, familiarizing the students with that kind of task, the repeated solving of similar tasks, up to automation, increases the students' competence and enough resources will be released to focus on other elements of the task.
- Sweller & Chandler (1994) propose the notion of breaking the didactic material in his constitutive elements. There is a need to develop learning situations where presentation of knowledge is divided into sequences. The authors saw that, if the students are capable to address the elements of the didactic material one by one, they are also capable to address the scenario as a whole, recombining the individual outlines. By dividing, for instance, a problem in shorter sequences, which will be solved separately, one can work upon both the number of elements and upon their interactivity. If the segmentation is not possible, one must develop a simpler and more insulated component training, before presenting the way they work in the complete system.

3.2. Decreasing Extraneous Cognitive Load

In order to decrease extraneous cognitive load, which depends on the organization of the didactic material, several scenarios are put forward:

- The first scenario is that of *non-specification of the end*. Sweller (1988) says that solving problems without having a specified goal could have as direct effect the decrease of the extraneous cognitive load in working memory, because attention will thus be directed only towards the state of the problem and the pertinent associated operations. Sweller shows thus the limits of the general theory of problem-solving put forward by Newell & Simon (1972), according to which human cognitive system solves a problem by constructing a representation of the goal to be accomplished, then by constructing a strategy of the *means-ends* type, which consists of starting from this end and progressively going back, from a lesser end to another until reaching the initial state of the problem. This strategy is considered counterproductive because a subject who does not possess the cognitive template to solve this problem right away, must preserve, at the same time, within the working memory, the goal, the state of the problem, the relations between the parts of the problem, operators and the lesser ends, which could be very demanding from a cognitive point of view and results in the absence of learning.
- The second scenario concerns *the ways of presenting information.* In this context, several suggestions have been provided:
    - a first suggestion was to work first on solved problems and only afterwards one should put forward a problem to be solved. Sweller & Cooper (1985) emphasized this strategy called *solved-problem effect*, which presupposes that one shall include examples of solved problems, which should be used for training, in the teaching-learning process, something that will make solving new problems more efficient. This effect seems counterintuitive and can lead to the idea that new and creative solutions are inhibited. The research of Sweller & Cooper (1985), carried out in the fields of algebra, geometry, statistics and computer programs had been replicated in other field as well, such as those of technology, literature and linguistics. Thus, Kyun, Kalyuga &Sweller (2013) showed that students wrote better editorials for a journal after they had studied an already-written editorial, rather than when they were writing them directly.
    - another suggestion is to alternate solved problems with problems to be solved. As a substitute of this alternation, Paas (1992) outlined *the effect of the problem to be completed*, namely, partially-solved problems, where the solution for the first stage had been provided, the student having to continue solving the others.

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- an effective teaching sequence can consist of presenting solved problems, followed by partially-solved problems or problems to be completed and, finally, problems to be solved without any help are put forward. In this case, we speak of the *effect of progressive disappearance of guidance*.
- when we work on solved problems and which require increased attention (there is a lot of information, the students do not possess enough knowledge in this field), *the effect of attention dissociation* can show up. A way to eliminate this effect is to integrate text information and image-based information. In other words, one should *physically integrate* (the proximity principle) the information the student will have to connect, in order to make this information intelligible and easier to remember. The solution of a problem which includes, as well, an image or a drawing, must be presented integrated within the respective drawing and not separately.
- we can decrease the cognitive load, in working memory, if we will present the material both visually and orally. A bi-modal presentation of information (verbally and visually) is more efficient than unimodal presentation (just visual). If we have to display a graph, a drawing and the related explanations in a PowerPoint presentation, it is more efficient for the graph to be presented visually, as an image, and the explanations to be provided orally and not visually, with a written text next to the picture. In this case, it is about *the effect of modality*.
- the two strategies, *physical integration* of information and *the effect of modality* are efficient only and only if the information is complementary. Contrary to the well-spread idea that presenting the same information under different forms (for instance, as a text and as an image) can facilitate learning, research has demonstrated that, in reality, *the redundancy effect* shows up, which harms learning. The redundancy effect is thus defined as *„the same information presented many times in different forms, implies a more important cognitive load (thus the performances are worse) than if the same material is presented without redundancy"* (Tricot, 1998).
- all provided suggestions depend, to a great extent, by the expertise level of the subject in the respective field. When students have little knowledge regarding the subject presented, the discussed effects work and are useful strategies for devising the teaching activities. In the case of expert students, the so-called *effect of expertise inversion* shows up. One and the same document can be adapted or not according to the expertise level of the subjects. A synthesis document can be too concise and abstract in order to be understood and assimilated by beginners, while for experts, it is very easy to learn. Likewise, some information might become redundant for experts, merely because it is widely known.

The effect of expertise inversing, discovered almost twenty years ago (Kalyuga, Chandler, Sweller, 1998) leads towards the need for pedagogical differentiation in the teaching process. This problem has been talked about for a long time, but it has other meanings than what cognitive load theory suggests us. We speak now about the fact that, in the same class, students must gain the same knowledge, solve the same problems, but presented differently. What varies is the way of presenting the task, the technical support provided, the type of guidance (support). In classical pedagogical differentiation, the amount and complexity of knowledge differ according to the expertise level of the student.

4. Cognitive Load Theory in Adult Education

Cognitive load theory has been applied, predominantly, in student training. There was also research which analysed the way adults adjust cognitive load. The works of J.-C. Sperandio (1972) on the way air-traffic controllers manage to use the strategies for adjusting cognitive load are evidence for this. At the same time, though, there is no discussion about the specifics of adult training and the applicability of the principles of cognitive load theory in adult development. Adequate approach and treatment of adult trainees are extremely important, if we want to devise successful training classes.

Malcolm Knowles (1984) sums up four key principles for adult education: learning motivation, experience, autonomy, knowledge application. Adult trainees learn when the classes are adapted according to their level and their type of experience. If the topic is beyond their capacity for understanding or has no connection to their experience, then they lose interest. Vocabulary, turn of phrase, examples and employed references should be familiar, without being simplifying. Research has outlined that adults prefer an active learning which can take the form of a problem to be solved, of questions or of a paradox to be provided a solution. Also, they prefer a supportive and relaxed learning

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environment, with learning tasks allowing to make choices, to have opinions, to overcome obstacles, to use his previous knowledge. Neglecting or minimizing adult experience is perceived by them as disdain for their person. Adults are much more conscious of themselves, of their worth, of their responsibilities and they do not accept to be treated like schoolboys. The attention of adult trainees must be focused towards the immediate *application* of the knowledge which they are about to gain. Creating contexts suited to their professional expertise, where they should put the new knowledge to use, is an important condition for the success of the adult trainee classes.

In this context of functional constraint, we must think of the learning effectiveness also in light of the global cognitive load demanded by the learning situation. Searching for ways of training which should optimize cognitive costs and avoid cognitive overload of the adult trainees is just as important as in the case of the student training.

The first problem which we bring up is linked to the *intrinsic cognitive load.* If this type of load depends on the individual's expertise, that means that experience and previous knowledge which the adults possess ease the learning process, facilitating learning new contents, their integration within their mental structures. There is also the other side of the coin, that some previous experiences could create misgivings about new knowledge, that one could resist contents which imply changes in perspective, dislodging some beliefs and convictions which cause affective and cognitive dissonances. As such, the optimal approach is that where the beneficiaries' experience is integrated in the design and teaching of classes. The examples and the experiences of adults must bring complexity into the class and create links between the familiar aspects and the new ones. Intrinsic cognitive load is given in the case of adult subjects by the adaptation to the context of the task content, by the links with the previous experience, by taking into account the needs of the trainees and the possibility of transferring the knowledge in professional practice. We are not talking about a cognitive load generated by the number and the interactivity of the load's elements, but by an inadequacy of the load to the experience and the different backgrounds of the adult trainees.

With respect to the students, who focus their attention and efforts on the content of the learning, adults are focused on problem-solving, showing themselves much more realistic and more inclined towards the achievement of practical goals. At first glance, one could say that solving problem-situations on their own, rather than merely studying those already solved, would lead to a greater ability for solving them. In truth, though, just as in the case of students, presenting already-solved (or partially-solved) problem-situations and analysing model-solutions, before proceeding to solve them independently, seems to decrease the cognitive load of the trainees and improve the problem-solving abilities (Kim, Weitz, Heffernan, Krach, 2009).

This strategy of working on solved problems in order to decrease the intrinsic cognitive load has been supplemented with studies which showed the effects of guidance, of controlled learning (Tanguy, 2011) as a way of releasing the germane cognitive resources of the individual, necessary for solving the proposed task. Even though we believe that adults are more drawn by free exploration, by learning by discovery, in truth, the presence of guidance is to be preferred, because it relieves them of unnecessary efforts, of unstructured searches, which overburden their working memory.

With respect to the *extraneous cognitive load*, the one which depends on the organization of the material, in the case of adult trainees, we must start from a series of studies which show that the beneficiaries with increased assimilation abilities and capable of self-learning prefer structured training, with a high degree of organization (Boyle, Dolle, 2008). Therefore, we can make some suggestions how to decrease the extraneous cognitive load:

- in adult-developing programs we must not squeeze much information within a single class, with the notion that we must provide them with everything they might need; therefore, it is important to rank information, to remove what is pointless, to focus on what is essential;
- in order to ensure the familiarity with the material to be taught, we could provide them beforehand with a part or the whole lecture, using the online-learning platforms;
- the contents which are to be taught need to be divided according to ideas or key concepts; for instance, in the case of PowerPoint presentations, one must observe the rule an idea/a concept = 1 slide, thus avoiding squeezing different concepts in the same slide;
- balancing the verbal and visual channels is, also, a way of decreasing the extraneous cognitive load; thus, on slides one must predominantly find images, photos, animations, outlines, keywords, which should be accompanied by verbal explanations of the content, provided by the trainer; one must synchronize the narrative with the animation and avoid

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coming back to previous elements in order not to overload the working memory.

5. Conclusions

The success of an adult-training activity depends on the way the trainer selects and organizes the contents which he proposes to the trainees. Decreasing the extraneous and intrinsic cognitive loads aims to release cognitive resources for the essential task, related to learning itself, namely, to knowledge transformation. The most important suggestions in this regard are related to: picking the contents according to the identified needs of the trainees and their experience in the respective field; the practical and applicative nature of the contents and the practice of the new knowledge within a framework as close as possible to their professional context; bringing up, during the training process, some already-solved problems; a high degree of knowledge structuring, essentialization, removing pointless information and removing redundancies. By applying these strategies, one can achieve an appropriate mental involvement of the trainees in the solving of the task and, not least, a sense of satisfaction with the undertaken training process.

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Teachers' orientation towards feedback – value of a real partnership with the students

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Abstract

As teachers, we have always been guided by words such as "It's never known who gives and who receives" (C. Noica), firmly believing that "for nothing man can do something unless he does it with goodness for the benefit of the others and for his joy" (Cucoş, 2014, p.28). In this article, we have tried to outline an identity of *teachers' orientation towards students' feedback* as an educational value, in its capacity as an example of the conduct of teachers interested about quality in education and to answer, consequently, to some questions related to it: How can it be defined? What kind of feedback does it imply? Which is the portrait of the teacher oriented towards feedback from his students? Are there conditions/ factors of influence? Why do teachers need to focus on the feedback provided by the students? In this regard we also presented some results of an empirical study wanting to find out answers to the question how much does it matter in practice, how much are teachers oriented to valorise and capitalize the feedback that the students with whom they work can provide, since such a conduct should customize, in the pre-university education, the students' right provide half-yearly feedback to classroom teachers. All these, in order to prove that we can talk here about an "object of knowledge" (see the conditions it has to fulfil, according to Enăchescu, 2007, pp.295-297).

Keywords: feedback; students' feedback; teachers' orientation.

1. Orientation towards students' feedback as an educational value

A value is not given but derives from a certain context; it is made in the context of desirability and necessity, in well-defined circumstances (Cucoş, 1995, pp. 52-64). Concerning the competitiveness and the performance in the educational environment, the satisfaction of the primary beneficiaries becomes a value for the contemporary education, interested in quality as one of the "interfaces" indicators of the quality in education, regarding the psychological and social aspects of the educational phenomenon (Iosifescu, apud Neacşu, 2008). Also C. Cucoş (*idem*) stated that the general values are customized, become "perceptible" leading to acts, behaviours, strategies, and are "transfigured" into particular requirements, attributes and valences. In the context of quality assessment in education (see Law 87/2006, on Quality Assurance in Education and Subsequent Legislation, Pupil's Status - OMENCŞ No. 4742/2016, regulations that support the need for teachers' assessment by the students), such an exigency we consider to be the teacher's assessment, topic that is relatively recent in our country, aiming - first of all - to optimize the teaching practices. Primary beneficiaries of education (students, pupils) are seen as "data sources" in teachers' assessment, even "the most qualified source to determine the extent to which the learning experience has been productive, satisfactory and valuable", and the students' evaluation of the teaching quality (Student Evaluation of Teaching) as a topic that sums up over 70 years of research, with 2000 articles and books, although it is more common in universities where the method is institutionally prepared (see Ghiaţău, 2016, p. 126).

Our interest, however, in this article was focused on the conduct of guidance of the teaching staff towards students' feedback, conduct that should customize, also in the pre-university education, the students' right to provide half-yearly

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feedback to classroom teachers, in order to identify the most effective teaching methods (see Article 7, paragraph aa) of the Pupil's Status - OMENCŞ no. 4742/ 2016).

1.1. A possible definition

"Teachers must be like mirrors, to always see how they behave in front of students and to improve their behaviour". It is the very idea of one of the students with whom we worked, and which highlights the need of teachers' orientation towards students' feedback, that we continue to further define as an indispensable attribute for the complete success of the instructive-educational approach, because the way students perceive the knowledge, competence and status of the teacher determine the teacher's influence on the classroom (Iucu, 2000, 2006).

If we take into account criteria such as determinism and finality, teachers' orientation towards students' feedback may belong to the family of didactic competences, in its quality, for example, of teacher's competence, to which one can identify psycho-pedagogical, psychosocial and managerial valences (see Pedagogical skill in Mitrofan, 1988, Antonesei, 2002), it contributing alongside the others to achieving the maximum efficiency in profession.

Grounded on the vertical interaction between teacher-student and on the feedback loop - considered as a "very important communication component", TK Gamble and M. Gamble (apud Pânişoară, 2015) defining it as representing" all verbal and nonverbal messages that a person sends consciously or unconsciously in response to someone else's communication" (p.58) - we propose the following definition of teachers' orientation towards students' feedback: *explicit strategy of teacher's reversal communication centred on promoting the measure of feedback coming from his students, regarding the relation and practical activity that he carries out with them, for teacher's awareness of the students' expectations and standards, the understanding of the meanings given by students to the activity and to the relationship together, as well as the optimization of own instructive and educational approaches*. It can be transposed into school practice through the current application, in classroom, of certain tools such as questionnaires, evaluation sheets, assessment grids, whenever is felt a need for an ameliorative intervention in the activity/ work with students, or periodically, at the end of the semester.

As a necessary completion, the type of feedback implied by this strategy is a particular type of feedback, non-evaluative, it is always the feedback I (of the message), coming from the receiver (the pupil) to the transmitter (the teacher), but also an inconstant one, occurring occasionally etc. (see, in this regard, the forms under which the feedback can be expressed, according to the taxonomy drafted by L. Iacob, 2009).

The proper exploitation of the valuable feedback provided by students to the teaching staff (verbal, written, explicit) can lead to the gathering of certain significant data about the pupil/ other/ partner's perspective and can successfully substitute a tool for achieving the balance between the parties, "synchronization" of the two educational partners, supporting a dialogical pedagogy (M. Momanu) closer to the student and to the training process. Although the significance of this competence is not absolute, it being a necessary but not sufficient condition, for the optimal relationship teacher-students, it is worth recognizing its contribution as a motivational energizer for both partners in order to establish certain realistic common goals. We also advocate for maturity and objectivity in the exploitation of the information thus collected, the reason for the teachers' concern to investigate the students' feedback, remaining, in the last resort, that of being together with the class, not besides it.

1.2. Forms of expression

I. Maciuc (apud Păun, Iucu & Şerbănescu, 2008) considers that knowing, knowing how to do, and knowing how to be, are the facets of competence, which involves an integrated complex of knowledge, skills and attitudes. Therefore, in order to operationalize the concept of teachers' orientation towards students' feedback, we chose two *dimensions*: *an internal one* (in subjective plan) and *an external one* (objectified by a series of external manifestations of the teacher in his/ her relations with the students). The aspects related to the first dimension are expressed by the attitudes of the teacher towards students' feedback/ towards its measuring and the aspects related to external manifestations transpose these attitudes into reactions and modes of behaviour. Table 1 illustrates the operationalization of the considered concept. If the first hypostases express a potential (see the ability to orientate

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yourself towards the others/ students), the following hypostases have a higher or lower action value (see reactions and behaviours of the teaching staff oriented towards students' feedback).

Table 1. Hypostases of teacher's orientation towards students' feedback

Attitudes	Reactions	Forms of behaviour
Gives significance to the students' feedback;	Influenced in the conduct of teacher by the image/ representations of the students about him;	Discusses with/ asks his students about expectations/ aspirations, their interests related to the class deployment, working methods or the relationship with him;
Open to explicitly investigate students' views on the activity and relationship together;	Can say with enough precision what is the opinion of the students with whom he works about the activity and the relationship together;	Investigates when beginning working with a new class of students, which is the students' image of the ideal teacher;
Treats seriously what students share about him, but he does not become addicted to their opinions; Preoccupied to adjust his teaching activity according to the feedback provided by his students; Appreciates the feedback received from his students as a potential one, effective for self-knowledge/ personal development; Considers that orientation towards the students' feedback increases the degree of mutual support, fosters mutual trust and understanding, open communication and respect in the teacher's relationship with his students.	Attentive to the emotions of his students during the class, to their own mood; Accessible in what regards expressing students' questions and contradictory ideas about the activity and relationship with him; Is able to control the eventual reputation reactions following a negative feedback received from the students; Supports the students' involvement in assessing the efficiency of the work and the relationship with the teacher; Acknowledges that the need for his orientation towards students' feedback depends on the students' variability it increasing when working with students considered "good".	Uses/ applies tools such as questionnaires, assessment/ appreciation sheets/grids in order to know the students' image about working together; Takes into account the students' suggestions for improving his work and find solutions for the benefit of both; Involves students in taking decisions regarding the school, teaching activity, following the investigation of their opinion; Involves students in assessing the effectiveness of the activity and the relationship with the teacher, either periodically or at the end of the semester.

1.3. Profile of the teacher oriented towards students' feedback

For the most comprehensive exploration of the analysed concept, we continue to make a possible portrait of the teacher oriented towards his students' feedback. Compatible with the effective leader, who realizes that students' outcomes are insufficient data when he is interested in achieving a high quality and performing feedback, he has personality traits, among which, indispensable: having *a high coefficient of emotional and social intelligence* (see the description of the type with great emotional skills presented by D. Goleman, 2005), *high values to extraversion factors and agreeability* according to the BIG 5 model (Zlate, 2004), with *strong self-achievement needs* (according to A. Maslow's pyramid), with *positive attitudes toward self and towards the others*, where dominates an *interpersonal intelligence* (see H. Gardner's theory of multiple intelligences) etc. All these personality traits contribute to the implementation of what we called the teacher's conduct to be oriented towards students and lead us to affirm that the need for teachers'orientation towards students' feedback occurs only to the teacher characterized by an *own educational style* (Păun, 1999), with *a strong behaviour oriented towards the members of the students' group*, with *a mature psychological and social personality*, this teacher being also appreciated as an excellent educational one (see Badea, 2002). Opposite to this profile, the teacher with a low degree of interest for investigating students' feedback appears as an egocentric person, guided rather by the principle that students have nothing to teach, that they do not

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have the quality to judge him as a teacher, detached from the students, especially oriented towards the task and not towards the relationship with the students. We also point out that this competence develops, engages may be the subject/ topic of certain continuous training courses or may represent one of the goals targeted by the psycho-pedagogical support activity provided to teachers by the school counsellor, supporting the understanding process of the other (the pupil) of selecting – by the teacher – of some directions of action from the perspective of the students with whom he works at one time, of amplifying his reflexive resources, of dynamizing all the teacher's availabilities while working with the students.

1.4. Conditions of influence

We consider that there are a number of circumstances that may influence the embodiment of teacher's orientation towards the students' feedback either positively or negatively, which can act either from the inside (see the person) or from the outside (see the objective features, school environment, in general). We recognize and exemplify, therefore: **I. Internal conditions:** *a) facilitators* - the need for self-perfection/ self-exigency in the profession, respect and enthusiasm for working with students, the democratic managerial style (participatory) of the teacher, the willingness to assess himself correctly/ to have a realistic image of himself, cultivating a flexible and self-critical attitude toward one's own person, perceiving the students as a mobilizing force, a humanistic conception and a highly optimistic pedagogical perspective, the concern to discover meanings of his relationship and his activity with the students, searching for confirmations of his professional image, the need to respond to students' inquiries and expectations; *b) inhibitory* - low degree of attachment to the students/ sensitivity towards them, under-appreciation of students' role and potential, prejudices related to students, authoritarian managerial style, good self-image as a professional, a sense of self-sufficiency (full confidence in his methods and behaviour in the classroom), neglecting/ ignoring the students' interests/ expectations, and why not, the fear of what they might discover; **II. External conditions** (with their positive or negative connotations): the students' age and their capacities for analysis and assessment (gymnasium and high school students are much more able to give a relevant feedback to the teacher than their younger colleagues), students' variability (it is recognized the fact that teacher is oriented towards feedback moreover when he works with students considered „good"), the subject taught by the teacher (disciplines such as plastic education, music, religion, physical education benefit from a positive feedback among the students), teacher's specialization (more likely, human-specialization teachers will feel more competent to measure the students' feedback), social pressure/ of the school organization to assess the satisfaction of the education beneficiaries etc.

1.5. Why there is the need of the teacher's orientation towards the students' feedback?

The significance and the role of this teacher's competence are made visible through the targeted effects. Thus, potential effects of using in practice by the teacher of certain tools for measuring the students' feedback can be considered: a) *For students:* educating young people on a conduct of objective assessment in interpersonal relationships, their assertion as responsible students, participants - active to their own formation, seen as a joint action (together with the teacher), development of certain diagnostic, assessment, identification skills of some minuses in the activity and relationship with the teacher, but also of certain solutions for improvement, engaging cooperative skills, assertive communication, practicing the skills to provide support messages for their teachers, the feeling of true partners, part of the educational team; b) *For teachers*, who should perceive this orientation towards feedback as "another form of social relationship teacher-students", the effects could be: a better adaptation to the specificity and characteristics of the classroom, an adequate relating to students, answering as much as possible to their expectations, understanding of the meanings given by the students to the work and relationship with the teachers, a stronger awareness of their pertinent and useful behaviours and methods used with students, or awareness of the need for change, self-refinement, if necessary, an easier analysis of students' needs, and of identifying priorities in working with them, the courage to put into practice reasonable/ acceptable ideas of the students, valuing at maximum the resource represented by students; c) Finally, *for the school*, the benefits would be a higher degree of mutual acceptance/ adaptation, improvement of the organizational climate, avoiding major discrepancies between teacher and students, improving the teacher's image among his students, encouraging teachers and students to become an active

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structure in terms of solving certain internal problems, without resorting to third parties, the enrichment of the organizational culture etc.

2. The results of an empirical research over teachers' orientation towards feedback

The research was rather descriptive, aiming to clarify how much it matters in practice the teachers' orientation towards feedback, although the explanatory tempt was not neglected. ***The proposed goals*** were: analysing the problem and identifying the presence of teachers' orientation towards students' feedback, describing its dimensions, comparing them, identifying certain possible factors that influence this behaviour.

The investigated group consisted of 53 teachers from pre-university education of Prahova County, 44 women and 9 men. From the analysis of the socio-professional criteria, it results that the investigated group is mostly from the urban population, a human-type specialty, with a teaching degree I, having higher education and an average education seniority of 6-15 years.

***Methods and tools*.** The investigative approach was based on the (written) survey method, the technique chosen being the questionnaire. 75 instruments were distributed, of which only 53 were returned during the following month (April 2017), with a response rate of approximately 70%. For this process, we have appealed to our colleagues, school counsellors from the Prahova network, and they distributed the questionnaires to teachers for self-management. We also specify that the subjects were informed about the purpose of the research, and the anonymity of the responses was ensured. The tool itself was built by capitalizing the operationalization of the concept teacher's orientation towards feedback, already presented. The questionnaire consists of 21 items grouped into three categories, corresponding to the type of dimension of the teacher's orientation towards feedback that it illustrates, resulting into three sets, each including seven items: the ATITUDES set, the REACTIONS set, the BEHAVIOURS set. In the questionnaire structure, these types of items have been alternated in order to avoid monotony. Thus, the set ATTITUDES includes items no. 1, 4, 7, 10, 13, 16 and 19, the set REACTIONS comprises items no. 2, 5, 8, 11, 14, 17 and 20, and the set BEHAVIOURS includes items no. 3, 6, 9, 12, 15, 18, 21. The identification items (gender, seniority in education, studies, didactic degree, specialty, and environment) have been the last set of items of the questionnaire. For each of the three sets of items, a different Lickert response scale was built, with maximum 4 steps, whereby the investigated subjects were asked to assess: a) the extent of the agreement towards different assertions - for the set of attitudes; b) the frequency (on a personal level) of certain expressions aimed at measuring students' feedback - for the set of reactions; c) the level of "performance" that could describe own behaviours oriented towards feedback - for the set of behaviours. The rate of non-responses was low (4.04%). The statistical methods applied have revealed statistical indicators such as: simple variation indicators, correlation indices, internal consistency coefficient of the tool (the Cronbach's alpha coefficient is 0.78), descriptive and inferential statistics indices (frequencies, percentages), summary indices etc. Since it was desired that through this tool we could assess how much oriented are the teachers towards the students' feedback, based on self-assessment, we have also developed a correction grid, according to which we have calculated a total score for each of the 53 questionnaires. In this case, after correcting each instrument and making the final grade (the maximum grade that could be acquired by the subjects = 51), we calculated some simple variation indicators (see Variation coefficient *V'%* and *V%*)**.** Based on these, we have established ranges under which these final grades can be framed and we have classified the results into three categories (low, medium, and good), similar to certain possible degrees of teachers' performance regarding the orientation towards feedback, grouping by variation ranges of the subjects' results being made by low results (below the value of 26), average (between values 27-38) and good (between 39-51). Therefore, out of a total of 53 subjects, 8 achieved low results, 8 good results, the remaining 37 achieving average results. This distribution of the final grades by categories of results, describing the Gauss' curve, signifies a balanced distribution of the results acquired by the subjects and confirms their relatively correct grouping by variation ranges.

Some results. After analysing the results by response categories, depending on the three dimensions aimed (attitudes, reactions, behaviours), depending on assessing the significance given by the subjects to each of the 7 items describing these dimensions, we can make the following findings: **A)** For each of the three dimensions, some items were rated by the subjects as having a greater importance, e.g. items 1, 10, 16 for attitudes, items 5, 17, 14 for reactions, and items 18 and 12 for behaviour, which can be considered the items „charging" the dimensions, which have a

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particular relevance for that dimension, components of teachers' orientation towards feedback; below, *the items considered as defining the best teachers' orientation towards feedback,* as revealed by the subjects' self-assessments: an important aspect for the teacher (item 10), increases the degree of mutual support, fosters the high trust and understanding between teachers and students, open communication and respect of the parties (item 16), the teacher's constant concern to adjust his teaching activity according to the feedback provided by the students with whom he works (item 10), involves knowing the students' opinion about the teacher (item 5), facilitates students' participation to assessing the effectiveness of the teacher's activity/ relationship (item 17), is incompatible with/ rejects the "revenge" of the teacher on his students for their possible critics regarding the way he acts and interacts with them (item 18) and determines the teacher to take into account the students' suggestions/ to find solutions for the benefit of both (item 12); **B)** The calculation of certain summary indices for each of the three sets of items has highlighted *the fact that the subjects have recorded the highest scores on the reaction dimension, the reaction graph being above the one for attitudes, while the chart for behaviour is the lowest.* The ones put in the light here could be interpreted as meaning that reactions are representative for the practical manifestation of the teachers' orientation towards the students' feedback before the behavioural patterns. The conclusion which should be retained in order to focus the development concerns of this skill, especially by involving teachers in enriching/ refining certain behaviours in this direction; **C)** Data processing and interpretation was also guided by the socio-professional characteristics of the group researched. Considering the identification data of the subjects (gender, seniority in education, specialty, studies, didactic degree, environment) as parameters that could influence their orientation towards students' feedback, by calculating the frequencies by categories of results, depending on these, at the level of the group researched, *few differences* draw our attention: a) According to the *gender of subjects*, it is noted that no man could be classified as achieving a good result, so that good results were acquired exclusively by women; b) by the *seniority in education*, translated by the didactic experience gained, it is observed that among the juniors (category 0-5 years seniority in education), none achieved good results compared to subjects from the seniority category between 16-30 years, who were those among whom we did not identify any with any low results. It is also noted that 50% of the good results were acquired by teachers from the category 6-15 years seniority in education; c) there are also some differences in *subjects' level of studies*. Thus, teachers with secondary education have 0% good results, but instead acquiring 50% of the low ones, while 63% of the good results belong to postgraduate subjects; d) taking into account the *didactic degree*, as an expression of the continuous vocational training, the highest share on the low results belongs to the subjects with definitive didactic degree. Moreover, if the juniors do not get any good result, on the other extreme is the subjects having didactic degree II, none with this degree having low results, these subjects also concentrating 50% of the good results; e) according to the *type of specialty*, the teachers researched who have specialty in sciences are not found among those who have achieved good results, because they belong 100% to subjects with humanities specialty, although here we also have the most average and low results. These results reveal a certain tendency to influence the teachers' orientation towards feedback by objective aspects such as: gender, seniority in education, didactic degree, specialty or studies the teacher has. Although no relevant conclusions can be drawn with regard to the unrepresentative group researched, we can still appreciate that women teachers feel more strongly the need for orientation towards students' feedback than men teachers, that continuous professional development/ vocational training of teachers make them better appreciate the need for this orientation for the efficiency of their work with the students, that their basic humanities training makes them more sensitive to such a problem or that, once with gaining a richer experience, they pay an increased importance to the possibility of improving the common approach with the students by properly exploiting their feedback in their quality of main educational partners.

Research limits. The study was desired to be only an exploratory one. The lack of a representative sample, our own weaknesses in mastering the methodology of statistical processing of the research data have led, certainly, to the loss of significance. It remains as goal for the future to research the problem of the aptitude valences of teachers' orientation towards feedback, in its quality of trait-support of the maximum efficiency in profession.

3. Conclusions and recommendations

Exploring teacher's orientation towards feedback responds, as an educational value, to the conceptual evolution in the field of assessment, because postmodern assessment, the paradigm of assessment centred on customer or the

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responsive paradigm sees the participants as co-assessors, especially in a profession like ours, “of relationship", where assessment is the source of change and adjustment (Ghiațău, 2016, pp. 20-26).

Teacher’s orientation towards students’ feedback thus brings a plus of safety, guidance, elimination of errors and dissatisfaction (Ștefan, 2003) and may be part of the category “teacher's ability/ skill to work with interpersonal content” (in the formula of Iucu, Ezechil & Chivu, 2008). We believe that although it is influenced by personality factors (see above), it is equally acquired, factors such as profound knowledge of psychosociology, experience, self-education, succeeding to set its footprint in this direction. Through this article, we ultimately wanted to put the teacher’s orientation towards feedback on the list of dimensions that define the professionalism of the teacher and that we see an “individual skill that should engage him in a continuous growth and development as professional”, subordinated to the “ability to create relationships” and which will act over “the teacher’s performance and style of work style in the school environment” (see Călin, 2004). The results of the empirical research conducted in this respect confirm the existence of teachers’ orientation towards feedback, its outlined configuration and the identification of some factors with potential for influence. It can be considered today a trend, a value that supports in the educational field the processes of adjustment and adaptation specific to communication, providing a perspective of the quality of educational services and at least one of the attitudes that must be part of *the teacher’s personal equation,* which measures the level of his competence (see Potolea, 1990).

Our recommendations focus on the need to develop a “relational pedagogical competence” of teachers (D. Sălăvăstru) and to support their efforts to develop flexible research tools of the students’ feedback, designed as a real exercise of consultation, exploration, knowledge and optimization, in order to avoid global and intuitive practices. Thus, we would propose that at Teachers Training Centres level, even as support of some parts of continuous professional training courses, should take into account some aspects of psychosociology education and train teachers to use this kind of tools (for the elaboration and interpretation process of their own tools), for the maximum exploitation of what can be the constant use of this communication’s means, by referring to students as “real people, not as abstractions” (Stan, 2009).

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The communicative functions of the polyphonic conversation in teaching of romanian as a non-mother tongue language

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Abstract

The polyphonic conversation is one of the most important methods of realizing the process of teaching - learning the Romanian language by referring permanently to its own system, which requires a well-designed work, oriented to the perfect systematization of the lexical material.

Keywords: polyphonic conversation, linguistic block, spontaneous communication, cognitive-formative level, semantic block.

Teaching a foreign language is an activity that requires accuracy. In order to achieve the ultimate goal, the use of language as a means of communication, in any form, written or oral, and any circumstances, the Romanian language teacher should classify "language moments" accurately: every aspect of the teaching-learning process has its place the well-thought-out teaching methodologically well-established.

By highlighting the aspects of learning, practicing and capitalizing on the conversation in the act of communication, we find that the teaching-learning process can be addressed by two strategies: the strategy of the explanatory aspect of the conversation and the strategy of the applicative aspect of the conversation.

Conversation is the prototype of using a language and it is characterized by the following features:

- It is created continuously, through interaction;
- It is inherently contextual;
- It's structured.

Regarding the polyphonic conversation, it is not known the difficulties of promoting it and its logical ability to improve foreign student communication.

We know the transition from the skills specified in the different methods of learning and practicing in well-thought-out communication structures to the use of the linguistic block at an early stage, by means of identification, differentiation, imitation, minimal, 1-stage rendering exercises, productive grade 1 etc. The multitude of exercises is based on the semantic force of the context in generating the correct form of communication.

It is obvious that these exercises do not solve the problem of spontaneous communication, as they are only a passing stage, because the next stage is the polyphonic conversation that holds the basic place in creating fluent communication.

By means of the polyphonic conversation we prepare the path from purely linguistic exercises to correct use of the Romanian language as a means of communication between foreign speakers, thus realizing the integration of grammatical structures, assimilated and fixed in various situations, real and new.

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This method of practicing is well received because during the formative operations, the means of communication create in, ways and possibilities to retain to the Romanian language. In connection with this teaching the researcher T. Slama-Cazacu shows two basic criteria:

- Selecting linguistic units at the cognitive - formative level, training units previous exercises through structural eyebrows automation exercises.
- Activity of organizing the exercises in different communication sections based on the combination of the lexical units is maintained semantic according to the necessity of communication showing the exchange of durable and decorated replicas.

The modalities of communication skills in Romanian are dictated by the language system, whose competent units are in a stable interdependence with new methods of teaching the Romanian language, as a foreign language, do not focus on the principle of knowledge about language and cognitive formative methods in which emphasis is the loss of language at the integration level being excluded from the theoretical analysis or deepening.

We have found that there is an impediment between grammar exercises and the actual communication, the passage of which is as necessary as problematic because the fastening process and the activation process of knowledge are not perfectly consistent with the conditions and the spontaneous character of exchange of replies. In fact, the foreign student as a beginner focuses his attention on the way the methods of knowledge of the language and on the grammatical forms to be used according to the language knowledge it possesses and less on the grammatical significance of the semantic and lexical blocks.

Here's why there is a pressing need for grammar to have the ability to communicate. One of the exercises with which we can overcome the difficulties in achieving fluent and correct spontaneous communication is polyphonic conversation. Much of the forms embraced by this exercise can be applied to the oral learning sequence and can be maintained as a basic form of conversational practice up to the advanced stages of studying the Romanian language, preferably by the passage of the training phase of the linguistic base when the minimal level of communication is exceeded is supported by the didactic L. Ionescu-Ruxandoiu.

During oral communication in the polyphonic conversation unknown grammatical structures may be used. The only condition to be respected is the semantic explanation of the respective replication in its semantic totality.

Polyphonic conversation as an evolutionary communication exercise has two different aspects depending on the period in which it is used. During oral communication, during the polyphonic conversation, new structures may appear in the expression of the foreign student, even if they have not been automated in advance, and the conversational phenomenon is based exclusively on the global semantisation of the replies with reference to a concrete situational context taking into account some media of conversation. After passing from the oral approach of learning foreign languages by foreign students to the formation of the linguistic block, to highlighting and automating the structures, it is necessary and obligatory to continue to practice well-known communication elements. If during oral communication the foreign student is used to semantic language perception, the formal structures are not a difficulty, during the structural study of the language, the situation becomes more interesting, the habit is to formally grasp the grammatical phenomena, and the appearance of an unknown form can determine the foreign student's desire to clarify the importance of this new form of communication. Soitu L.

Improving oral communication in conversation sets out some goals to improve this phenomenon. The quality of the polyphonic conversation depends on the three fundamental transactions that establish correlations between the foreign students' replies.

- understanding the interpretations by the conjoint (full auditory record and significant recording);
- reflection on the content of the received message and on the appropriate response depending on the assimilated semantic and lexical block;
- formulation and issuing (choice of the appropriate lexicon).

Another principle to be observed in the minimal conversation is the grading of difficulties, which refers to both the problematic exercise and its length. We start with the dual exchange of very simple replicas.

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- Hello.
- Hello.
- Are you from China?
- Yes.
- Do you speak Romanian?
- A little.
- What is your name?
- Iani.

These operations are dynamic. In order for every foreign student to achieve this dynamism, the subject of the polyphonic conversation must be carefully determined, depending on the linguistic forms already assimilated and the known lexicon.

We only call for elements studied and fixed beforehand because it is more important to practice the lexical units until their perfect modeling in communication, avoiding the fears of the foreign student in the shock of the emergence of new units in communication. The realization of such a communication model is determined by two essential factors, which are in the mutual conditioning: thus the formal and the semantic, the consolidation of the expression processes and the formal relationships established between them are subject to semantic argumentation. The dependence of the formal connections on the content of the communication gains a functional character, the first necessity in achieving the goal: the communication of the foreign students in the Romanian language. As the first practical way to achieve the polyphonic conversation, we can recommend different forms of small dialogue. We do not want to exaggerate the qualities of the polyphonic conversation as a dynamic form of assimilation of the Romanian language and implicitly the importance of the dialogues. We want to make a fair review in the use of dialogue within rational limits, applied in appropriate structures and well-established assimilation periods, dialogue can become a natural pattern of communication structures.

At the first stage the conversational conversations begin in the form of the guided microdialogue. The teacher's signal replica appears, to which the alien student comes with a clear answer because it refers to the immediate reality of the polyphonic conversation:

Prof: Is Subei in the classroom? (show to the mentioned person).

Stud: "Yes, she is in the classroom.

The directed microdialogue, a component part of the polyphonic conversation, can be formed by an urge-replica and a replica-reaction that retrieves the grammatical and lexical elements produced by the replica-indulgence. Thus we can form and realize a micro-phenomenon of communication, enrolled in a natural context of the communication act.

Another way of organizing micro dialogue can become grammatical conversation patterns.

These are in fact combinations of urge-replica and replica-reaction in which the student's response is conditioned not by the model of communication but by the urge-replica.

Thus grammatical communication models can be included in real communication situations.

Dependency relationships established between replica blocks can occur in different ways:

1. Pairs of replicas, stimulus-reaction, resemble both the form and the lexical material used.

Example:

- Was he at the lesson?
- It was (at lesson).

2. The replica-reaction differs in only as a form of the urge-replica, becoming a modified form of it:

Example:

- Do you eat?
- I do.
- Do you speak?
- I do.

3. The replica-reaction resumes some of the structures contained in the replica-indispensable, but it differs from the point of view of the information and the lexical elements used:

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Example:

- Did they pay?
- Yes, they paid.

4. Both replicas are distinguished by both the structure used and lexical elements.

Example:

- Will we see at the café after lunch?
- Yes, I'll be there at twelve o'clock.

Polyphonic conversation cannot and must not be limited to the various dialogue models, conversation meaning more than an organized and guided exchange, in one way or another, which consists most of the times of a duality of replicas.

The notion of group polyphonic conversation is, in fact, the possibility of communication between group students on various themes. For such a conversation in the process of teaching and learning the Romanian language as a non-native language, various situations of a real nature, which require as many students as possible and as many operationalizations as possible, are created.

The polyphonic conversation does not necessarily mean just an oral realization. In written form it can be called a questionnaire. This questionnaire is elaborated on the content of a context, a text already studied and can be presented by camouflaged questions, the answer of which depends directly on the question formulated strictly to the content context, the text, and open questions that can allow foreign students a slight distance from context, text, the answer extends it using the collateral comment. In this way the foreign student is given the opportunity to operate freely with his own ideas in the Romanian language.

Significant polyphonic conversation is required as an effective means of integrating Romanian language phenomena into the oral and written communication process, constituting the beginning of fluency communication skills in Romanian for foreign students.

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Values, influences and practices in raising and educating toddlers: reflections on designing a training program for kindergarten teachers

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Abstract

Starting from the various cultural models which aim at raising and educating young children offered by the literature, from the phenomenon reported - at the level of the school inspectorate in Prahova, regarding the increase of the number of requests for the establishment in the kindergarten of toddler classes, as well as from data analysis by means of focus groups – the authors reflect on the design, accreditation and implementation of a continuous training program targeting teachers in nursery schooleducation. The program will include various teaching modules covering the complexity of growth and development issues specific to nursery schoolchildren: the specificity of growth and development in early childhood, peculiarities of psychological development, communication with the child, games and toys, psychological exigencies, cultural influences and good practice models in raising and educating very young children. The authors' preoccupations for becoming familiar with the theories and points of view offered by the pedagogical literature at present will be duplicated by meetings devoted to presenting proposals on concrete ways and teaching tools specific to educational intervention.

Keywords: teacher training programs, nursery schooleducation, cultural models of good practices for raising infants and toddlers.

1. Introduction

The growth and education offered to children in their families since birth have been an intense concern for both parents, regardless their age and the number of children they have, as well as for educators, those who lead children in their first stage of formal education and are responsible for widening children's socialization horizons. The period of growth with spectacular accumulations in the physical, cognitive, emotional, and social development plans until the moment of entering the kindergarten intensely solicit parents, sometimes unprepared because of the lack of guiding psychological reading, sometimes overwhelmed by the sustained dynamic rhythm of the parent role, combined with ambitions in the professional life, but always ambitious for their child and with constant care to provide them with the best, most proper education, and the most correct behaviors and reactions. Therefore, the following questions should be answered: what does the daily program of children up to 5 years old look like? How are they taught to eat properly? How do parents react to their behaviors, sometimes capricious, spoiled, intense, or uncensored? How are basic hygiene and sleep habits learned? These may represent the questions of young parents and especially educators who have experienced a new phenomenon lately, which does not make them feel comfortable, professionally speaking: an avalanche of applications for the enrollment of very young children, of 2-3 years, in special groups - nonexistent in the structure of kindergartens – in order to give parents the opportunity to get back to their professional life. It should be mentioned that the first possibility of integrating children into a form of education is the kindergarten, in which a child can be enrolled when he/she is 3 years old. There are very few kindergartens that also have nursery or infant/toddler groups. So, starting from this reality, the purpose of the paper is to offer a short photographic presentation on various approaches to universal practices of raising and educating nursery schoolchildren, approaches

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belonging to various cultures. This can be considered a good opportunity to learn by integrating these practices into a continuous training course, on which we reflect and which will be dedicated mainly to teachers involved in nursery school education. The desire to design and implement this training program as a professional comes as a response to countless discussions at preschool teaching meetings with teachers as well as with the representatives of the school inspectorate.

2. Cultural perspectives and good practices of raising children: sources of inspiration for a nursery school teacher training program

In our country, the pattern of a child's regular program (eating, sleeping, and hygiene program) is strongly rooted and perpetuated by families, through a kind of a non-formal, unwritten, transmitted inheritance from grandparents to parents. Generally speaking, mothers have an overprotective attitude towards their children. At the formal level, however, starting from the premise that this age period is imprinted on the whole evolution and further development of the adult, the preoccupation for making changes and upgrades in the organization and structure of early education have been remarkable in the last 15-20 years. Starting from biological and psychological arguments - namely, the development/evolution of thinking operations, their qualities, the development of emotional and social skills, the ability to provide meaning and perspectives, to find solutions etc., the educational policies in the field of early education develop some common action lines for parents and educators, the main point of interest for these actions being the game:

- to increase the ability to establish contact and collaboration opportunities with children and adults around us;
- to develop ways to meet one's needs;
- to learn patterns of behavior (by imitating patterns offered by adults around the child);
- emotional development (living and expressing emotions, their understanding and recognition etc.).

We can easily observe that parents' requirements and expectations often do not perfectly overlap with their concrete way of being, acting and reacting. Knowing that imitation, modeling, and explicit learning are the ways in which acquisitions happen and skills are exercised within relationships, the main aim in the children's education at this age would be, first of all, the regulation of the parents' behaviors in order to be able to teach their own children good, healthy living habits.

Conveying this idea, here are some examples of different approaches to universal practices that can be inspiring when parents raise their children. For example, in France, (Hopegood, 2015) parents grow up their children by forming from the very beginning their attitude towards a healthy lifestyle. It is a common, universal goal, in fact! But how do they manage to implement this kind of education with good results? The answer is simple and it can be synthesized in a few rules that they strictly follow and which are briefly shown below:

- giving pleasure to the eating process is to spend enough time to eat, to cherish the food and to appreciate this moment. If parents do this, so will their children. It turns out that during the meal, we turn off the TV, the tablet, the phone, we leave aside the problems and the work events and we only talk about the taste of the dishes on the table etc.;
- children should to eat what their parents eat. You agree that you do not like a dish, but you do not agree not to try that dish. The tastes evolve and change only in this way: with patience, self-indulgence and endeavor from parents;
- involvement of children in the process of their own nutrition: experiences related to the cultivation and care of vegetables and fruits, the choice of vegetables/fruit from the market (together with the parents) etc. ;
- for children to appreciate food, first it has to be appreciated by their parents. Not quantity is important but quality assurance and variety of types of food. That is why we should rather be careful to provide a variety of dishes and do not give too much importance to the obsessive remark "eat all the food on your plate" (pp.39-61).

Another inspiring model for addressing situations that generate behavior modeling is provided to us by Hopegood (2015), who tells about an experiment that gives us an unprecedented perspective to manage - as a parent or educator

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- conflicts between children. For Japanese, for example, "childish arguments are a good thing" (p.189). "Impossible", one would say, especially those for which the slightest misunderstanding is an event in which they interfere quickly, they analyze, they judge, they appreciate, and they label. At the end of this short trial, a child will feel wrongly treated, frustrated, and not understanding why his perspective has not been taken into account. For Japanese, however, "a child learns to regulate his behavior when the need to change comes from interacting with his age and not with the big ones." The author describes an interesting pedagogical experiment as a result of which he notices how educators do not intervene at all to stop the disturbing behavior a child has towards his/her group mates. Moreover, the educator completely ignores the child's behavior. This does not mean that the educator is doing nothing. It is not about the educator's inability to manage a conflict situation or no interest in children. Her intervention has a different direction: when children complained of their mate's bad behavior, the educator encouraged them to make the necessary remarks and explain to their mates that what he/she was doing was disturbing. The approach proved to be successful because the child made progress in comparison with the previous year. Perhaps this intervention perspective would be worth trying with our own children. As long as there is no danger of injury, children can negotiate for themselves the misunderstandings that arise during games. Thus, they practice the skills of listening, arguing, expressing the appropriate emotions (or not!), of enduring, of imposing (themselves), process at the end of which they definitely become, socially speaking, safer and stronger (pp. 189-198).

The models presented above and many others are offered to us as Hopegood, the author of the educational adventures in the whole world, states, as actual models, as models of practical education, good to try with our children.

3. Research Data

3.1. Needs Analysis

The proposal for a training program that is the aim of the present paper is based on an objective reality: the signals coming from the territory, and the ample discussions with the specialized inspectors within the Inspectorate of Prahova County. Starting from here, it was considered necessary to specifically investigate the needs of teachers for the possibility of extending their competencies in the formation of very young children.

In particular, the pressures of the economic environment, the insecurity of job stability on the one hand, the desire for fast career development, and the responsibilities at the workplace, the financial calculations on the other hand, make parents to quickly return to work. In this case, the child's growth, care and education program becomes a problem for parents. A concern and stress that many parents do not want to solve by hiring baby sitters can be voided by integrating children into a defined form of early education in kindergartens where there should exist the safety of a teaching staff and specialized care.

The needs analysis is based on data and observations resulted from the discussions that took place on two plans: on the one hand, the discussions with the representatives of the county inspectorate that coordinates the activities of the nursery school education institutions, and, on the other hand, a structured interview, under the form of a focus group, in which participated nursery school teachers from Prahova county (mainly within the first degree methodological commissions for obtaining the first degree).

The observations and conclusions resulted from the discussions with the two categories of educational staff mentioned above are:

The nursery school education inspector indicated the following concrete data:

- there is a number of approximately 390 nursery school education units;
- there is number of only 9 nursery/toddler institutions.

The inspector felt the need to indicate the number of nursery school institutions in the context of an explosion of parents' demands for their children to get enrolled in the educational system very early. Moreover, the extremely low number of nurseries is a worrying fact in the context of an increased number of requests from parents to enroll their children in nursery schools. Given such a context, it is impossible to compromise the registration in the kindergarten of children under the age of 3 years old. It is necessary, therefore, to think about the extension of the number of staff

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taking care of toddlers within kindergartens and the establishment of the crèche regime within these educational settings.

As far as the interaction with nursery school teachers is concerned, the following aspects are worth mentioning:

The needs analysis was based on focus groups organized together with the kindergarten teachers within the methodical commissions (approximately 12 commissions). The guided interview was based on several key issues:

- the number of childcare requests and the age of children wishing to participate in the program (observed trends);
- parents' justifications in applications for children under the age of 3 years old;
- professional training of kindergarten staff for early education - license, specialized courses, continuous training courses;
- the educational market offer (university, other authorized bodies) on this area of interest.

3.2. The work hypothesis and the target group

Starting from the above mentioned observations, obtained from both the specialized inspector and the preschool teachers, our propose is to design a training program to connect educators to the pedagogical literature and to the exigencies imposed by the syllabus and curriculum for early nursery schoolage, program that targets this area of interest – nursery education. In this context, elements regarding the health and development of young children, socio-emotional development, communicative skills, general knowledge etc. might be important chapters on which this program will be built on, combining the elements of pedagogical theory with example activities, procedures and specific exercises.

The work hypothesis is that if one designs and accredits a program of continuous training on psychological and pedagogical exigencies in the realization of the early education, one can overcome the deficiencies in the professional training of the teachers in Prahova County.

The target group is made up of educators with the titular status and qualified substitute, who are included in nursery school education in Prahova County, their number being about 990 teachers, both in the urban and rural areas of the county.

3.3. Designing a training program for teachers working in the nursery schoolsystem

The program, still at the design level, is primarily aimed at professionalizing teachers working in nursery schools and at offering proper training for raising and educating young children, in agreement with the objectives of the nursery school education such as:

- child development - through differentiated stimulation - on cognitive, socio-emotional and psychomotor plan;
- stimulating active interaction with the adult and with children;
- promoting the game as an activity, method, and instrument specific to the educational training specific to this age;
- counseling and giving support to the family in offering early education (according to GD 1252/2012 on the approval of the Methodology for the organization and functioning of crèches and other early education units, published in the Official Gazette, Part I No. 8 of January 7, 2015, Art. 4.).

The main aim of the program is the preparation of highly-needed modules, taking into account the fields of the nursery education curriculum (0-3 years) and focusing on the following topics (Ştefan & Eva (2010), Florescu & Bălănică (2012), Marcean &Mihăilescu (2016) etc.:

1. Growth and physical development, elements of health and personal hygene (factors influencing growth, general growth laws);
2. Young children's nutrition;
3. Educational practices in a cultural diversity - case studies;
4. Stimulation of social and emotional development at an early age;

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5. Using specific teaching strategies focusing on the child's individuality;
6. The importance of toys and games at an early age;
7. Partnership nursery institution/kindergarten/family.

In addition to the theoretical encounters, there will be organized seminar meetings to discuss concrete ways (methods, tools, games, exercises, and worksheets) to stimulate children's development at the perceptual, cognitive, and socio-emotional levels, trying to exemplify and to establish behavioral typologies specific to childhood, that may be really useful to nursery school teachers, as in the examples below (see M. Vrînceanu, coord., 2010).

1. Types of behaviors and educational solutions:

- hypersensitive type - specific behaviors: shyness, fear, distrust, panic etc.

Didactic recommendations: attention to positive elements (e.g. orientation towards details, patience, good manual skills etc.) and the design of activities that would require these features/elements in order to enhance self-confidence;

- the impulsive type - specific behaviors: lack of control over the actions they perform.

Didactic recommendations: individualization of motion-related activities, muscular coordination activities, activities that involve staged movements, activities with tasks involving precision on the move etc.

- egocentric type - specific behaviors: non-compliance with rules, lack of co-operation, exaggerated sense of ownership etc.

Didactic recommendations: individualized activities in which the child understands the benefits of working with group colleagues, exchanging objects with colleagues, accepting group rules etc. (pp.34-42)

2. Stimulating emotional intelligence - specific training modes

Starting from the compositional analysis of emotional intelligence - identifying one's and others' emotions, understanding them, expressing them, adapting them to concrete contexts, we propose and analyze various exercises specific to the level of understanding of young children. Such exercises include (idem):

- identifying/naming the emotions after an activity/event/ and representation of this emotion by a suggestive image or by a color associated with the emotion described by the child etc.
- expressing emotions by means of drawings, color, songs, movement, painting, drama techniques etc.
- the appreciation of one's and the others' emotions through short stories in which children can deduce/insight, describe, explain the emotions of some characters, explain themselves how they react in similar situations etc
- adapting emotional reactions to context by analyzing the behaviors of characters from short stories, cartoon episodes etc. with an emphasis on sensing/conceiving consequences and finding appropriate solutions (idem. pp. 49-53).
- expression of emotions through drawing, color, song, movement, painting, dramatization, etc.

The program will be designed according to the standards imposed by the accredited body of the Ministry of National Education and it will be subject to the specific accreditation rules.

4. Conclusions

The needs analysis resulted from the discussions with nursery school teachers and their representatives at the level of the school inspectorate can bring to the fore the following ideas, which may play the role of a conclusion:

- there is a need for the authorities in the field to approve the setting up of several institutions in which young children (infant and toddlers) should benefit from proper early education;
- it is obviously necessary to provide the needed infrastructure: proper arrangement of spaces in the kindergarten, their proper equipment, specialization of the offered services, according to the needs of the young age;
- there is a need for professional training of the existing teachers, especially those involved in very early education.

The authors' concern derives from the last statement expressed by kindergarten teachers and school inspectors in charge of nursery school education. For the time being, one possibility, as a transitional solution, is to think of a continuous training program, approved by the Ministry of Education, which through a specialized division, assesses

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and approves the establishment of such programs. At the same time, it should be emphasized the need to design an initial training program in this field or even a postgraduate program, meant to be a starting point in the professional development of the kindergarten teachers in Prahova county and not only here. Moreover, the following should be kept in mind: one of the most important tasks of nursery school teachers if to provide training in elementary language competences, which is of great importance to very young children. Therefore, the educators' main task is to see the educational games as a successful teaching device meant to stimulate the children's interest in learning.

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The politeness strategies in educational communities

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Abstract

The educational style of teacher is reconfigured in the Romanian postmodernism developed in the absence of postmodernity. Genuine educational communities could contribute to set the Romanian educational system to the sustainable growth. The transformation of school organization from a learning environment to an educational community seems to depend on reconsidering the place and the role of emotional and relational abilities of teachers and on recognising the influence of educational styles of teachers on the group style. The study, part of our doctoral research project regarding the emotional and relational determinants of educational styles of teachers, investigates the strategies of politeness used by teachers and the contribution of positive politeness to the construction of the community. The qualitative sequence of our research was developed in 2015 – 2016 school year, on a sample of 30 primary school teachers from a school in Braşov. Our results confirm that the use of positive strategies of politeness contributes to the community development. The pragmatic approach of our research permits a comprehensive presentation of a contemporary educational community as a constructed social reality.

Keywords: politeness strategies, construction of proffesional image, postmodern educational communities.

1. Introduction

Penelope Brown and Samuel Levinson developed the most solid pragmatic theory of politeness in 1978. This theory is grounded on the concept of *face*, introduced in communication sociology (Goffman, 2007), and extracted from the expression *to save face* (Săftoiu, 2012). *The façade* designates the public image of the individual self, configured in terms of social attributes accepted by others. Brown and Levinson (1978) have devoted an important part to positive and negative politeness strategies, names associated with the concept of public image, which has two aspects: the positive ego and the negative self. Thus, the positive politeness is oriented towards satisfying the positive self of the speakers, and the negative politeness is oriented towards satisfying their negative self. From the point of view of power relations, it seems that the one holding the power has little interest in being polite, which is particularly explicable in the context of status-role incongruities. The level of education influences the option to use polite behaviour and refines the type of politeness strategy adopted, respecting the need to preserve the public image of the interactors, even though respect and manners do not form the framework of any school lessons. Knowledge is power, and from the perspective of knowledge, constructivism is the most important postmodern theory of learning. The culture relates to the practices of power. Culture produces collective memories, social relations and values within the historically established power relations. As for human nature, postmodernism claims that the self is a social construct, individuals lacking a true self or an inner essence. Self-respect is a prerequisite for learning. Education helps individuals build their identities rather than discover them (Ulrich, 2007).

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2. Research questions and objectives

Our study answers the following research question:

1. How do primary school teachers use pragmatic strategies of politeness to manage interpersonal relationships?
2. How do primary school teachers use impression management to provide the unitary image of the performing team?

In order to answer to the research questions, we set as the main objective to identify the discursive patterns used in the investigated educational community and the following subsequent objectives: to determine the positive and negative politeness strategies used in peers interactions (between teachers) and to determine the positive and negative politeness strategies in teacher-student interactions.

3. Methods

3.1. Procedure

The research was implemented during the second semester of the school year 2015 – 2016. The qualitative sequence identified the relational abilities primary school teachers use to establish their professional interactions. The relational skills have been conceptualized as discursive patterns in everyday verbal interactions. Browne and Levinson have recently introduced in linguistics the pragmatic theories of politeness in 1978. The presentation of self as effect of social dramaturgy (Goffman, 2007) has not been accepted by many cultures. However, researchers identified different perspectives to approach the presentation of self: the phenomenological approach (Self 1), the dramaturgical approach (Self 2), and the pragmatic approach (Self 3) (Harrè, 1998). Methodological particularities derives from the self: the experimenter self (Self 1), the observer self (Self 2), the interactional self (Self 3) (Brikmann, 2012). The presentation of interactional self is the key concept of this phase of our research. The self is a fundamental part of human personality culturally determined: specific to the Romanian culture is the interdependent self (Iluţ, 2001).

3.2. Participants

The target population of our study consists in 30 primary school teachers of Secondary School no. 2 *Diaconu Coresi* of Braşov. One subject have gone into study leave and has been carried out of our research. All primary-school teachers are women, a direct consequence of feminisation of teaching profession in preschool and primary school education in Romania. The structure of the group of subjects regarding their age is homogeneous, starting from 18 to 60, the majority being of middle age (M=43,83: SD=16.17). Regarding their studies, 73,3% graduated, in addition to their initial teacher training, undergraduate studies and 30,0% of those postgraduate studies. The statistical analysis identified a direct correlation between the didactic degree and age (**r**=0,62; **p**<0,01).

3.3. Measures

In order to determine the types of politeness strategies, we used the individual communicative and interactional style. We identified the individual communicative style using a five-step observation grid (never, rarely, sometimes, often, and always), starting from the following communicative behaviours: heuristic, reinforcement, supportive, reflexive, explanatory, self-centred, and playful (Şerbănescu, 2007, pg. 55 – 59). For the observation of the interactional self and the recording of interpersonal negotiations at the discursive level, especially by using verbal and pronominal marks, we decided to use the observation protocol elaborated by Banister, Burman and Parker in 1995. We have recorded in these research instruments the data collected during the collaborative semi-structured interview (Creswell, 1998,2013, 2014; Kvale & Brinkmann, 2009), the history of life – life story (Cocoradă *et al.*, 2014), observation (Bocoş, 2003; Brinkmann, 2012; Clinciu, 2002; Harré, 1998), discourse analysis (Potter, Jonathan & Wetherell, Margaret, 1987), dramaturgical analysis (Miller, Gale; Dingwall, Robert, 1997). Regarding the presentation of self, some authors outlined there are three methodological perspective to approach the self. *Experience Sampling*

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Method is a sytemathic phenomenological approach of conciusness in everyday life (Self 1). *Systematic Self-Observation* is a description of self in less visible social interactions (Self 2). *Creative Analytical Practices* is an artistic and impresionist approach focused on recording as a method of study (Self 3) (Brinkmann, 2012, p. 71). Regarding Self 2, there is no impediment to quantification of data, but the strong point of the method is qualitative descriptions, often in narrative form, allowing effective dissemination of results. Self 3 also involve the quality of users of language or other cultural tools and practices, different ways of observing the self answering different research questions.

4. Results

The primary school teachers from the investigated educational community present the following components in their individual communicative styles: heuristic behaviour - rarely - 1; sometimes - 5; often - 11; always – 13 (M = 4,20; SD = 0,84); reinforcement behavior - sometimes - 1; always – 29 (M = 4,93; SD = 0,36); supportive behavior - never - 7; rarely - 2, sometimes - 11; often - 5; always - 5 (M = 2,97; SD = 1,37); reflexive behavior - never - 1; always – 29 (M = 4,87; SD = 0,73); explanatory behavior – always – 30 (M = 5,00; SD = 0,00); self-centered behavior - never - 2; rarely - 3, sometimes - 9; often - 9; always – 7 (M = 3,53; SD = 1,16); playful behavior - never - 2; rarely - 2, sometimes - 12; often - 9; always - 5 (M = 3,43; SD = 1,07). Table 1 presents these results.

Table 1. The frequencies of communicative behaviors of primary school teachers

	Never	Rarely	Sometimes	Often	Always
Heuristic behavior	-	1	5	11	13
Reinforcement behavior	-	-	1	-	29
Supportive behavior	7	2	11	5	5
Reflexive behavior	1	-	-	-	29
Explanatory behavior	-	-	-	-	30
Self-centered behavior	2	3	9	9	7
Playful behavior	2	2	12	9	5

In the case of interactions with pre-assigned role formulas between teachers and pupils, 17 of the primary school teachers resort to negative politeness and 12 to positive politeness strategies (M = 1,41; SD = 0,50; N = 29). The choice of politeness strategy used in teacher – student interaction takes into consideration, in addition to the three extra-linguistic variables, the social distance, the power and the degree of interference, some variable with cultural determination, the distance to power, as well as variables strictly related to the educational context. The hierarchical social relations within the school organization are, at this time, those that require the use of the negative politeness strategy. At the beginning, children addresses their teacher using the verbal and pronominal mark of singularity, until they are specifically required to use the plural. Romanian language has a medium form of politeness, usually expressed by using the position in front of the first name, like in *Lady* Maria instead of *Teacher Popescu Maria*. This concepts and interpretations are difficult to translate in English because English language does not have specific different verbal and pronominal marks for the second person. Of the 12 teachers who use positive politeness strategies, one only allows students to address her not only by her first names, but also by her nickname. After class observation and interview, we concluded this was the single situation when reinforcement speech acts were minimally used. One of the possible interpretations might be that a very close relationship with students excludes reinforcement speech acts to strengthen pupils' behaviors. A close teacher – student professional relation is a reward in itself.

In the relations between peers, the adopted strategies of politeness follow the pattern of rural communities: newcomers in the community use negative politeness strategies as a sign of deference, while the recognized members of the community use each other and in the relations with the novice strategies of positive politeness, including direct addressing. Most often, positive politeness represents a privilege of the members of a particular community. Data processing highlighted the fact that 25 of primary school teachers turn to positive politeness strategies, while 5 resort to negative politeness strategies (M = 1.83, SD = 0, 37; N = 30). In current verbal interactions, speakers use pragmatic politeness strategies according to their status, their mental and cultural setting, concept introduced by Geert Hofstede

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(Hofstede, 2012), depending on the degree of stratification of social relationships, on the intensity of the relationship. Role positions and power relations strongly influences communication strategies. The educational trajectory of the individual seems to influence the management of the impression to achieve the communicative goals, although values like common sense or good faith are values that do not form in school. Linguistic competence and communication skills are the result of learning, and they focuses on pragmatic politeness strategies.

Table 2. Politeness strategies used by primary school teachers

	Positive politeness	Negative politeness
Student - teacher interactions	12	17
Peers interactions (teachers)	25	5

In the end of this sequence, we have found the answer to our research question *How do primary school teachers use pragmatic strategies of politeness to manage interpersonal relationships?*. The primary school teachers use both positive and negative strategies of pragmatic politeness in managing interpersonal relationships, whether it would be about relationships between peers, or about relationships between teachers and students. Discursive patterns in peers' relations keep the pattern identified by Romanian linguists as regards the use of pragmatic politeness strategies in rural communities. Linguistic marks specific to positive politeness are used between insiders or, one way, in communication between insiders and outsiders. Negative politeness marks are specific in interactions with outsiders or newcomers. Respect due to age or social position requires the use of negative politeness strategies, at least until the oldest or the most powerful one allows for the passage into positive linguistic registers. The positive politeness patterns have means that does not give up keeping the distance between the poles of communication, but through which the power holder, the teacher, calls for supportive, self-centered or playful communication behaviors to negotiate interpersonal relationships. Concerning the use of the impression management in order to offer to the public the unitary image of the performing team, we may sustain the following dramaturgical techniques take action: dramaturgical loyalty, discipline and circumspection. The performance assumes moral obligations, adhering to unwritten codes that require keeping the secrets of the group, controlling the temptation to exploit the position of the first soloist, accepting minor roles, honest performance, good faith, solidarity with performers, other words, submission and devotion to the group's built-up definition, to its rules and limitations. Dramaturgical discipline ensures the success of performance by keeping self-control when group secrets are involuntary revealed to mask inappropriate behavior. Dramaturgical circumspection is the ability to deal with unexpected situations (Miller, Gale; Dingwall, Robert, 1997, pg. 106-118).

5. Discussion

If *to be polite* means to follow certain behavioral norms that are traditionally applicable to a given community, from the pragmatics' perspective *to be polite* means to always take into account the other, to have a sense of responsibility towards the co-author throughout the verbal interaction (Ionescu-Ruxăndoiu, 1999). The pragmatic theory of politeness formulated by Peneope Brown and Samuel Levinson in 1978 distinguishes three extralinguistic variables that determine the choice of politeness strategy: social distance, power and degree of interference. The performance of each type of verbal act requires a specific optimal level of politeness. The universal character of the politeness theory has been challenged, relying on the fact that it was modeled on modern Western cultures, from an Anglo-Saxon ethnic perspective. All types of politeness strategies has been identified in academic Romanian. The linguistic studies showed the use of negative strategies of politeness in rural communities to maintain the formal distance between the insiders and the outsiders or between the insiders with unequal status, when the direction of communication is from lower to higher. Positive politeness presents a wide variety of strategic uses, some of which are better represented in the texts: increasing the interest of the receiver for ongoing intervention; the use of identity marks that emphasize the interlocutors' belonging to the same group, especially in the selection of addressing formulas; seeking the agreement, usually by addressing a safe subject as a way of identifying a common territory, before addressing the main subject that can be a source of disagreement; avoiding disagreement by using pseudo-agreement

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formulas; optimistic attitude as a form of prevention of receptor rejection; the inclusion of both the transmitter and the receiver in the activity referred to in a statement, even if it concerns only one of the partners; presenting some motivations of the receiver for what the transmitter wants (Ionescu-Ruxăndoiu, 1999).

Positive politeness strategy has an integrative function, accelerating social relationships by insisting on community elements. This imply adopting an attitude of familiarity towards the interlocutor. The use of such strategies involves the use of statements that admit at least two interpretations, the receiver assuming the information or declining its responsibility in harmful situations, the meaning of the terms being negotiated between the partners (Săftoiu, 2012, pg. 112-116). Negative politeness reflects the transmitter's concern of not limiting the receiver's freedom of action, but it may represent a protection that interferes when the distance between the communication poles decreases too much. The strategy of negative politeness conveys to the interlocutor the desire to be official, formal, respecting the territory in which he manifests as an individual. Negative politeness strategies are based on the continuous emphasis on the desire for non-interference, on avoiding any assumptions or anticipations about the person's interlocutor, the diminishing of one's own personality, simultaneously with exaggerating the value of the other (p. 111). Negative politeness presumes maintaining and even emphasizing the distance between individuals. It assumes the adoption of a reserved, deferential attitude.

Some authors argue each person and each social connection contain the features of postmodernism and interpretive interactionism investigates the relation between individuals and society presenting all the characteristics of every lived experience (Denzin, 2001). The interpretative research has as its object the individual placed in a social context. The lived experiences are decrypted and interpreted like rituals or common meanings occurred in interactional process. The interpretation reveals researcher's own values and beliefs, thus it must clearly states its' position. The analysis and the interpretation of an organization as a social system depends on interpreting social roles and interactions. Reporting on the social behavior of individuals explains behavior at the interactive level. Dramaturgical analysis allows us to understand how impression management is used or to discover the intrinsic meaning of social interactions. Compliance or nonconformity mechanisms, spreading or offsetting effects are very general, but inclusion of individual behavior in the instances of one of the mechanisms can provide an explanation (Elster, 2013). Dramaturgy is a research direction that uses the theatrical metaphor to explain social interactions. Humans, under specific spatial and temporal conditions, perform to create meaning and achieve certain goals, managing the way they are perceived by others, by caring for and maintaining the delivered images, intentionally built, but given to others naturally, spontaneously (Goffman, 2007). In the logic of our research, the dramatic perspective of self-observation serves, firstly, to investigate the image of the performing team. In this context, the compliance mechanisms can explain the individual social behaviors of teachers participating in the study as an effect of assuming roles specific to didactic interaction and compliance with the organization's operating rules (Elster, 2013). The attitudes determine human social behaviors. The attitudes are at the congruence of expectations and value judgments. The function of performance for interaction as a whole can determine the expression of the characteristics of the performed task rather than the characteristics of the performer. The performance function can be understood individually when it is "an expressive prolongation of the performer's character" or at the level of the group of participants when "the definition of the situation projected by a particular participant is an integral part of a projection cultivated and supported by the intimate cooperation of several participants" (Goffman, 2007, p. 104). The attitude is completed in order to build a favorable definition of the offered service or product. The performer makes use of the personal front, not because it allows emerging as would like to appear, but because its appearance and attitude can contribute to a wider perspective of the performing team. Maintaining the image involves cooperation, which is dependent on the actions and value systems of the individuals in interaction. Effective communication in postmodern education implies the repositioning of the transmitter and receiver roles between the teacher and the students and the use of the strategies of positive politeness.

6. Conclusions

The results of our research are in line with the results of previous research conducted by Romanian linguists. Within the investigated group, both forms of pragmatic politeness strategies are present. Most often, positive politeness is a privilege of the members of a particular community. Switching from outsider status to insider status is conditioned by demonstrating integration into the performing team and practicing group rituals. According to Dewey's theory, only

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the efficient members are welcome in the organization (Dewey, 1977). Data processing highlighted the fact that 25 of primary school teachers turn to positive politeness strategies, while 5 turn to strategies of negative politeness (M = 1.83, SD = 0, 37; N = 30). The customs and rituals have specific connotations, some belonging to the common sense, and others being individualized by the importance of keeping the unitary image of the performing team. Because of dramaturgical loyalty, the expression of their own opinions and positions follows the criteria of respecting the model promoted in the educational community, starting from the clothing and reaching the interactive patterns.

In our opinion, Romanian society is not yet prepared to adopt communicative behaviors specific to the positive strategy of politeness. There is a lack of knowledge about the linguistic competence, and a lack of comprehension about effective communication competence. In the mind of the educated Romanian, positive politeness is regarded either as a reward or as a natural way of interaction. Most Romanians do not understand either its functioning mechanisms, or the benefits that they could make use of it. The construction of proffesional image of the teacher (Iucu, 2008) should include an aproach to the pragmatic strategies of politeness. The positive politeness strategies could transforme Romanian school from a learning organization (Ciolan, 2008) to an educational community.

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Managerial actions for achieving continuity and interconnection between cycles of higher education

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Abstract

In the given article some theoretical and methodological aspects of redimensioning the institutional university management are grounded in order to ensure continuity and interconnection between higher education cycles addressing them in the context of postmodernity and changes in the internal and external environment of the higher education institutions. Based on them, some concepts/provisions for managerial framework are formulated in order to achieve continuity and interconnection between the cycles of higher education. Also, the current state of achieving continuity and interconnection between higher education cycles is shown on the basis of analysing the opinions of institutional managers and teachers concerning the efficiency of achieving continuity between the cycles of higher education on different dimensions.

Keywords: cycles of higher education, Licentiate studies, Master's studies, Doctoral studies, connection, interconnection, educational management, academic management.

1. Introduction

Higher education institutions represent a system in which some elements and processes that are part of it interact efficiently or less efficiently.

It is necessary to conceive that each university presents itself as a system, regardless of whether its staff is aware or not of the basic features, functioning laws, regulatory documents, and vital processes taking place in the given institution.

The management paradigm represents the institutional framework where the managerial processes of designing, organizing/implementing, monitoring, evaluating, communicating, decision making, reverse connection realizing, motivating, etc. take place.

The management system constitutes an ensemble of correlated or interacting elements through which are established the policy, objectives and modalities by which these objectives are achieved.

A university management system may include more components and, namely, Licentiate studies management subsystem, Master's studies subsystem, and Doctoral studies subsystem.

In this context we note the existance of some discrepancies between the cycles of higher education on different lines and aspects of interconnection:

- *University framework:* incoherence of outcomes, duplication/repetition of study topics, lack of adequate correlation with the National Qualifications Framework, etc.
- *Organizational framework:* management of higher education cycles functioning is carried out by different

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institutional managerial structures; cycle III - Doctoral studies - is managed by structures that coordinate the "research".

- *Motivational framework:* lack of some motivational and career guidance policies for students in relation to the specificity of each higher education cycle.

2. Concept and Managerial Actions

The higher education institution is an organization that can and must develop in the context of postmodernism, changes in the internal and external environment.

In general, we need to point out that in the definition and analysis of organizations there are identified three perspectives: *rational system; natural system; open system* (Scott, 1998). The approach to an organization as a rational system refers to the classical image of organization considered as a social entity with the purpose of achieving specific objectives based on the principle of efficiency. It provides for the rationalization of both management and executors' activity through a "scientific" organization of work and leadership oriented towards efficiency, optimization, rationalization, and formalization based on authority, constraints, rules, directives, etc. As Scott remarks (1998): "*... by concentrating on the normative structure, the rational system analysts overlooked the behavioral structure of organizations. The structure is celebrated, the action is ignored*" (Scott, 1998).

When dealing with organizations as natural systems, they present themselves as social organisms or collectives, survival organizations. The promoters of this perspective (E.Mayo, C.Barnard, P.Selznick) give preference to informal structures and cooperation in achieving the common goal (Mayo, 1948; Barnard, 1938; Selznick, 1949). P.Selznick, who laid the foundations of the institutionalist approach to organizations, introduces notions of distinctive competence that is a specific and unique characteristics which distinguishes one organization from another and the organizational personality (in the actual sense of organizational culture), thus, carries out their institutionalization and social integration (Selznick, 1949).

As accepted by Joel A.C. Baum and Tim J.Rowley *"... all contemporary perspectives on organizations invariably adopt the image of an open system, combining it either with a rational system orientation or a natural one*" (Baum & Rowley, 2008). These perspectives must be in concordance with the management objectives, especially in the era of changes, when "*managers build, rearrange, select and demolish many environmental aspects (objectives)*" (Baum & Rowley, 2008). They denote that the suitability mode of the open system to the internal characteristics of organizations and the requirements of the environment will determine their own capacity of adaptation. Thus, in accordance with the environment, organizations need to develop the structures which will be contingent with the varying requirements of different environments. As a result, the organization's performance will be optimal when the processual system is associated with a stable environment, and the organic system - with a dynamic one. Such situation is characteristic for the educational organization whose members play an active role in creating, defining, interpreting and influencing the environment (Cojocaru, 2007).

In the context of these approaches the organizational structure represents a unitary construct of the managed and managing subsystems. They are in permanent connection and interpenetration in relation to the functions of each element of the institutional managerial process.

From the perspective of this concept of an organization/university we can identify and argue the possible opportunities for realization of the connections between the higher education cycles as subsystems, the focus being placed on the managerial dimension.

In this respect, we formulate the following provisions for a managerial framework regarding the realization of continuity and interconnection between higher education cycles:

1. The elements as functional entities do not constitute the essence of the whole/system, but, vice versa, the whole/system conceives as a result of its components' discrimination. The university represents a complex system consisting of the interconnected components' assembly. This means that, first of all, the university should be approached as a whole, and then its components/constituents.
2. The sum of the characteristics/parameters or a separate parameter of the system is not equal to the sum of parameters/characteristics of the system components.

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The efficient functioning of some system's components does not necessarily ensure the efficiency of the system. There may be contexts/situations when the objectives of the system/organization do not coincide with those of the constituent components. For example, the university as a system needs an integration of components/faculties, the need being dictated by real contexts; but components/faculties intend to remain intact, to keep a *status-kwo*, even if it is detrimental to quality.

- The number of system's components must be minimal but also sufficient to accomplish the mission and its corresponding objectives.

In this sense, the organizational structure of university represents a connection of the educational, research, economic, managerial, financial structures, etc.

In this context, it should be noted that the functioning of three higher education cycles does not necessarily imply also the increase of managerial structures.

- The structure of the system should function in such a way that the changes/modifications of the vertical interconnections do not affect the functioning of the entire system, but also of the constituent components.

Changing the institution's leadership, replacing some heads of institutional departments must not affect the efficiency of the system's and the subsystems' functioning.

- The autonomy of the university has effects on all participants of the system and is established through the institutional regulations, elaborated transparently and based on consensus.
- In order to elaborate the development strategy of the system and its constituent components, it is necessary to establish the objectives tree and also the dominant and priority aspects for a period of time.
- From all possible objectives the priority must be provided to the quality of process, outcome, conditions, etc.
- In formation/development of the managerial and organizational structure, it must be taken in consideration that all processes in the university system have a continuous and interconnected character. The system exists as long as it functions and develops.
- Institutional university management should take into account the following issues: provision of alternative ways for functioning and development; necessity to operate on the basis of norms and corresponding standards; need to produce and implement innovations/changes.
- The interconnection and continuity between the cycles of higher education from a managerial perspective are done vertically and horizontally.

Applying the managerial dimension in the framework of achieving continuity and interconnection between the higher education cycles has a double concentric character: at organizational system level and at subsystems level (higher education cycles, faculties, departments, etc.) (Guțu et all., 2013).

The double concentric approach to the achievement of managerial actions ensures the achievement of interconnection between and within the cycles of higher education.

If the managerial actions are the same both at the level of system and subsystem, then the educational dimension is a specific one both for each subsystem and for each managerial action. For example, the managerial action of *projecting* is a constant one, and the pedagogical action is different: projecting the functioning of education cycles, projecting the curriculum, projecting the didactic process, projecting the university course/seminar, etc.

At the same time pedagogical actions are in coherence with the cycles of higher education determined by the mission of the cycle, the objectives and the qualifications obtained within them.

In this context, universitary autonomy and organizational functioning laws allow each higher education institution to establish structures and their responsibility in order to achieve interconnection and continuity between the cycles of higher education (subsystems) from a managerial perspective (*see* Table 1).

Table 1. Management of Achieving Continuity and Interconnection Between Higher Education Cycles

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Institutional Structures Higher Education Cycles	Studies/ Curriculum Development Department	Research Department	Quality Assurance Committees	Departments/ Chairs
Function: Analytical-Informational/Diagnostic				
General Competencies	- Proposes a unique mechanism for diagnosing, collecting and interpreting data on functionality of cycles 1, 2, 3. - Forms a database on the functionality of higher education cycles. - Analyzes data on cycles in a comparative plan.	- Proposes a unique mechanism for diagnosing, collecting and interpreting data on research activity within cycles 1, 2, 3. - Forms a database on the state of research activity within higher education cycles. - Analyzes and presents data on cycles in a comparative plan.	- Organize and process data of functionality diagnostics of higher education cycles. - Propose the suggestions for improving the functionality of higher education cycles. - Ensure and carry out the interpretation of data on cycles in a comparative plan.	- Organize and process data on functionality of cycles in a specific specialty, domain. - Provide the institutional departments and quality assurance committees with the corresponding data and necessary suggestions. - Ensure and carry out the interpretation of data on cycles in a comparative plan.
Function: Motivational				
General Competencies	- Analyzes and proposes solutions for the manifestation of social, professional and cognitive motives by students in higher education cycles.	- Ensures and promotes the scientific researches on students' motivational peculiarities in the respective higher education cycles.	- Appreciate the level of social, professional and cognitive motivation of students in cycle 1, 2, 3 of higher education.	- Establish the system of motive-documents for cycles of higher education. - Develop the spectrum of reasons from one cycle to the other. - Provide the students' motivation through different forms and means, ensuring continuity by redimensioning the outcomes and didactic strategies.
Function: Projecting/Forecasting				
General Competencies	- Establishes the problems connected with continuity and interconnection between the higher education cycles. - Formulates the institutional policies for achieving continuity and interconnection between higher education cycles as guidelines in planning the activities of faculties and departments.	- Proposes the mechanism for projecting the achievement of continuity between the cycles of higher education. - Organizes express researches on the effectiveness of continuity and interconnection between the higher education cycles. - Stimulates the projects	- Evaluate and appreciate the quality of projects/ programs for achieving continuity and interconnection between the higher education cycles. - Propose the suggestions for improving the corresponding projects/ programs.	- Project the activity aimed at efficient achievement of continuity and interconnection between the higher education cycles on different dimensions: outcomes, contributions, processes, relations, etc.

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	- Manages the process of projecting at institutional level.	of broader researches of the problem.		
Function: Organization /Coordination /Implementation				
General Competencies	- Coordinates at institutional level the achievement of continuity and interconnection between the higher education cycles.	- Coordinates at institutional level the achievement of continuity and interconnection in the research domain between the higher education cycles.	- Monitor and evaluate the quality of managing the products for achieving continuity and interconnection between the higher education cycles at institutional and faculty level.	- Ensure and carry out the coordination/ implementation of projects on continuity and interconnection between the higher education cycles at the faculty/ department level.
Function: Monitoring and Adjustment				
General Competencies	- Ensures the effective monitoring and evaluation of achieving continuity and interconnection between the higher education cycles at institutional level. - Proposes the suggestions and mechanisms for regulation and improvement of this process.	- Ensures effective monitoring and evaluation of achieving the continuity and interconnection between the cycles of higher education on the dimension of research and innovation.	- Appreciate the quality of monitoring and evaluation of achieving continuity and interconnection between the higher education cycles. - Propose suggestions for adjustment and improvement of this process.	- Perform self-evaluation of the efficiency of continuity and interconnection between the higher education cycles. - Introduce the necessary changes for achieving continuity and interconnection between the higher education cycles.

In the context of these functions and managerial actions, communication plays an important role in achieving continuity and interconnection between the higher education cycles. Other managerial approaches are valued namely through communication as a managerial tool, taking into account the specifics of the higher education cycles.

3. Current State in Achieving Continuity and Interconnection Between Higher Education Cycles

In order to establish the real state of the efficiency of achieving the continuity and interconnection between the higher education cycles on the managerial dimension, a broad research of institutional policy documents, normative and regulatory documents, curricular products, etc. is needed.

The purpose of the present article is narrower - to analyze the opinion of institutional managers and professors regarding the effectiveness of achieving continuity between the cycles of higher education on different dimensions.

A group of managers (specialists from the Studies Department, Research and Innovation Department, Quality Assurance Commissions) and professors from different faculties of Moldova State University were interviewed.

The results of the interviews are as follows (*see* Table 2):

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Table 2. Opinions of Managers and Professors Regarding Effectiveness of Achieving Continuity and interconnection Between Higher Education Cycles

Nr. crt.	Indicators		Answers in Points	
			Managers	Professors
	Do you think that the continuity between the cycles of higher education is generally achieved?			
1.	A.	*At high level*	2%	0%
	B.	*At satisfactory level*	51%	36%
	C.	*At low level*	47%	64%
	Do you think that the cycles' syllabuses and disciplines' curricula the cycles ensure the continuity between the cycles of higher education?			
2.	A.	*To a great extent*	5%	8%
	B.	*To a medium extent*	88%	70%
	C.	*To a small extent*	7%	22%
	Do you think that the studies within the educational cycles ensure their specificity and necessity?			
3.	A.	*To a great extent*	35%	22%
	B.	*To a medium extent*	54%	33%
	C.	*To a small extent*	11%	55%
	Do you think that the institutional management have ensured the efficient achievement of continuity between the cycles of higher education?			
4.	A.	*To a great extent*	39%	3%
	B.	*To a medium extent*	55%	34%
	C.	*To a small extent*	6%	63%

The analysis of the managers' and professors' responses allows us to identify and conclude the following:

1. Both groups of respondents indicated that achieving continuity and interconnection between the higher education cycles in general, and also on certain dimensions being the same, is largely inefficient or not effective enough.
2. The professors are more critical with regard to the managerial aspect of achieving continuity and interconnection between the higher education cycles, and the institutional managers - more critical regarding the curricular and processual aspect.
3. The institutional managers also noted that in the structure of functions of their professional duties, the managing of achieving the continuity and interconnection between the cycles was not a prioritary one, and in the first place it refers to the third cycle – the doctoral studies.
4. The professors, in their turn, noted that they had not been clearly oriented: how and through which means the continuity and interconnection between the cycles of higher education must be achieved (i.e. they refer to a clear theoretical concept).

In this context, both managers and professors indicated the existence of the problem of achieving the continuity and interconnection between the cycles of higher education and searching the approaches and solutions to ensure the corresponding continuity and interconnection across the whole academic and managerial spectrum.

4. Conclusions

Ensuring continuity and interconnection between the higher education cycles can and must be a priority dimension of institutional administrative structures based on a system of principles and rules determined by the following issues: the functioning specifics of higher education institutions (theory of organizers), the specifics of managerial actions (organization theory), the specifics of curriculum and educational process (theory of curriculum and training), and the

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specifics of labor market (National Qualifications Framework).

Effective achievement of continuity and interconnection between the higher education cycles is a determinant factor in ensuring the quality of training of highly qualified specialists.

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Our non-traditional students; learning and living in academic world

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Abstract

Last years brought a tremendous interest for education for new categories of adult learners. From inside the Faculty of Psychology and Education Sciences (provider of Bachelor, master and PhD degrees in educational sciences field), paper highlights the complexity of reshaping the landscape of higher education's learning practices and values. Firstly, we identify major types of non-traditional students and key features of their profiles. Secondly, we explore the ways they influence the interactional and learning patterns within their groups. Starting from the question: what do non-traditional students bring to their younger colleagues and faculty (given their experience, expectations, goals, motivational drivers and family responsibilities), we collect data through in-depth interviews and focus groups, questionnaires, case studies and life histories. Findings nurture reflection on new study opportunities and inspire a pilot model tailored to students' diversity.

Keywords: non-traditional students; learning; higher education, experience.

1. Introduction

There are more and more adult learners enrolling as students in the educational field of our institution. In this study we focus on identifying main groups of adult learners, key characteristics of this new type of students and their influence amongst students and faculty. We analyze the way they promote different learning and living patterns within their groups of students. We carried out the study during three university years 2014-2015, 2015-2016 and 2016-2017. Since September 2014 we conducted a small-scale, qualitative study, approaching 25 students enrolled in the bachelor program within the educational sciences field, specialization in pedagogy. For three consecutive years we collected data from non-traditional students at the end of first and second year of study.

Both researchers are part of the teaching staff of the investigated students. At one hand, being in contact with the same students for at least three years facilitates a better understanding of the students' life and learning. Besides the opportunity of being participant observers within the students groups, researchers' teaching activity is complementary with responsibilities in the field of services for students and improvement of curriculum, evaluation and quality insurance system.

We focused on non-traditional students as resources for the entire students' population and faculty. Based on data collected through individual interviews, questionnaires, observation and focus groups, we identified some necessary institutional changes to be introduced to better meet diverse learners' needs and interests.

2. Our non-traditional students

2.1. Non-traditional students: concept clarification

Over the past decades, academic world have experienced significant changes regarding student population

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diversity. Framed by lifelong learning agenda or stimulated by dynamic workforce requirements, a 'new constituency of learners' (MacDonald & Strutta, 2001, p. 205) has emerged. The "traditional" undergraduates – characterized as 18 or 19 years old youngsters enrolled immediately from high school and living a "student life", eventually in a campus - have a more diverse company within the classes. They go along with their more mature colleagues, who are becoming more prevalent nowadays. These students represent a significant and visible minority group within today's undergraduate population, determining what Lintner (1997, p. 23) has called the "grey revolution" within universities. They are labelled differently in various studies or academic policies as non-traditional (concept preferred within this article as well), mature (especially used in Great Britain or Australia), atypical, adult, returning or experienced students. Such a student displays some specific characteristics, which differentiate him or her from traditional-aged peers; accordingly to Horn (1996, apud. Choy, 2002, p. 2-3) this student has at least any of the following characteristics: delayed enrolment (does not enter postsecondary education in the same calendar year that he or she finished high school); works full time (35 hours or more per week) while enrolled; is considered financially independent for purposes of determining eligibility for financial aid; has dependents other than a spouse (usually children, but sometimes others). From Horn's perspective, these mature students can be considered to be "minimally non-traditional" (in case have only one non-traditional characteristic), "moderately" or "highly" non-traditional" if they display more of these features (idem). This classification can be relevant in proving the wide variety of differentiations existing under this umbrella concept. Even non-traditional students can share some of the above mentioned descriptions, it will be totally non-productive to consider them a homogeneous group, clearly delimitated in comparison with their peers. On contrary, the term refers to a highly diverse mature population, covering students ranging from "the age of 21 up to pensionable age, all of whom vary in their course and university choices, mode of study, personal and financial circumstances, family and caring responsibilities, previous qualifications and in their motivations for study" (Never Too Late To Learn, Mature Students In Higher Education, 2012, p. 7). Other illustrative descriptions can be added proving the variety of contexts affecting mature students. For instance, some of them dropped out of school early and may lack educational qualifications, some have been outside of the academic environment for some time, have no previous experience in higher education or may come from low economic and social groups (Baptista, 2013). Some of them have already graduated from another study program, many return to college after a prolonged absence; they are usually not on-campus residents, as they are running their own homes; due to the same reasons, they rarely participate in in extracurricular activities.

2.2. Our Non-traditional students: data and typology

Non-traditional students at the FPES make up a sizable minority of all undergraduate students. Their number has grown to a higher rate in previous years, in line with international trends. The table below illustrates this increased percentage of mature undergraduates; two academic years have been chosen for comparison - 2009-2010 versus 2016-2017:

Table one: Students age in two academic years

Academic year	Students' age clusters:									Total
	18-19	20-21	22-23	24-25	26-29	30-34	35 –39	40-44	45-49	
2009/2010	178	351	34	11	10	8	2	3	1	598
2016/2017	404	460	351	116	127	32	41	37	20	1588

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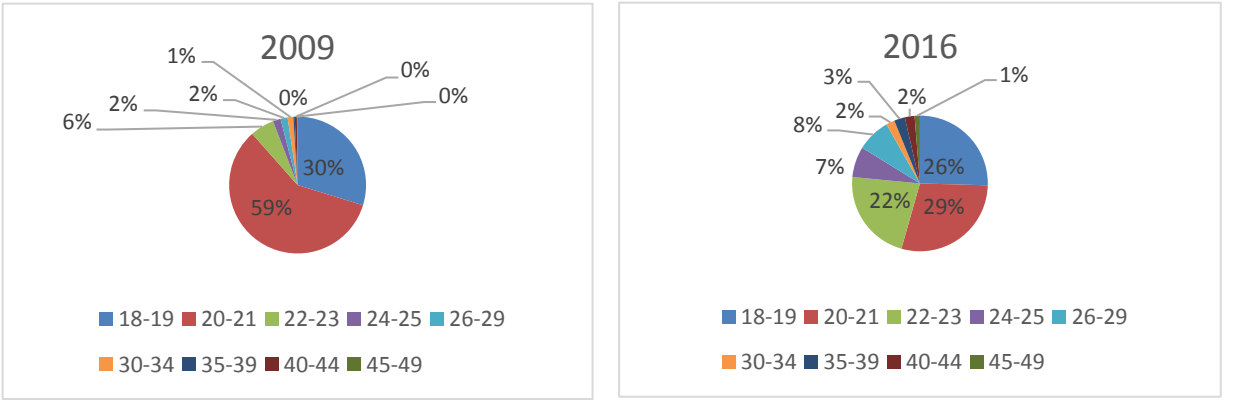


Fig. 1: Students' age composition: 2009 and 2016

The two comparative charts illustrates a significant change in age composition of the cohorts enrolled in the FPES (while the overall rate of admission of has risen from 598 students enrolled in 2009 to 1588 in 2016). The non-traditional students (aged over 21 years) percent is significant higher in 2016 (45%) comparative with 2009 (11%), indicating a clear shift in distribution of students according to age criteria. Beyond the age variable, we investigated the profile of non-traditional students using mainly qualitative methods. Based on individual interviews, observation and focus group data, we found out that our non-traditional students belong to four main categories.

Professionals from different fields and parents committed to make a change in education. 40% of the investigated students expressed a strong commitment to make changes in education in Romania. Majority of them are parents and feel dissatisfied with the educational and learning experiences of their own children. They reflect a strong commitment to have a contribution and enthusiastically participate in various events organized in the institution (students' conferences, volunteers in NGOs, open doors days, students' fairs). They act as ambassadors of quality education and feel happy to fulfill a personal interest. They perceive their involvement in this study program as part of personal development, more than a professional development per se: "I want to make a change for children, in education". (E 45); "*I am dreaming to bring a change in education... I am involved in extracurricular activities in my children school. I teach personal development and try to use all I know (from my actual study program, n.n.) (M 43); "The study follows the need, in my case. In a certain moment, my children did no longer want to go to school. I faced this big, big challenge. Then I said to myself that I have to do something about schooling in Romania. I started the Pedagogy degree. I use the psychology and education knowledge for my own children."* (A 35). Most of these students are very active online, on educational forums, blogs, Facebook. They usually share information about parenting, various educational experiences and best practices from all over the world, they extensively use resources about Finish or Japanese models, international studies and so on. As an observable behavior, they are sitting in front of the classroom, carefully taking notes and actively participate in frontal and group work activities.

Practitioners in the field of education interested to strengthen their professional status. According to students' comments about motivation for educational studies and previous educational and career path, they represent about 30% of the investigated subjects. Amongst this group, half of the students are primary school teachers who upgrade their professional profile and make more robust their teaching position. Most of them expressed both an external and internal motivation to have a degree in pedagogy: "*We expect to be hired competence-based, but sometimes people ask for your diplomas*"(A 45). A special sub-group is composed by higher education faculty, for whom it is compulsory to have a psycho-pedagogical module certificate in order to teach (as lecturers in different universities). This group is special because these students have not only another degree (e.g. theology, horticulture, pharmacy, etc.), but also a PhD title in the educational sciences. After finalizing the PhD program, 5 people have decided to have a bachelor in pedagogy. Main motivation was to enrich their understanding specialized during the doctoral program with an in-depth approach of education fundamentals (on learning, curriculum, instruction, evaluation, teaching, etc.).

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Practitioners with various specializations interested to have a deeper knowledge in the field of education. There are students (approximately 20%) working in non-governmental organizations, multinational companies or consultancy firms who are genuinely interested in having a robust education and training and values platform as a ground. They have juridical, economic and marketing background, foreign languages or medical studies. These students are not constrained by legislative framework (like the previous group, who made reference to Romanian Agency for Quality Insurance standards) or workplace requirements. *"I work in a multinational company. We deal a lot with training and education. I don't identify myself of the commercial side of the training and education*. I like the most the teachers' attitude. As a student you are allowed and encouraged to express yourself." (D 39). They have very good jobs, but they are explicitly looking for other values and have more ethical and social responsibility orientation in their job. *"I did not find myself in what was going on around me, in my own workplace." (*V 43)

Students dissatisfied with their previous study programs various specializations interested to have a deeper knowledge in the field of education. This category (about 10%) of students dropped out the studies they started and enrolled in the education program. These students made the shift to educational programs because they experienced not satisfactory enough learning experiences in other study programs like political science, communication programs or computer science. They clearly express what they do not like, but they are not very specific about what they expect from the actual study program (like personal goals or learning outcomes).

2.3. Non-traditional students: a profile

The four categories previously described are overlapping. They reflect common characteristics and some distinctive features. Which are the main characteristics of these non-traditional students?

Age: Non-traditional students' age ranges from 27 to 62 years old (table 1). "I was at the limit between the teachers and students ages" (F 42) comments one student. With an average of 40.42 years, most of the tenured faculty are younger than the non-traditional students. For the bachelor program under investigation, we did not take into consideration the retired staff and emeritus professors, who teach very few hours in the bachelor program and have more substantial activities during master degree programs and doctoral studies. We mainly took into consideration stable staff, faculty involved in regular teaching activities (including seminar, tutorial meetings, supervision of graduation papers, etc.). Many of the students ignore age as an indicator per se, they give a cognitive and attitudinal value*:"I feel very young, I don't take into account my age."* (V 51). *„I think that most of the problems reported by students are fake problems, stereotypical. I studied in Denmark and there nobody had any label or question mark regarding any type of students. Then there were many students over 40 enrolled for the bachelor program."* (A 29);*"My spirit is young, but sometimes I feel a bit embarrassed when I am together with my younger colleagues... Sometimes I feel that I have no longer the same availability as them, in terms of time and energy. My pace is slower, there are language differences and also different approaches to problem".* Less than a quarter of the investigated subjects had a negative interpretation of age: "*I sometimes feel very old"* (M 61) or "*Several times I felt embarrassed (because of my age, n.n.)"* (V 51) or*"I feel jealous on the amount of time they have."* (A 36)

Gender: Most of the 25 non-traditional students have children and their discourses about duties, learning experiences and constrains are connected to their responsibilities as mothers. Speaking about their own actual status, half of respondents made comments about mothering: „*I am part time student BUT full time mother*". (C 35) „*I find myself a bit atypical... indeed, because my 7 months old baby joins me at school... I do that not because I do not have other (baby siting, n.n.) options, but because I do not see any reason not to do this if it is manageable. I can do this. Besides that, in this way I still can give him the best gift from the nature, the breastfeeding*." (A 29). *There are only 2 men (aged 42, respectively 27).* Gender is a significant variable for three main reasons. First of all, many female students mentioned that they decided to study pedagogy because they want a better education for their own children and for Romanian people, in general. Secondly, they went back to study when their children were old enough and the mothers could refocus on themselves and on their own personal development. Thirdly, an ethics of care is visible in the relationships with their younger colleagues: "*I perceived my colleagues as my own children. I understood how they see the studies, the work,, the life. By helping my children I succeeded to understand my colleagues and to help*

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them to understand why something is more effective." (V 51) "When we have group projects, we gather in my flat. I give them food, drinks, we work together". (A 43)

Motivation: Non-traditional students express a high motivation for study; at an older stage in life, richer personal history crystalize motivational triggers. As mature adults, they made the decision to continue the educational studies. The decision is clear and anchored in personal beliefs, development and self-fulfilment: *"My first studies represented my escape from a difficult economic condition in my family. My second study program responds to my own need and desire. At this age level, I want to do something for myself. "* (V 49); *"I want to prove that I can, I want. I can succeed. I do it for myself. "* (A 43); *"My children are old now, therefore I have more time for myself. I always wanted to do something for myself and now it is the right moment. "* (V 51); *"Some of our younger colleagues chose pedagogy because it was easier and others because they liked the green building… I knew why I want to study here and I am not disappointed. "* (N 40); *"I don't have any constrains. I don't do it for money or for a better position. I do it because I want to make a change in education. "* (M 36)

3. Non-traditional students as resources

What do non-traditional students bring? We encouraged non-traditional students to reflect on themselves, as learners and members of academic communities. We asked questions related their own strong points, vulnerabilities, and perceptions about their integration within the students groups.

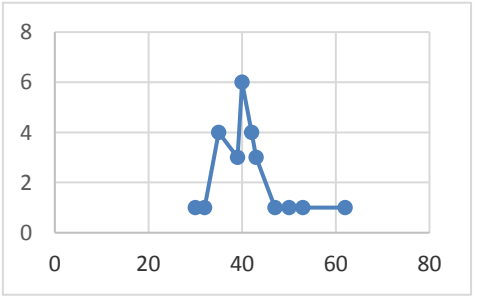


Fig. 2. Age of non-traditional students (2014/2017)

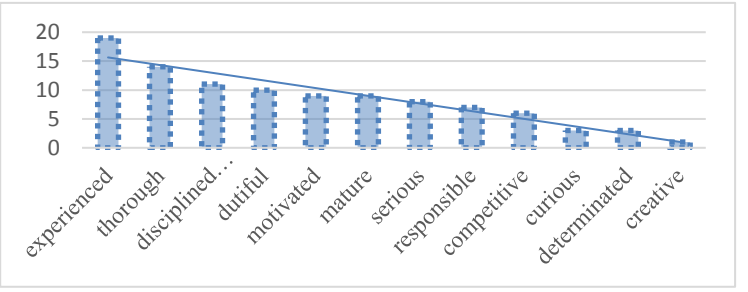


Fig. 3. Strong points of non-traditional students

Non-traditional students perceive themselves as very experienced, being mature, dutiful, self-disciplined, cognitively and emotionally skilled, other characteristics being serious, determinate, meaning motivated and engaged. Self-perceived strong points gravitate around experience, learning habits, emotional self-regulation and study high stakes. Experience is interpreted as the most valuable resource they bring into the mixed group of students. They have an integrative perspective on their personal experience, professional and learning experience. Motivation and experience are connected to clear expectations as learning outcomes, self-discipline and strong learning habits, emotional self-regulation and team work skills (time management, decision making, negotiations, conflict resolutions, etc.). Experience helps for mastering the content: "*Without my life experience, I would not be able to understand some classes"* (A 37) or *„I easily understand because I know what is behind theory. This is a big advantage".* (A 35). Experience give self-confidence and the capacity to focus on relationships with other colleagues and teachers. *„My style is to be joyful. I bring a relaxed flavour into my group. We can overpass the obstacles, to overcome difficulties. My colleagues say it is so hard, I can't do it. I use to work with children and parents all my life, therefore I did not find it difficult."*(D 51) *„I generated reactions: we can do it in another way. I generated joy and trust."* (A 45). Experienced students practice a mentoring attitude towards younger colleagues: *„I felt that they are looking for milestones in life, in studies. They need models. They need advice. Unfortunately their thinking is not broad enough. When we have a project they do not use their creativity very much. How to do it? You try to think more."* (N 43); *„I myself did not have the courage to express and ask teachers. I am selective. I know whom to ask or not."* (A 35) *„They cannot work on computers. Microsoft. Many don't have computers in Bucharest, they cannot work in the dormitory. Some ask us for help: laptop, printer, how to make a Power Point Presentation etc."* (A 43); *„Their need is to more*

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interact with teachers. I am experienced enough, when I like something, I can approach a teacher. They don't. If the teacher does not show availability, they don't dare to approach him. They ask us if it fits to approach a teacher." (M 45); *„They don't have experience on project work, e.g. on time management, team work. They have problems in writing, spelling. You cannot be a teacher and write with errors. We found out many mistakes in PPT. There are mistakes and we can improve together."* (E 47); *„Learning to learn together. They asked questions. Some had the questions but did not dare to ask. When I had another opinion I expressed it and this was an added value for them."* (N 40)

Seriousness, commitment in learning, motivation, ability to express and be critical, emotional maturity, feedback and clear planning represent some areas where non-traditional students make a difference amongst their mix-aged groups they belong to. Some students mentioned competitive spirit, which is not so visible amongst young students. *„We set up higher standards. I want the best. And I want the highest performances. I am not interested in scholarship, but this is how I was educated to behave."* (E 47) *„In another department students said: We don't have competition. We only want to pass the exam."* (A 43) More than a generation difference (or gap), higher expectations and standards raised conflicts with younger colleagues: *„We set up a standard. They hate it."* (E 47); *„Why do I ask question if the teacher finished teaching? Let's go home."* (A 35); *„I have very high expectations. I know what I want and why I am here, for study. My colleagues are sometimes unhappy and annoyed. Why to ask such questions? We could have finished earlier and leave back home."* (V 40); *„We are used to act responsible and to do our homework. I read what teachers recommend to read, I do all my homework. I am irritated when my colleagues are superficial and make mistakes in writing. I find this very bad."* (A 45)

Non-traditional students challenge the comfortable way of fulfilling assignments. For example, mature students fight against superficial participation in class: „*Not the presence, but participation"* (A 35) *; „The system with the presence is not always beneficial. Presence by a signature means not being present. Each student needs to be more responsible. Those who are interested stay."* (V 40). 14 students offered clear examples of how to take benefit of their professional experience or life experience: *"I have rich life experience. I am very well organized. I have good skills for time management. My younger colleagues need that."* (N 40); *„Experience counts a lot. When I work for projects with my younger colleagues, we sometimes had different approaches. My experience in interactions and relationships is valuable. I can help a lot. "* (R 42); *„We coordinate the groups where we work".* (T 43); *„We bring another type of interactions. We know what respect is. We know how to communicate with the teachers. Our younger colleagues ask us to talk at the secretariat or with some teachers."* (C 47). Curiosity and creativity represent also important ingredients of non-traditional students guiding topics. Mature students volunteer to act as leaders of study groups for their colleagues, to provide mentoring and tutoring for them.

4. Non-traditional students: difficulties

Main difficulties reported by non-traditional students are generated by overlapping responsibilities and lack of time, generational gaps regarding work ethic, learning habits, competition and standards. Students expressed are aware of lifelong learning and education rhetoric, but they do not feel supported by concrete legislation; Finding the best way to accommodate job/ work, family` responsibilities and study duties represent a personal issue. They have to negotiate with colleagues and managers from the work place, to take non-paid leave, to sacrifice family time and to use personal energy up to an unbearable level. Majority of students are frustrated that they cannot attend all the classes. *„We are always in a rush. I need tough negotiations with my colleagues, in order to be able to be present at the university."* (V 40)*; „I feel so sorry that I cannot attend all the classes. I am always in a hurry."* (A 45). Time and overlapping responsibilities made the life of non-traditional students very demanding: „*I promised my family to stop after the master degree. No more studies. No PhD. Enough is enough for my family.* " (D 49). Just one quarter of the non-traditional students mentioned a slower pace for learning and decreased capacity of memory. „*I think I don't have the same learning capacity as I had when I was 20 years old*" (L 42). Three students mentioned difficulties in using new technologies. Three other (who belong to a group where there 4 PhD graduated who asked for accelerated study) reported being labelled by their younger colleagues. Tensions with colleagues are generated by work ethic and high standards: *"It is a bit unfair. I feel that I take their chance because I have another level of experience. But at the same time I feel frustrated because I did not have their chance when I had their age."* (A 45)*; „Colleagues complained that*

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we raise the standards. We have more knowledge. Teachers take benefit of our knowledge or experience." (C 52)*; „Colleagues can be very mean. I have a bitter taste after so many fights."* (D 49). Lack of emotional maturity and interpersonal skills are embedded into these daily incidents, which are part of the study experience and influence the climate of our learning communities.

5. Institutional adjustments for non-traditional students

Subjects investigated expressed hopes and concerns, shared solutions to problems and critical reflections. An institutional tailored approach of non-traditional students would include:

- Recognition and validation of prior knowledge and skills; coaching and personal tutoring; more consultancy than teaching;
- Personalized study paths and accelerated learning modules, better curricular articulation and integration; richer offer for optional courses; summer schools and other opportunities for in-depth study according to individual interests;
- More flexible, blended learning opportunities (use of skype, chats, social media, online platforms for tele-study and connectivity); better and more accessible information system (for study programs, administrative issues, online library, resources, data bases);
- Involvement of students in research groups supervised by faculty staff;
- Better facilities for students with children.

Students' commitment to make a change in education is many times linked to dissatisfaction with their own learning experiences as students or parents. Accountability-models, highly competitive and profit-oriented ethos in many companies enhance people's need to support vulnerable people, to act responsible and develop both inner self and community. Students' interests in the beginning of the study program evolve in time and motivational drivers can be affected by other inner or context-related factors. Non-traditional students' motivation is strong and stable. According to institutional records, 60% of bachelor degree graduates continue a master degree or PhD program in our institution. Group dynamic in different cohort is very different. There are more or less visible conflicts and tensions; some groups manage sensitive issues (e.g. record of attendance, individual contribution to group assignments, mutual help etc.). Motivated and mature, non-traditional students bring higher standards, competitive spirit, persistency and determination in reaching the goals. Inter-generational encounters are neither easy nor always harmonious. Non-traditional students perceive some of their younger colleagues immature and not clear enough about their future. "*Starting the studies mean huge freedom. They lose the way, they need more guidance*". „*Studying means much more than chasing for marks, scholarship or cheating in exams*". It means „*responsibility and use of knowledge*" (A 45). Educational specializations are highly feminized, therefore most of the students are women. The gender dimension influence the mentoring and carrying attitude towards younger colleagues.

Institutional reaction to students' diversity is year after year reflected by improved support services and activities (group tutors, online support, counselling services, children's area etc.). Working experience and life experience bring a sound working ethos and learning habits within young students groups. There is more than „old school" - „net generation" tension. It is about another institutional ethos, in order to meet values, experiences, expectations, interests and rich resources from all sides, curricular architecture, assessment system, learning facilitation. ***Just use us!*** told us the non-traditional students. Sounds good! Motivated, resourceful, experienced, and critical mentors within our academic community.

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III. ICT AND AXIOLOGY

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Quality standards in computer assisted distance instruction

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Abstract

Technological advances in computers has greatly influenced the field of adult education. In reality, the potential of this technology is not really exploited effectively. The effects of this underspending can only be conjectured without being specified with certainty. The causes are multiple, from ignorance in the ways of using computers in education and technical problems concerning Internet connection, up to a certain inertia of the system which still favors a traditional (considered to be) classical approach, that seems to have exhausted all the development resources that can lead to innovative changes in the education system. Obviously, the e-learning and the use of the CAI (Computer Assisted Instruction) in distance learning has the potential to surpass the inertia of the classical model. Within this process the evaluation of the quality of CAI components is a very important issue for changing the traditional perspective. In the present paper we are proposing a double faceted approach for the evaluation of the CAI components: standards for educational software and educational sites and standards for educational process.

Keywords: Quality standards in e-learning; Computer Assisted Instruction; Standards for educational software; Standards for educational process.

1. Computers and education

As educators and scholars in the field of education, we must look to the future. Education cannot remain, and even less so, look at the past; education must bring the future to the present day to be sure that every day of "today" is transforming into a more promising "tomorrow." Thus, in the conditions of computer and digital devices offensive, under the continuous technological advancement, education should be fully open to the future and instead of the question: "Should we use technology in education?", the focus should be on "How would do we need to use technology to improve learning?" In this context, complex research and investigations are needed and in order to answer this question, we need to raise the issue of quality standards for assessing the tools used in the CAI.

The use of computers in the educational process becomes a necessity in the conditions of the contemporary technological development. For the new generations of students, accustomed with the multitude of information of all kinds, transmitted on various channels, multimedia, assisting and accompanying the education process with the computers is an intrinsic requirement. The computer (and by extension all the personal portable digital devices) has been and is perceived as a toy, a tool, a socialization tool and communication, a source of information. Using computers in the context of distance learning is a challenge but also an opportunity. It is a challenge because, although it is a widespread method, the use of computer does not fulfill its full potential - at most this method is reduced to a presentation of contents with the help of the computer. On the other hand, it is also an opportunity because, being used to its full potential, it can bring obvious benefits to the educational act.

Ultimately, the CAI can define an interactive teaching strategy, a new way of designing instruction and learning. The CAI method is inserted in the context of virtual classroom education (at distance), and came with some significant advantages related to the management and organization of the educational act. Using the computer in instruction can lead to a number of interesting effects in the contemporary educational context: (i) simulates very complex processes

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and phenomena that no other means of teaching can put so well on record; (ii) makes use of many of the "classical" teaching resources unnecessary, resulting in a reconsideration of their place and role; (iii) builds extremely attractive contexts for the practical application of concepts and knowledge (Ceobanu, 2016). The use of computers in distance instruction can take advantages from all these developments.

CAI also involves a number of other defining elements: the use of ICT, the use of educational software, interaction and interactivity (Ceobanu, 2016).

2. Quality standards in CAI

Based on these elements, we propose a grid for associating different models of quality assessment of elements that define a well-designed and accomplished CAI activity. Thus, from this perspective, we will analyze the components of the IAC in terms of:

- Standards for IT (computer) products comprises the requirements for educational sites and software resources used within CAI;

Educational processes standards (Ceobanu, 2016).

2.1. Standards for IT products

The standards for IT products used in CAI have different profiles for web sites and educational software respectively. There is why we will treat them separately in order to underline the specificity of each of these.

2.1.1. Quality requirements for educational sites

A number of authors (Askar, Donmez, Kizilkaya, Cevik, & Gultekin, 2005) outline some important directions to be followed by all site creators (including educational sites).

- *Purpose and strategies* (what is the purpose of the site and how can it be understood by all users?);
- *Content and functionality* (which is the conceptual model of the site?);
- *Navigation and interaction* (how can content be organized so that all users can easily navigate?);
- *Presentation and media design* (what design must have the individual pages, so that all learners can use the information?).

Thus, a number of basic features of educational sites were defined:

- *Accessibility* - learners must be able to access educational sites from any location;
- *Flexibility* - Sites must offer learners the possibility to select their educational materials according to their own interests; equally, the general concept of the site must respond to different learning styles;
- *Minimal computer operating requirements* so that the site can be used by all interested persons;
- *Deliver educational content* - provide the learner with the necessary information or links to them;
- *Comply with a set of pedagogical requirements on e-learning*; such a site must meet the conditions of asynchronous learning at the student's own pace;
- *Provide the possibility of easy interaction between* learners or between learners and tutors / site creators (Mason & Rennie, 2008).

The task to outline the standards for educational sites is based on a set of requirements defined by ISO (International Organization for Standardization) for the www network and sites to be used at optimal parameters (ISO / IEC 9261): *functionality, reliability, usability, efficiency and portability* (Rusu, Rusu, Silvana, & Gonzalez, 2015).

Of these requirements, *the usability* term is the most complex and appears as a very important feature related to sites or software products. The variety of reference domains in defining the usability term has led to a multitude of its implications. Quesenbery cited by Green & Pearson, 2006, (p. 67) proposes a set of five dimensions of usability of a site: *efficiency, performance, commitment, error tolerance and learning facilitation*.

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By extension, we can refer to usability as a measure of the quality of interaction with a hardware or software product. A relatively recent analysis of student preferences (Hasan, 2014) highlighted a number of features that define the usability of educational sites:

Table 1 The defining categories of usability of an educational site (after Hasan, 2014)

Categories	Subcategories
Navigation	Support for navigation
	Internal search tools
	Active links
	The absence of inactive links
	No orphan pages
Organization/architecture	Logical structure of the site
	A simple structure (with few levels)
	Simple navigation menu
Ease of use and communication	Fast loading of web pages
	Ease of interaction in your site
	Easy contact with the creators or with those who support the site
	Foreign language support
Design	The aesthetics of the site
	Appropriate use of multimedia
	Appropriate use of fonts, colors, etc.
	The appropriate design of pages
	Consistency
The contents	Information up to date
	Relevant information and useful
	Correct information
	No pages "under construction"

Many of the features and requirements for educational websites may be retrieved with regard to the design and construction of educational software.

2.1.2. Standards for educational software

Educational software is a product specially designed to be used in the process of computer aided instruction or in e-learning. Educational software is a program designed in relation to a series of *pedagogical* (objectives, specific content, characteristics of the target population) and *technical issues* (ensuring individualized interaction, the feedback and the formative assessment); in a broad sense an educational software is any program designed to be used in training (Safta & Gorgan, 2009). In order for a software product to enter into the category of educational software it should present some general features:

(i) To have an educational purpose, namely to be designed specifically for this purpose or to demonstrate features that assures this finality;
(ii) To allow easy human-computer interaction, based on the natural language (not requiring to learn specialized languages;
(iii) To allow a better adaptation to the individual user characteristics (age, level of knowledge, intellectual level).

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One extremely interesting initiatives of the European Community in terms of learning in virtual space is IMS Project[1]. Based on extensive experience with regard to digital learning, members of this project have set out a number of standards for educational software:

Table 2 Standards for educational software (IMS Project after Safta & Gorgan, 2009)

Standard	Description
Completeness	• Complete description of the didactic process from a learning unit, including the reference to digital and non-digital resources required during the lesson; • The integration of the activities both of the students and educational staff; • The integration of resources and services used during the lesson; • Support for a wide range of teaching methods; • Support for individual and in group learning patterns; • Support for mixed learning (blended learning) as well as on-line learning only.
Pedagogical flexibility	• Expressing the meaning and function of pedagogical elements occurring in a learning unit; • Description of several types of teaching methods (not imposing a single one).
Customizing	• Identifying the customizable aspects of learning model, so that the activities of an learning unit can be tailored according to preferences, previous knowledge portfolio, and educational needs of the users; • The control over the process of adaptation should be forwarded to the student, teacher, computer and/or software designers.
Formalization	• The learning model should be described so that a unit of learning can be treated formally, thus allowing the automation of processes.
Replication	• Description of the learning model in an abstract manner, thus making possible the replication of the model in different circumstances with different educational actors.
Interoperability	• Ensuring compatibility and interaction of the learning models.
Compatibility	• The use of computer standards, so that you don't experience problems regarding the disparity with other computer programs.
Reusability	• The possibility of identification, containment and extraction from context of didactic elements, in order to re-use them in other educational contexts.

Sure, *the finality, the interaction and the individualization* requirements remain unquestioned for a quality software. Other authors have emerged new requirements arising from the widespread practice of using computer in education, from technological developments and capabilities provided by the latest generation of computers, but also from the many experiences of teaching with the help of computers. Thus, the educational software should have a set of features with pedagogical implications (Vannucci and Colla, 2010), as follows:

1. An efficient interface clear and intuitive, to facilitate interaction with the user, regardless of its age. Buttons and icons must be easily identifiable and intuitive and allows easy navigation to the page and between pages. Animations, images, background sound, key words, are requirements defining the interface of such a program. Equally, the interface must not be attractive, but not very loaded and strident.
2. Multimedia component, the one that distinguish a book to a site for information, must be appropriately selected, and should meet certain quality criteria in both technical and instructional. Multimedia and graphics should only support the educational approach; the abuse of such content can sometimes lead to a distraction of the learner from their primary task.

[1] http://www.imsglobal.org/

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3. Appropriate contents for the target group for which an educational programme has been designed. Adapting these contents to the users ' characteristics (age, learning styles and purposes) constitutes another essential requirement of these products.
4. A multidisciplinary perspective is another important requirement of these software. Extensive contents allow students to deepen their knowledge on certain directions they deem interesting. In this context it is necessary to specify clearly the finality of the contents: information or instruction. Although interesting, stand-alone or online encyclopedias and dictionaries, does not have an educational value in itself. A good integration of them into a coherent educational scenario can bring the benefits sought by educators.
5. Modularity it is a requirement that comes especially from the part of the software developers, in order to easily change or extend the content of the software; if the program includes a module with editing tools, it will enable the tutors or teachers to carry out small changes and to adjust the program to users ' requirements.
6. Portability allows to run the educational software on different types of computers or devices that meet the minimum technical requirements. It also allows adjustments imposed by the circumstances in which it runs.

2.2 Standards of educational process

In this category are included a number of pedagogical elements that are specific to the organisation of educational process realized with the help of the computer. These requirements are detailed in the following table.

Table 3 Educational process standards for on-line courses (Ceobanu, 2016)

Standard	Description
Standards for instructional design	• Clear formulation of the course aims; • Clear operationalization of the objectives; • Clear definition of cognitive and practical competences that will be acquired by students; • The suitability of the learning contents to the particularities of the students age group; • The adoption of appropriate strategies and teaching methods; • Putting the learning resources at the disposal of students; • Clear formulation of the tasks to be carried out in accordance with the aim and course objectives; • Compliance with students' learning styles and learning preferences; • Optimizing the communication between student and tutor; • Providing information on the use of bibliographic materials and copyright compliance.
Technological standards	• Specification of technical requirements to run the course/tutorial; • Compliance with data security requirements.
Students' technical standards of competence	• A minimum level of expertise on the use of computers; • Compliance with the rules/ethics rules in the Internet.
Training standards for the tutors/teachers	• Professional and academic expertise; • Technical expertise in online teaching; • Pedagogical competences for e-learning activities (learning support strategies, stimulating active interaction, participation and collaboration, expertise in on-line evaluation).

The preoccupation for defining e-learning standards of quality have been and remain extremely current. The extension of the model and its popularity led to the appearance of a framework for assessing the quality of e-learning process (e-quality) (Masoumi & Lindström, 2012).

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Table 4 Framework of e-quality

Factor	Detail
The institutional factor	• institutional component • administrative component • scientific research • reputation
Technological factor	• the development and quality of technological infrastructure • functionality technology platform • accessibility • user interface design
Pedagogical factor	• focusing on the student • communication and interactivity • social aspect • learning environments • evaluation • resources for learning
Instructional design factor	• clarification of the expectations • customizing • selecting appropriate teaching scenarios • learning resources • the availability and reliability of resources for learning
Assessment factor	• financial efficiency • learning efficiency • satisfaction of students • satisfaction of tutors/teachers
Support for students	• administrative support • technical support
Support for tutors/teachers	• technical assistance for the development of on-line courses • administrative support • pedagogical support

3. Conclusions

As it has been able to ascertain, quality standards and quality evaluation in e-learning, in general and in CAI in particular, can be approached and defined in different ways, reflecting the positions and concerns of the various stakeholders in this process.

From the perspective of an educational system which has particular experience with regard to the implementation of on-line courses (New Zealand) it has been developed a model of the maturity of e-learning, (eMM) that defines some sets of quality criteria in order to ensure an appropriate e-learning (Marshall, 2012). This model has a level of generality that ensures its appropriateness for different e-learning experiences. The main issues that must be followed within this respect are:

- Learning -processes that have a direct impact on pedagogical aspects of e-learning;
- Development- processes around the creation and maintenance of resources for e-learning;
- Support -processes linked to support and operational management of e-learning;

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- Evaluation -processes related to the assessment and control of the quality of e-learning;
- Organization -processes associated with the planning and institutional management.

Besides these elements must be underlined the need to enhance these standards (whether for software, either for process), from the perspective of the enlargement of other elements that may affect in a significant manner the educational process: the exponential increase of the capacity of portable/digital devices (primarily cell phones), the sharp increase in the number of holders of such devices, an unprecedented multiplication of educational mobile applications.

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The Impact of Social Media on Scholarly Practices

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Abstract

Educators have started to turn to social networking sites as they began to recognize the assistance that new technologies and social media cam provide in information dissemination, cooperation and creation activities and receiving feedback. Sharing media files, communicating and acting on digital social communities platforms using mobile devices assist everyday activities in a complete new manner. In this article, different settings for the use of new technologies and social media are pointed out for teaching and learning in schools. There are various possibilities to use new technologies and social media in an academic context, in order to highlight the benefits for all participants in the educational process. This publication gives a short overview on the importance of using new technologies and social media in terms of didactic benefits for students and teachers.

Keywords: digital native, educatioan, social media, Web 2.0.

1. Introduction

With the advancement of technology, new ways of communication have emerged, which have also been used in the field of education. Social media is playing an essential role in spreading knowledge in all sections of societies around the world. At the same time, it has proven to be a powerful tool for streamlining the teaching and learning process, contributing to shaping the interactive character of the didactic act, making it more interesting, simpler and emphasizing its benefits.

2. Social Media in Education

2.1. Social Media

The concept of social media is, in most cases, partially or differently understood and used inappropriately in various contexts. The specialty literature offers a wide range of definitions that are the subject of the social media concept. To begin with, Cohen (2011) presents 30 definitions with applicability to all areas of activity: education, marketing, public relations, medicine, etc. But simplifying social media is the syntax that commonly refers to blogs and online social networking sites (Lariscy et al., 2009).

Another definition presents social media as "those forms of electronic communication through which users can create online communities to share information, ideas, personal messages and other content" (Rosen et al., 2011: 28).

Definitions for social media are in constant evolution and development. Kaplan and Haenlein (2010) have attempted to present this concept more clearly and precisely. Their definition refers to Web 2.0 and the default users, highlighting that "social media takes the form of a multitude of Internet-manipulated applications that have been built on Web 2.0 and that allow the creation and sharing of user-generated content" (Kaplan and Haenlein, 2010, 61).

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2.2. Typologies of social media

The same authors describe different types of social media, classifying them according to two dimensions: *the social presence* and *the existing palette of media applications.*

Following these two dimensions, the specialty literature (Kaplan and Haenlein, 2010: 62; Rheingold, 2008: 46) identified 6 categories of social media applications as follows:

- Collaborative projects - Including dictionaries/books (wikis, wikipedia, bookmarking);
- Blogs, with different content depending on the target field;
- Content for the online community: Including Youtube, Flickr, Slideshare;
- Online socialization: Including Facebook, MySpace, LinkedIn and Instagram;
- Virtual Games: Including World of Warcraft, Minecraft, Ikariam, etc;
- Virtual social worlds: Includes Second Life applications

Over the years, it has been found that both traditional and social media have considerable potential in their use at all three levels of education: primary, secondary and higher. However, the integration of social media still has a long way to go in terms of acceptance. Classroom activities involve students particularly in group-work, also encouraging initiative and decision-taking from part of the student. In this way, students are encouraged to create and develop their own learning style. The teacher's role has shifted from the main source of information to that of mediator and guide. In addition to promoting peer communication, collaboration and active learning, through discovery, teaching using social media also aims at turning students into independent leaners by creating and developing self-motivation and self-regulation skills, that may serve them in future self-education skills.

The benefits of new technologies are used in academia, education through radio and TV, web conferencing, satellite online interviews and distance learning, and now through social networks. Lately, many researches have been done to find new teaching methods and techniques to understand students' interest, to increase their involvement in the learning process, to make the educational act more interesting, but also to the problems related to changing the academic environment. Across the world, academics are involved in the development of new methods, new techniques and tools to make the educational and learning process easy and exciting, according to the needs of the current generation of students. In today's context, there is considerable effort to explore the benefits in the academic world.

The use of new media in education is a new research area for academics. But if we relate to the past, we would find that traditional media has played a very important role in the educational act over time, and the integration of these two environments into the contemporary education system can have undeniable benefits for the academic environment.

2.3. Social media as an educational tool

Sometimes, using social media in education might take a lot of time to prepare and conduct the activities supposed to be carried out within the classroom. Teachers might have a wrong attitude or opinion regarding the use of technology for the educational process and students might not have the same opportunities to learn via Internet or social media at home as their peers. These are a few worries that might hinder the development of the social media as an educational tool.

The following conclusions on using social media in educational purposes can be highlighted:

- In time, social media will most likely become a learning network due to its structure and flexibility (Couillard, 2014: 7), it will be a necessity (Munoz and Towner, 2013, 2617), and particularly these characteristics might trigger the opportunity to create an online community and the possibility to interact and share knowledge.
- Also, teachers might find it easier to connect with their students via social media when it comes to sharing assignments, future events, useful links, or even to help them doing their work through samples.
- The cost of using social media is extremely low and is very convenient both for the students and for the teachers.

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- Social media is an opportunity for teachers to share their life experiences with their students, which will make them bond easier and faster and which will motivate the students to learn, to develop themselves (Couillard, 2014; 15).
- Various sites, comments or discussion that take place online can only help students to stimulate their imagination, their vocabulary and to break the barriers of shyness (Couillard, 2014: 8).
- Social media is a tool that connects people and students particularly, to help each other doing their homework or to share valuable information that is important to their education; they can also start creating online groups to make this process easier, for instance, there is the possibility to create such groups on Facebook and the teacher to be the coordinator, so that he/she monitors everything that happens online.

All these conclusions can only pursue teachers to use social media as an educational tool rather than running from it or, at least, until it is discovered another support that is officially recognized, standard and certified for turning social media into an approach to the teaching-learning process. The following aspects hinder the use of social media as an educational tool:

- Some teachers might consider that it is more important to spend time on interacting with their students via social media instead of wasting time preparing educational activities.
- The educational system has not provided any officially nationally recognized standards to instruct teacher how to use social media properly and how to assess educational activities conducted via social media.
- Another reason is that students are not motivated to use social media as a learning tool (Madge et al., 2015; Hew, 2011; Selwyn, 2014) (Madge et al., 2015; Hew, 2011; Selwyn, 2014) because they prefer to spend time on chatting with their friends, playing games or doing other activities that are not related to the learning process (Madge at al., 2015: 178).

2.4. The impact of social media in education

Lately, the use of technology and Internet has spread worldwide, both at countryside and in the big cities. Most importantly, the literature has revealed that this phenomenon started to develop within the academic field by the teacher's use of Facebook, Messenger or even of Twitter to connect with their students or to take part in various educational programs (Moran and Mollett, 2011; Electronic Frontier Foundation, 2009).

Nowadays, academics discuss and cooperate via social media, from blogs, to Wikipedia publications until Facebook posts, which is part now of their daily life.

Of course, there are still debates and pros and cons about using digital technology in the academic world, but it is important to take into consideration the benefits and costs of using social media comparative to other packages.

We can find three main fields within academic field which digital technologies can enhance:

- Accessing, documenting and selecting information accessing;
- Getting in touch with others and
- Creating peer-to-peer networks.

Many disciplines have highlighted the fact that social media can only improve the searching for information, can make learning more effective and, the most important thing, can improve cooperation among students. Tools like WebEx, Blackboard Collaborate, Skype can be implemented by school institutions in hybrid and online courses in order to increase accessibility, to make the interaction between students and between students and teachers much easier, and to encourage active learning while adding variety. There are some advantages of interactive web conferences as they increase accessibility, interaction between students and between students and teachers, and promote active learning while adding variety.

We can go further and sustain that social media will became the teacher's right hand when it comes to distributing study materials to students, social media acts as a facilitator of interaction and exchange of ideas. It can be a support for students who are very shy and cannot express their thoughts; also, it can trigger some cooperative actions from

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students who don't want to interact in the classroom. Used in relation to all subjects and for all levels of education, social media supports students in asking for and giving advice or explanations, searching for and offering ideas or comments, initiating discussions on various topics and getting engaged in online discussions, asking for and providing links to research materials.

If we think of the possibilities that social media offers to us regarding the educational process, except exchanging documents for various school objects, we can find out that social media helps us discover the latest news in the field. Also, it helps our students to find lists of reference literature, to join Facebook groups of their interest, but also to check out contests and competitions to attend, or projects to get involved in.

In terms of disadvantages, one of the drawbacks is the time spent for preparing educational activities conducted on social media tolls and in student-centered activities. In the absence of official, legal standards and norms of conducting educational activities on social media ways, these remain marginal, optional and experimental in nature. Teachers must spend their free time at home, interacting on social media for educational activities and purposes.

3. Conclusions

In this article, we have approached the idea of using social media for the purpose of a student-centred approach in the educational system. It is extremely useful to share valuable documents for your students in real time and offer them the chance to be helped and assisted while doing their school work, but social media is not considered an official standardized educational tool because it does not help teachers evaluate properly their students' work. This leads us to using social media only as an optional and alternative tool. As many and as relevant as the advantages of using social media in education may be, certain limitation (the time invested in social media activities, human and material resources – for maintaining devices in a proper working state or the risk of Internet connection failures) represents a major inconvenience for their implementation.

Sometimes, students find it difficult to interact within the classroom and prefer to chat on social media. Teachers might have the surprise to discover that shy students are really talkative and more efficient while using digital technology and for this reason, teachers should be the ones to encourage online cooperation. Social media is able to contribute to the students' personal and professional development, to the intensification of their emotional intelligence, creativity, to the progress of their personal learning styles and their learning motivation.

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"The Happiness in Their Eyes" – Empowering the Silver Generation through TV Commercials

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Abstract

The present work aims to identify the meanings attached to the presence of mature people in commercials. In a steadily ageing society, the way in which a growing segment of population is represented speaks about the other generations' perception of the value of the most experienced members among us. The semiotic and stylistic approach will be used in order to manage to catch the right shades of meaning, either directly or indirectly transmitted through commercials which have been running on Romanian TV channels over the last 5 years.

Keywords: mature people; commercials; semiotic and stylistic approach; message.

1. Introduction

The society we live in is marked by an ageing tendency and seeing mature people in commercials is quite natural. Nevertheless, the way in which they appear portrayed, the type of circumstances associated to their needs and activities represent a question whose answer mirrors the way they are perceived. Commercials with active seniors with a contagious joie de vivre alternate with those portraying them as vulnerable and feeble. Out of this play of messages one can discern the way in which their presence is felt at the level of advertisements content (that can or cannot correspond to the day-to-day reality). Whether the ads involving seniors are successful/ realistic or not may be another issue, because as Henry Ford stated, "if there is any other secret of success, it lies in the ability to get the other person's point of view and see things from that person's angle as well from your own" (Carnegie D., 2014). We witness a continuously growing number of products on the market and thus the need to advertise them either on the internet, on TV or on the radio, in newspapers, billboards and so on is perfectly well explicable. As for the audience, the no longer very young generation is sometimes discriminated in favor of the not yet old one, as only a smaller part of ads involve seniors. It is obvious that the demographic trend shows a growing number of old people and, as a consequence, that the audience "needs to identify with a personal experience, either vicariously or intellectually, with the people, emotions, places and situations presented on the screen." (Shelton, 2014) The present study is focused on TV commercials in which there appear representatives of the silver generation (recognizable by the hair color, wrinkles on face and hands, or by the retiring context in which they are placed). A definition of the silver generation is not difficult to offer, in spite of the fact that the opinions of the authors on aging differ. The acceptation of aging in the present paper is that of the natural and biological process characterized by a lessened capacity of the body to adapt and a decreased level of functional reserves. If one accepts the idea that nothing is meaningless in everyday life, then the current approach can be illustrative as far as the image of active and healthy aging is present in Romanian advertisements. By analyzing the commercials in a multimodal way (that is taking into consideration both their semiotic and stylistic traits) the aim is to highlight the message transmitted by old agers' verbal/non-verbal/para-verbal

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presence within TV commercials. This kind of approach tries to overreach "the disciplinary fragmentation limits" and offer "a vision of the world and life as competent as possible." (Jeder, 2014) There have been chosen both Romanian and foreign advertisements that were running on TV starting from 2012 to the last month of 2017.

2. Problem Statement: Romanian Old Agers as They Appear in Commercials

2.1. Old Age in Romania

Demographically speaking, Romania faces an expansion of the seniors in the coming decades. Gerontological studies (Bălaşa A., Gal D., Bogdan C, Curaj A., to name just a few of their authors) approach the issue of "silver age" with all its problems: conflicts inside families, social abandonment, health care, economic and social support, etc. The silver generation has also been approached in studies mainly dealing with life quality or the effects of young people's moving to other countries (Lupchian, 2016). Demographic ageing (Lupchian, Saghin, 2015) is quite a recent concept in Romania; nevertheless, "the pace at which this phenomenon occurs is alert and its consequences are exacerbated by massive emigration of young adults toward developed countries" (Lupchian, Saghin, 2015).

2.2. Television Commercials and Old Agers

Television advertising is by far the handiest medium for mature people (Emandi, 2014), so what mature people see in commercials is nothing but their image in a mirror. This image has been filtered by copywriters so that it conveys a certain message about how this segment of age is viewed. Beside their primary role, that of disseminating information within the economic area, what commercials do is to propose patterns, values, etc. (Dumitrescu, 2015) As natural, Romanian sets of patterns and values are more or less subordinated to the international/ global ones; therefore, this study could be interesting from a comparative perspective. Celebrities endorsing products can be found everywhere, transmitting more or less similar messages, thus mediating between local and global/ national and worldwide values. Although maybe not so famous as their European/ American/ etc. counterparts, Stela Popescu and Alexandru Arşinel provide the national flavor of Romanian old agers. Catena Pharmacy Chain is known by all Romanian seniors due to them. The element of novelty brought by the present study is the angle of view chosen in order to present what ads transmit about the old generation of Romanians. If the above mentioned couple is representative for the majority of the Romanian seniors and if the retired population feel 100% represented by them, will be the topic of a future study. For the time being, the focus is on the semiotic and stylistic approach. The current economic situation leaves its mark on the pensioners: "The rise in prices for services, food and non-food items since the occurrence of the first signs of economic crisis has substantially eroded the purchasing power of pensions. This forced many pensioners to give up acquisition of food and medicine in order to be able to cover house maintenance and bills" (Zimmer, Rada, Stoica, 2014). Therefore, one should not wonder why commercials which have senior protagonists refer to the "good old days" (phrase which contains the semantic feature [+Previous Experience]): "Catena Is Sending You to a Health Spa Again!"("Catena te trimite din nou la băi!") is the slogan of the most recent commercial advertising Catena Pharmacy Chain, the largest pharmaceutical retailer in Romania. Componential analysis proves to be a very effective tool: [+Previous Experience] appears repeatedly in the dialogue between the two Romanian celebrities who endorse the pharmacy chain.

3. Research Questions

Throughout the present paper the questions that are to be answered refer to the extent to which the old generation represented in ads is valorized, and also if their "image" on TV corresponds to the contemporary Romanian reality.

The first hypothesis of this piece of research is that TV ads are a bright projection on the screen and that everyday reality is deformed for the sake of values' respect principle. The second hypothesis refers to the extent to which the silver generation appears present in commercials to a wide variety of products. The aim consists in highlighting the issues stated above by means of semiotic and stylistic analysis.

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4. Research Methods

Given the complex nature of commercials, the semio-stylistic approach has been considered to be the most appropriate, as meaning cannot be created through the isolated analysis of the visual/ linguistic/ audio/ etc. mode, but through their synergic study. The message transmitted through advertisements is a construction of signs which generate meaning in the moment when it is "read" by the receptors, that is, when it is filtered through their prior set of sings and codes. Paraphrasing Charles Baudelaire, the receptor is constantly placed among a "forest of symbols" and the hardest thing appears to be the fact that the same sign may have different connotations. As far as the appropriateness of the research method is concerned, one should take into consideration the TV commercials as a complex of text, sound and image. Through a stylistic perspective, each level of language (phonetic, morphological, lexicological, syntactic) plays a special role. The stylistic value of texts in commercials cannot be said to reside in the sum of stylistic meaning of all units, but especially in their interaction.

The semiotic side of the approach takes into consideration the various types of signs transmitted by ads (word, sound, visual image). According to Charles Sanders Pierce, in visual communication there are three types of signs: iconic, symbolic and indexical. Visual images in TV ads contain symbols carrying semiotic meaning (white hair and wrinkles stand for experience/ wit/ humor/ pain/ inability), which will be further emphasized through stylistic marks (repetition, metaphor, parallel constructions, accumulation). There will always be some patterns of usage in both speech and writing (Zafiu, 2001) . The three dimensions of the stylistic analysis refer to the phonetic, semantic and syntactic domains. At the semantic level, componential analysis proves to be very fruitful, especially when linking meanings at different levels, thus ascribing them to a certain semantic field. At the phonetic and syntactic level, "the memorability of a language which uses tropes (residing after all in the pleasure given by the positive effects on the audience's attention)" (Emandi, 2016) will be inherent in the involvement of the viewer/listener/reader in the elaboration of meaning. The corpus of commercials under study was created taking into account the presence (either as protagonists or in the background) of seniors in audio-video TV commercials.

5. Findings

The percentage of older persons in Romania has been growing constantly from "11% in 1992 (below the threshold of demographic aging) to 14% in 2002 and a little bit over 16% in 2011" (Lupchian, 2016). The difficult financial situation of an important segment of pensioners and the precarious health system are very little mirrored in the contents of the commercials under study. Our approach confirmed the hypothesis that the TV ads offer a "brighter" and deformed face of the seniors: except for some ads promoting a healthy life style or pharmaceutical products (Kosmodisk, Voltaren liniment, Dry Cooker pan, Catena pharmacy chain, Dona pharmacy chain), the presence of seniors conveys a sense of vigor, prosperity and well-being. Lexically speaking, semantic traits such as [+Pain] are present in Kosmodisk ads as well: "insufferable pain" ("durere insuportabilă", "terrible pain"("durere cruntă"). The semantic trait [+Helplessness] is also present: "I crawled"("m-am târât"), "hidden burden"("povară ascunsă"). Such disphoric connotations are not what commercials prefer to transmit.

Financial difficulties are hinted at in the mildest way possible. Women appear in the majority of cases "as buyers or users" in commercials for products such as Kosmodisk, Dry Cooker, Corega, which share the semantic trait [+Money Saver]. Men are more often present as "experts in a particular subject or as a local authority"(Emandi, 2014) due to some events in the past (Cosmote – The Butterfly, Cosmote – War Hero, Timişoreana beer 2012, Ardealul vegetal paté).

Only rarely do economic reasons appear mentioned in the text of the commercials: it is the case of Dry Cooker pan (which helps retired people save money) and the pharmacy chains Catena and Dona. An interesting play between the idea of saving money and enjoying life like in the good old days can be perceived in one rather recent Catena ad, where the dialogue between the two endorsers is full of flavor and puns:

"Look, "Catena Is Sending You to a Health Spa *Again*!"("Catena te trimite *din nou* la băi!").

"I *would like so much* to go to a health spa!" ("*Ce-aş mai* merge şi eu la băi!")

"*Ever been to*?" ("*Ai mai* mers?")

"No, but *I would so much have liked to*" ("Nu, dar *am mai vrut*!")

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"Then, *what are you waiting for anymore*?" ("Atunci, *ce mai aştepţi*?")

At the lexical level, the play between the present and the past in the dialogue between the two protagonists who are in front of the pharmacy and have the prospect of a future plan in front of their eyes may be a strategy to draw everyone's attention to the importance of the present moment, when they can take profit of the opportunity. Repetition makes the dialogue savory due to the polysemantic use of the Romanian adverb "*mai*" (translated as "*so much*", "*ever*", "*anymore*" etc.)

The exchange is full of humor and one can also sense a possible reference to a precarious financial situation:

"I'll call Costică and ask him if he wants to come with me, because the ticket is for two persons."("O să-l sun pe Costică şi-am să-l întreb dacă nu vrea să meargă cu mine pentru că biletul are două locuri.")

"*Why should you call* Costică? *Why don't you call* me?"("Il suni pe Costică! De ce să nu mă suni pe mine?")

"Well, *why should I call* you, as you are next to me!" (Păi de ce să te sun, că eşti lângă mine!")

"Well, why spending money anymore on phone calls, I accept the invitation, and we are going together to the health spa, sent by Catena!"("Dar de ce să mai consumi, accept invitația, mergem împreună la băi, trimişi de Catena!)

Rime is used for the deliberate comic effect, which is very productive from the viewpoint of the efficiency in advertising (Emandi, 2014):

"And Costică?"(Şi Costică?")

"Good bye, we will send him a postcard!" ("La re*vedere*, îi trimitem o *vedere*!")

This last exchange of replies also marks the end of the commercial, contributing to the aura of relaxation and cheerfulness of the entire dialogue. Parallelism and repetition make the ad memorable as well: the two protagonists are voluble ad happy. The paradigmatic choice of some retirees that plan a free holiday is in line with the real situation of the majority of Romanian seniors. So is the old lady Spirescu (or grandma Spirescu, as she wants to be called), who plays the role of detective looking for the smallest prices for medicines.

The second confirmed hypothesis refers to the small number of commercials with old agers on TV when related to the ratio between old and not old Romanian population. One can detect several categories of messages transmitted about old age: it means experience and support offered by the perfect grandmother/ grandfather (Oil from Grandmother, Merci chocolate, NN Insurance and Pensions), experience and excellence (Timişoreana beer, Cosmote - "War Hero", Ardealul paté), sophistication and savoir vivre (Jacobs coffee, Corega), budget-mindedness (Dry Cooker pan, Catena and Dorna pharmacy chains), mildly impairment (Kosmodisk, Voltaren, Cosmote – The Butterfly, Centrofarm pharmacy chain).

The choice of the image of the perfect grandmother corresponds to the traditional role of women as nurturers of children (Vodafone – Sunday Grandmothers). In the commercial for "Merci" chocolate bars, the language is used to reinforce the gratitude message in the filmed sequence: a grandson comes to his grandma very excited and offers her a box of chocolate. The voice over speaks about the quality of the product advertised and the dominant lexical set is that of refinement ("pleasure to choose", "unique collection") and high quality ("fine chocolate"). There are more visual images than written captions due to to the fact that pictures speak for themselves, having the ability to communicate the mood.

The audio content of each commercial, including what was said by/to and/or about each of the protagonist/product helps the coding of traits. The lyrics of the song in the Merci advert suggest the close relationship between people who offer and those who receive such a product. The usage of the second person singular of the verb "to be" and of the personal pronoun connotes a close relationship based on love and appreciation.

6. Discussions

The happiness in seniors' eyes is supposed to be a consequence of a meaningful life and a healthy participation in the social life. The problem signaled by the present paper is in accordance with the conclusions of the gerontological studies in Romania and of the studies of population and social geography, and it draws attention to the gap between the harsh reality which shows an increasing break between the actual needs and what society has to offer to the seniors. Commercials mirror how society perceives such realities, but the proportion of the commercials with seniors related to all TV ads is outnumbered by the proportion of older people related to the entire Romanian population. One of the limitations of the present paper is due to the angle chosen which is only ad analysis; therefore, a survey about how

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realistic old agers feel represented by TV commercials could be illuminating. Another limitation refers to the representability principle and it derives from the (still) small number of ads with old age persons.

Seniors are expected to be part of a society for all ages, where they should not be portrayed only as pensioners and patients. The number of situations in which they appear is limited: at home, at the pharmacy, with their family, shopping or in nature. In spite of the social programmes meant to engage the elderly in social and economic activities, the reality transmitted in the majority of the ads through their language or through their behavior is that they are neither agents nor beneficiaries of development. The misrepresentation of seniors in Romanian ads can be an alarming sign as far as the concept of active aging is concerned. The Romanian society hasn't reached the maturity and wisdom to value this generation and to improve the life quality of this segment of age. In spite of the European Union's emphasis on the importance of active aging, in Romania the basic values of intergenerational tolerance are underrepresented: no commercial presents pensioners in situations such as older job applicants, social inclusion, lifelong learning, acquiring new skills or healthy working environment.

7. Conclusions

The hypotheses have been validated and the conclusion that can be drawn after the present approach is that the underrepresentation of seniors in commercials may speak about their lack of significance for the contemporary society. When present, the attitude towards them reflects traditionalism (Lady Spirescu prefers to be called "grandma Spirescu") and no depiction of active lifestyle is present.

The fact that the real difficulties and preoccupations of the pensioners are not shown in commercials may be explained by moral reasons; it is therefore for the sake of family values that their image is brighter. On the other hand, the disphoric realities are not attractive for prospective buyers and thus, advertisers prefer a metamorphosed aura of the old generation out of motivational reasons as well. As the demographic trend in Romania is characterized by aging, it is very important for the old age representatives to feel activated and active when they see themselves represented in advertisements. There are such examples of seniors who plan to go on a holiday, who flirt (Catena pharmacy chain) or who spend a happy life in the middle of their family (Voltaren, Kosmodisk). Nevertheless, the poor representation of old agers in commercials mirrors a drawback of the contemporary Romanian society, which doesn't understand the importance of activation, accepted as a "specific method of intervention into the lives of the elderly who satisfies its needs, whether in the context of self-realization, recognition, spending of free time in formal or informal education" (Garaj & Madiniaková, 2015).

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Strategies for STEM Education in Secondary Schools

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Abstract

A modern, sustainable, based on knowledge society needs adults ready to integrate professionally into science and technology fields. One of the most difficult tasks of Physics teacher faced in the classroom is to keep students' interest in science, technology, engineering and mathematics (STEM). To increase students' motivation for STEM, they are looking for the most appropriate strategies. Pedagogical research and formal or informal educational practice have shown that there may be two solutions. The first is introducing into the lessons, part of the formal education, of elements related to the future profession in the field of STEM. The second option is to build students' competences for STEM by informal education activities in order to ensure the insertion of future adults in real economy. Establishing a robotics club in school is the shortest way to educate young people for a future job very solicited by labor market. The club activities can help students to integrate acquired knowledge in order to achieve a genuine process of solving a real problem. The activities should promote reflection, scientific research, detection, application and communication, according to modern standards. Modern technology involving sensors, actuators, robots or / and drones can be used creatively, so that all activities become interesting, involving and motivating to students.
The paper presents the steps of the establishing of La Salle Electronics Club – NanoTechFun club. Firstly, the initiative was discussed in details with stakeholders and experts in the field of STEM informal education and was decided in the following step to identify the needs, expectations and previous experience of students in clubs. The analysis of pupils' responses mirrored the general level of information about new technology, sensors, actuators and robots of students is low. Tacking in to account also, the previous experience of students in clubs was decided in the third step to organize the club by settling a statute, regulation and plan for activities by involving students, instructors and volunteers.
The involvement and responsibility of the students of 16 to 18 years old in the establishment and activity of the club demonstrate that the strategy was successful. Good practices in robotics education in school clubs can be used in activities with adults who are in the process of professional reconversion.

Keywords: Education for STEM, robots, Arduino, sensors.

1. Introduction

Mechatronics is a new multidisciplinary field of science that includes a combination of four engineering disciplines: electrical, mechanical, computer, and industrial. The definition of mechatronics evolved from the first statement of Ko Kikuchi, former president of Yasakawa Electric Co., Chiyoda-Ku, Tokyo in 1969 (apud R. Comerford 1994) in more modern ones. Mechatronics is in fact, considers S. Ashley (1997), the "synergistic integration of sensors, actuators, signal conditioning, power electronics, decision and control algorithms, and computer hardware and software to manage complexity, uncertainty, and communication in engineered systems".

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Recent C.M. Hackl (2017) interpreted the last accepted definitions of terms mechatronics and biomechatronics. The terms “synergetic integration”, “information technology” and “complex decision making” in the definition attribute to the holistic, synergistic and interdisciplinary nature of “Mechatronics” as several science and engineering disciplines - e.g. electronic (electrical), computer, mechanical and software engineering and chemistry, biology and mathematics (systems and control theory) - equally contribute to the design, manufacture and operation of mechatronic products. Mechatronics is well established in many branches of industry such as automotive, manufacturing, aerospace and building/construction industry, electrical drive engineering, robotics and automation, (bio)medical engineering and even consumer electronics.

Typical mechatronic system picks up signals from the environment, processes them to generate output signals, transforming them for example into forces, motions and actions. Due to the similarities with the way of animal and human been sensing and functioning the idea of creating robots and artificial intelligence or robots was obviously. Remotely controlled machines with self-adaptive tools, automated guided vehicles, social robots, etc. are for example embedding high amount of system knowledge and software that is necessary for its design. Adaptive software has become an integral part of the products and the products that are decisions makers are part of our day-by-day life.

Is considered that students in vocational high schools studying mechatronics must learn about robots, machines, electronics, controllers, sensors, computer-aided design (CAD), programming, programmable logic controls (PLC), diagnostics, computer numeric control (CNC), and other topics that together form the basis of "smart" devices used in robotics and advanced automated systems. This important knowledge is needed not only by highly skilled technicians who help install, program, trouble-shoot and fix problems, but also by future designer and users of complex mechatronic systems as robots are. And users are also the kindergarten pupils to adults. Is a complex discussion when and how elements of robotics must be transferred to the children as part of formal or informal education.

1.1. The need for education in mechatronics and robotics

Robotics could play an important role in education by motivating and exciting students about STEM subjects. Robots engage students in the learning process and hands-on activities help students understand how science and technology are useful in their world and make connections to careers they may not have considered. Consequently, (E. Kolberg 2003) a course on mechatronics will have to deal with complex theoretical subject matters as well as the complexity of managing a class project. Israeli experience leaded to the conclusions that mechatronics for non-technical students is a difficult enterprise but can increase the awareness of non-technical students to technology and technology practice and motivation for technical study. The breadth and scope of the course material cannot be covered adequately in short term and extra hours of work are needed in robotics clubs.

Many high schools across the world (Moulton 2010, Jovanovic 2016) have a wide range of Vocational, Career and Technical Education courses related to engineering technology but still a lot of work to harmonize them with work market and employers’ expectations.

1.2. Romanian curriculum for vocational education in mechatronics

Since scholar year 2006-2007 Romania has also initiated the automation and mechatronics profile in Vocational or Technological High Schools. The paper do not intend to make a discussion of how the curriculum has been built or the fact that curricula are unchanged since 2007. Of course, the first two years of schooling in the curriculum focus on Basics of scientific and technical disciplines. In the 11th grade, the curriculum is specific to the qualification and is organized in units of competences and modular thematic contents. There are units, namely: Motion transmitting systems; Using CAD applications, Measurement techniques, Automation systems; Electric drive systems, Electric circuits; Mechanical assemblies; Electronic circuits; CDL sensors and transducers; Electric drivers. In the 12th grade of Electronics the units there are: Planning and organization of production; Quality assurance; design elements; Systems and manufacturing technologies; Pneumatic actuations in mechatronics; Planned maintenance; Detecting defects; Hydraulic drives in mechatronics; Automated programmable CDLs; Mechatronic systems. Every summer students graduated from high schools in Romania are heading to the admission contest in Universities. The Automation and Mechatronics Faculties always have three time more candidate than place in offer prove of big interest of young

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in mechatronics and robotics. Many of the candidates have vague idea about the robotics and about the effort that they must to make to complete their studies. Fortunately, many of them have good commands in mathematics and physics, sometimes also in computer science, and can overcome the knowledge obstacles. Activities in robotics clubs could prepare them to make an informed decision and familiarize them with the field.

1.3. Informal education on Robotics in Romania and around the world

Some programs, projects or courses have also been developed in support of Romanian students passionate about robotics and mechatronics. Here are some of these projects / programs:

• Scientific projects funded by the Science Fund - projects that can help children develop their passion for science. (http://iasi.stiintescu.ro/ consulted at 22.03.2017)

• EXO-RO Rovere National Competition for High School Students. The project is supported by the Romanian Space Agency (ROSA) in synergy with the European Space Resources Resource Center - Romania (ESERO Romania). As a result of this project, the participants will learn and practice the electronics as scientific research, acquire new concepts, deepen or strengthen knowledge of technology and programming. (www2.rosa.ro consulted at 22.03.2017)

• FIRST LEGO LEAGUE: The competition is currently taking place in about 80 countries, with over 290,000 children aged 9-16. (www.firstlegoleague.ro consulted at 22.03.2017)

The examples are only few here but a lot of private or schools initiative are dedicated to the foundation and soustainable activity of robotics clubs. Many of the initiative a private ones and ask for parents financial support.

2. Strategy of Establishing and Management of Robotics Club

2.1 Strategic steps in the process

To support and encourage students' passion for electronics at "Saint John de la Salle" Technological High School in Pildeşti, we decided to set up a club, the La Salle Electronics Club - NanoTechFun. The main objective of the club is to introduce and implement with high school students, of Electronics profile new technology based on sensors, actuators, microprocessors, transducers, and robots. The initiative was discussed in details with stakeholders and expert in the field of STEM education before to be administrated.

Club members were selected from high school students on the basis of a survey of students intentions and expectations related to an extra curricular activity. The student survey is structured in four parts: the first part includes personal information, the second part information related to knowledge of technology and its relation to Physics and Electronics, the third part of knowledge related to basic concepts related to sensors, transducers, actuators, nano electronic devices, and in the last part students are questioned about previous activities in clubs or non formal environment and are asked to motivate joining the NanoTechFun club. By analyzing and interpreting pupils' responses, it was possible to conclude that the general level of information about nano and new technology of students is low. The students' interest in learning and putting into practice ideas that can help them to strengthen and deepen the knowledge in electronics is very high. (K.R. Ebelt 2012)

2.2 Survey and data analysis

The survey was designed in order to mirror the knowledge of the students related to the new technologies and their interest on subject because the main object of the extracurricular workshops is the introduction and implementation of activities transferring concepts as sensors, actuators and transducers and programming microcontrollers with the goal to build robots. (A. Eguchi 2014)

The knowledge of new technologies and students' perception of the importance of Physics and Electronics for their professional development were questioned in 2.1 – 2.5 items while knowledge of the basic concepts relating to sensors, transducers and actuators was assessed by questions 3.1 – 3.4. The investigation concerning previous activity in clubs

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or students workshops, motivation for joining the NanoTechFun club and for learning how to integrate and activate pupils in the group are presented in questions 4.1 – 4.7.

In order to simplify the students' effort in filling the questionnaire was chosen for some items a scale with 10 levels as marks at school. The survey was applied to a sample of 65 students aged 14-18, 38 female students, and 27 male students.

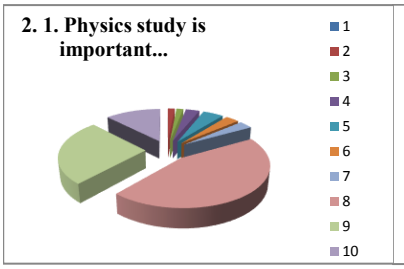


Fig. 1. Answer to item 2. 1. Physics study is important because it has contributed to the technology development?

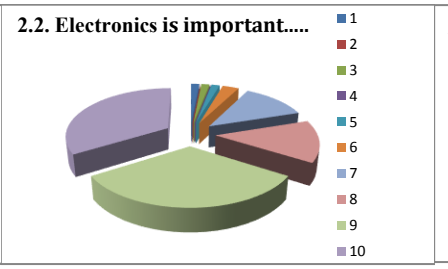


Fig. 2. Answer to item 2.2 Do you think that Electronics has revolutionized the way of life and the development of society and that its study is very important?

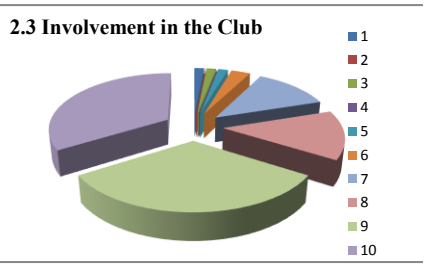


Fig. 3. Answer to the item 2.3. Do you think that your involvement in the activity of robotics club would be useful?

The results shown in Figs. 1 and 2 confirmed that students are conscious of the importance of Physics and Electronics in the development of society and new technologies. Majority of the students (45%) marked with 8, 3% with 9 and 15% with 10 the importance of Physics while Electronics is more valued by many of the them (45% – marked with 8, 3% with 9 and 15% with 10). Few students (around 14%) marked under level 5 the importance of Physics and Electronics as science engineering in shaping the future and society.

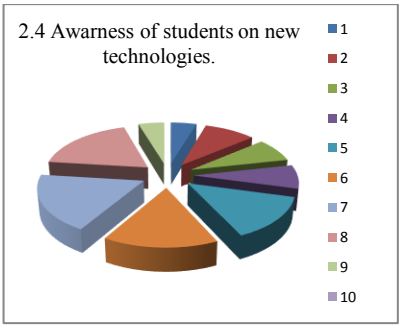


Fig. 4. Answer to item 2.4. Do you have knowledge of the new technologies in electronics and their performance?

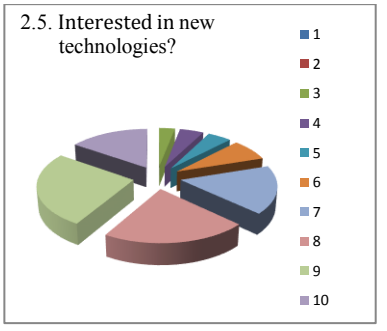


Fig. 5. Answer to the item 2.5. How interested are you to get acquainted with new technologies?

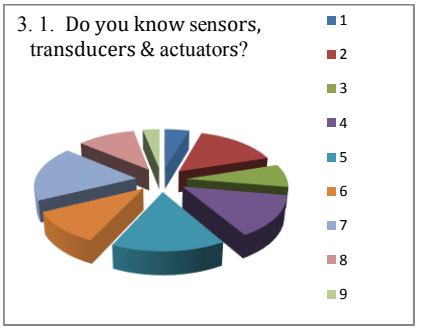


Fig. 6. Anwer to item 3.1 Do you have knowledge of sensors, transducers or actuators?

Most of the students (see Fig. 3) believe that involvement in a robot club will greatly contribute to skills and knowledge improvement. Majority of the students considered very useful involvement in the extracurricular activities on Robotics (Electronics club). Marking the will to experience the involvement in a club in order to improve skills and knowledge in the profession students with few exception (4 under 5) considered useful: 11% marked with, 5.3% with 6.2% with 7.3% with 8, 3% with 9 and 15% with 10.

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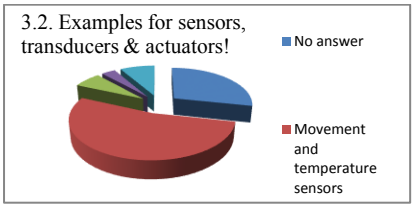


Fig. 7. Answer to the item 3.2. Can you give examples of sensors, transducers and actuators embedded in devices that you use day by day?

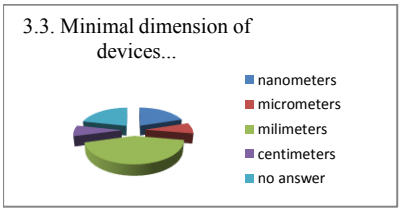


Fig. 8. Ansewer to item 3.3. What are the minimum sizes these devices can have?

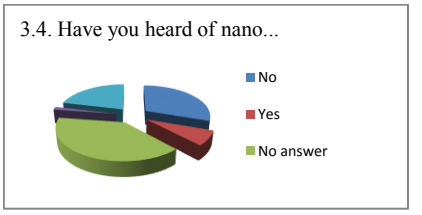


Fig. 9. Answer to the item 3.4. Have you heard the notion of nanostructures, nanomaterials or nanotechnology? If so, you can give a definition, examples, etc.

When students were asked to appreciate their knowledge of new technologies (see the results in Fig.4), the percentages were reversed. So three of the students (5%) marked with 1.9% with 2.8% with 3.8% with 4, 14% with 5 totally doing 44%. This time, students' grades of knowledge about new technologies are modest, proving that they realize they still have a lot to learn. Only 3 students (4.7%) think they have knowledge of new technology and appreciated with 9. 12 students (18.5%) gave 8 and 12 students (18.5%) marked with 7.

Analysis of the answers (Fig. 5) to the item assessing how interested students are to get acquainted with new technologies, most of the students marked with high grade the topic. The marks started with 3 gave by 2 pupils (1.5%) while 11 (11.7%) students awarded 7, 14 students (21.5%) mark 8, 17 students (26.1%) gave grade 9 and 10 students (15.4%) maximum grade 10.

The item 3.1 evaluated if students have knowledge of sensors, transducers or actuators. The distribution of the marks (see Fig. 6) changed to low values missing this time highest 10 in accord with poor knowledge of new technologies and interest in deep knowledge of mechatronics and robots. Only 12 pupils (18.5%) awarded 7, 7 pupils (10.8%) marked with 8 and 1 pupils (1.5%) gave 9.

As is shown in Fig. 7, 17 students (26.1%) did not want to answer to 3.2 item probably because they have any idea about such devices. 32 students (49.2%) gave examples of sensors as: temperature, movement, image, fingerprint, light, etc.). The answer to the item 3.3 “What are the minimum sizes these devices can have?” demonstrate that students have not a clear image of the actual electronic devices and the palette of the chosen dimension is very diverse. 13 students (20%) responded that the minimum dimensions of these devices are of nanometer order corresponding to the state of the art in Electronic, 5 pupils (7.7%) answer that the dimensions are in the order of the micrometers corresponding to last two decades, 28 pupils (43.0%) consider that are of the order of millimeters, 5 pupils (7.7%) consider that they are in the order of centrimetres, and 14 pupils (21.5%) did not want to answer.

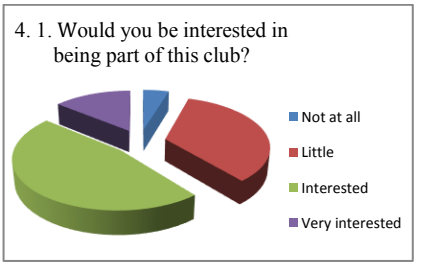


Fig. 10. Answer to item 4.1. If participating in the Electronic Club activities would clarify your sensor, transducer and actuator notions and how they are embedded in the different devices you are using, would you be interested in being part of this club?

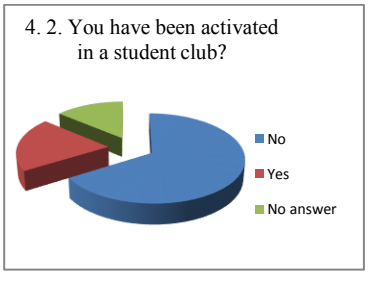


Fig. 11. Answer to the item 4. 2. You have been activated in a student club. If YES describe what type of club and its activities.

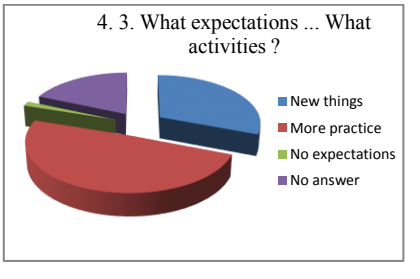


Fig. 12 Answer to item 4.3. 3. What expectations do you have if you become a member of the club. What activities would you prefer to organize?

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The Fig. 9 resume the results of the answers to the item 3.4: 26 students (40%) did not answer this question, 20 pupils (30.8%) did not hear about nanostructures, nanomaterials or nanotechnologies, 5 pupils (7.7%) said they had some notions, 14 students (21.5%) replied that nanostructures, nanomaterials and nanotechnologies are structures of very small materials and only one student replied that nanotechnologies are involved in manufacturing processors, PC boards and other devices.

The fourth part of the survey was focused on students' motivation to join an electronics & robotics club. The analyse of the answers to the item 4.1: „If participating in the Electronic Club activities would clarify your sensor, transducer and actuator notions and how they are embedded in the different devices you are using, would you be interested in being part of this club?" shown that only 3 pupils (4.6%) are not interested to participate to such club activities and 22 students (33.8%) are little interested, while 30 pupils (46.1%) are interested and 9 pupils (13.9%) are very interested in become member of the club (see Fig. 10).

The number of students previous enrolled in a club activities is very low; 43 pupils = 66.1%. This percentage is an image of the lack of offers in middle and high schools placed in rural area, but also lack of interest of students to accept constraint of free time that they have. Only 13 pupils (20%) activated in certain clubs and 9 students (13%) did not answer this question. Among the clubs that some students have attended is a club of "Art Photography" opened by their La Salle high school.

Students' expectations to the type of activities done by the club are as follows: 20 pupils (30.76%) want to learn new things, 32 pupils (49.2%) desired more practical activities, one pupil (1.53%) has no expectations, and 12 pupils (18.5%) did not respond.

Looking to the answer to the item 4.4 can be observed that 47 students (72.3%) a confident that becoming member of the club they would increase the level of confidence in their skills and knowledge, 3 pupils (4.61%) consider that this club does not attract any interest, 3 pupils (4.6%) responded with I do not know and 9 students (13.9%) did not respond. Only 3 pupils (4.6%) consider that this club would greatly increase their self-confidence.

In the item 4.5 was questioned how such club must be promoted among the high school students and in society. A total of 16 pupils (24.6%) consider that the club can be promoted through posters, 9 pupils (13.8%) consider that the club has to be promoted by robots and club products, 7 pupils (10.8%) consider a facebook page would be ideal in promoting the club, 6 pupils (9.2%) responded with unknowing, and 25 pupils (38.5%) did not answer this question. The great number of students that refused to answer to the item 4.5 corresponds to the students that are not or very little interested to become member of the club and do not feel entitled to suggest ideas.

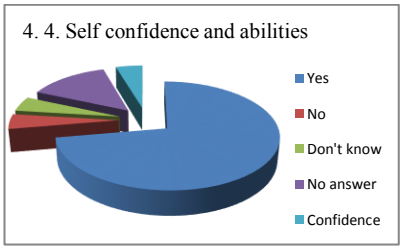


Fig. 13. Answer to the item 4.4. Does membership in this club increase the level of confidence in your skills and abilities? How?

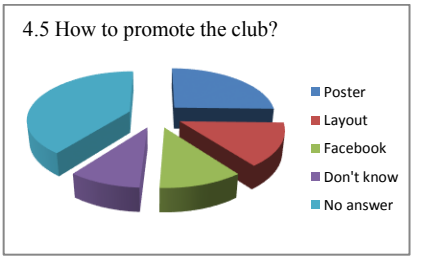


Fig. 14. Answer to item 4.5. How do you think this club should be promoted?

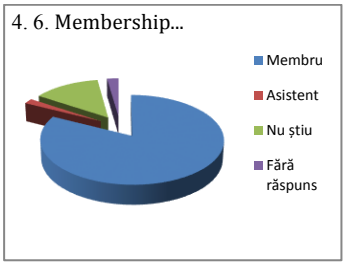


Fig. 15. Answers to item 4. 6. If you become a member of a club, what role do you want to have? How are you getting involved? What specific activities do you propose to club colleagues?

The questionnaire continuated with the item 4.6: „If you become a member of a club, what role do you want to have. How Are you getting involved? What specific activities do you propose to club colleagues?". A total of 43 pupils (66.1%) considered that they like to be simple members only, and the club's activities to be based on making

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robots models and to participate in competitions. One student (1.5%) would like to assit skilled colleagues, 7 pupils (10.8%) responded with „I do not know" and 14 pupils (21.5%) did not answer the question. A detailed analysis to this item shown that only 6 pupils (9.2%) willlike to become involved in club's activities while pils (9.23%) responded that they wanted to get involved in this club while 24 students (37%) did not answer to the question demonstrating disinterest in getting involved. More 8 pupils (12.3%) consider that they have no inclination in the field of electronics, 7 pupils (10.8%) do not want to act in a club, 4 pupils (6.1%) think they have no knowledge in the field of robots and 4 pupils (6.1%) do not want to professionalize electronics in the future even if they are vocational students in the field of electronics.

2.3. Establishment of NanoTechFun club and STEM activities

As results of the survey was decided the foundation of Robotics Club that the students decided to take the tittle NaoTechFun. In order to become official members of the club, the students selected following the analysis of the opinion poll also ask in writing their membership of the La Salle electronics club - NanoTechFun.

The main activities of the club are based on the use of Arduino microcontrollers. The main activity is to explore, experiment, develop and find solutions in designing and build devices, automates and robots. The club began with a general overview of nanotechnology, the Arduino development pad and Arduino-compatible sensors. Other activities carried out and proposed to be carried out within the NanoTechFun club:

- installing and configuring programs for Arduino (IDE);
- understanding the Arduino device;
- syntax and programming elements;
- understanding the Arduino environment and building a Blink Led project;
- designing a device for studying the rectilinear movement, the free fall of a body in gravitational field, the vertical throw and the laws of friction;
- purchasing Lego Mindstorm EV3 Core Set.

3. Conclusions

Creative use of new technologis in classroom or in extracurricular activities as robotics club can serve as a problem-solving tool and can encourage students to find new learning paths. Technological environment, creates a natural environment of interaction and therefore develops cooperation skills. The concept of the La Salle Electronists Club proved to be successful among the students of the school. Not only challenging students' technical abilities but encouraging collaboration, team working and creative problem-solving skills. The activities of the La Salle NaoTechFun Club have a positive effect on the development of tools and applications of new educational technology in informal activities.

Good practice in identifying learning needs, interest and motivation of students and preparation for professional insertion on the labor market presented in the paper can also serve in adult education. There are many examples of hand on laboratories or robotics clubs set up by famous companies that produce sensors, actuators or robots with various destinations that aim to attract young people and adults into professional reconversion programs for future employment. The NanoTechFun club at the Pildesti high school demonstrate that involving volunteers former graduates of the school that works in mechatronics and robotics companies in club initiative and activities should be multiplied with the appropriate adaptations both in vocational and adult education.

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Challenges and Perspectives in Education for New Technologies and Robotics

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Abstract

An ever-advancing technological society should pay a special attention to scientific and technological skills – scientific literacy - that young engineers and scientists need for their professional insertion and career development. The education for new technologies and robotics in the last year became more and more present at different levels in schools, universities and hand on labs for interested people. For these reasons, research and education in robotics must be subjected to continuous adjustments or improvement. The present study is an attempts to make an analysis of the last ten years publications that have been the subject of initiatives promoting education for robots at different age levels and different levels of deepening. The literarture review using Google Scholar facilities was done in order: a) to identify the benefits of incorporation in formal education of new technologies in various fields of study; b) to present a synthesis of researches done in the field and the level of implementation and evidence about the educational effectiveness of introducing new technologies in instructional activities; and (c) to identify the trends of using new technologies and robotics. The long term of educational impact of the inventaried works is analysed on short. It is a real need for more coherence and congruence in both practice and educational research on robotics is the main conclusion of this study. The robotics education is not only a field of exciting hands on "living and intelligent creations" experiences is also a carrier for new millennium challenges and changes of science values.

Keywords: New technologies and robotics education, challenges and trends

1. Introduction

Nomenclature

EUOROSTAT	Directorate-General of the European Commission
STEM	Science, Technology, Engineering and Mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organization

LEGO – MINDSTORSMS EV3 the third generation educational robotics kit
NoS – no control students group or comparison to assess students' skills or attitude, without experimental data
ECoS – Experimental data, experimental control students
ReM – Reviews or Manifest papers
TSG – Tangible Serious Game
NGO – Nongouvernamental Organization

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Education constitutes a basic factor in transfer of knowledge, of new cultural and human values to the students with the main aim to prepare them for social and professional insertion. Young generation (L. Filipponi et al. 2013) must become increasingly attracted to boost their awareness and knowledge in the field of new technologies and their associated impacts. Today's students of tomorrow's scientist need new level of competence in a very dynamic field of research and industry. As consequence, the educational systems must be reformed and innovative tools, methods and instruments to develop these new skills must be provided to the educators working with and for new technologies and promoting responsible innovation. Arround the world stakeholders developed state of the art robot training centers offering a wide range of training options. As example, ABB Group a pioneer in robotics offers from standard robot training modules to system and process-based training combining formal class-based tuition with practical experience. (www.abb.com/robotics consulted at 3/8/2018).

1.1. The evolution of technology

At the base of the pyramid of training in robotics should be placed new technologies because all people live in an environment traced by the last progress in applied science. Starting from sculpting in stone until the portable devices of today as phones, pads, computers, robots technology will continue to influence the future that needs high skills for workers. (D. Donoval 2007). The evolution of educational technology capabilities grow and change every day. (UNESCO Report 2005). The Internet has become a vast electronic library of information, increasing the responsibility of an instructor, leading to an increase in the value of a master in science, in education, in learning, Web design and technology. The Physics Teacher, and not the only one, can use now in the classroom the cell phone or i-Pad to teach and to experiment phenomena. A career in education using new technologies requires hard work and dedication and reconsideration of values used in teaching, but painstaking for educator can become a work full of satisfaction. In order to obtain such satisfaction, it is essential that educators to be well informed with regard to the current and changing technologies (S. K. Samra 2013) and why not to teach in the classroom not only WITH but FOR new technologies. Advanced technologies are mirrored in robots substituting human in more and more fields of activities. With the advances of technologies future must be ready to live in harmony with robots. In such development of robotics and intrusion in social and economic life the learning environment will change and teachers need to be educated and trained to cope this challenge.

1.2. Knowledge-based society

A knowledge-based society (UNESCO Report 2005) refers to the type of society that is needed to compete and succeed in the societal, economical and political dynamics of the modern world. A knowledge society generates, share and make available to all members the knowledge improving the human condition and standards of life. A knowledge society is different from information society in that it serves to transform the information resources that allow the company to take effective action, while the latter creates and disseminates only raw data. (C. Castelfranchi 2007). The ability to gather and analyze information has existed throughout human history. The idea of the current knowledge society relies on the vast increase in the disseminated data and information resulting from the innovation technologies (J. Vallima and D. Hoffman 2008).

Scientific progress represents a fundamental direction of the knowledge society. (UNESCO Report B 2005) Although science is universal, scientific progress is achieved in all regions of the world. An indicator used in analyzing the country development trend is the percentage of GDP allocated to research in new technologies. According EUOROSTAT's statistics, budgetary allocation for research in 2016 was 2.03% within the European States. Romania is in the queue of statistics having earmarked only 0.49% of GDP compared to 3.25% invested by Sweden in research. (T. Brandmüller and Å. Önnerfors 2017) suggesting that in Romania discussion about Nanotechnolgies are very trendy but are not money to finance theirs development and education of people about.

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1.3. Access for young people (students) to new technologies

In the age of information society and globalization, both young people and adults, everywhere in the world must have access to new technologies to expand their horizons and become global citizens. The new generation growing in 3rd millennium's new technology is a unique one. The competencies in using and their knowledge about the technology are extraordinary. Young people should not be limited only to use new technologies but also to create them.

Use of new technologies among young people started with the Internet. The Internet connect young people from all over the world. They can share experiences and knowledge, they can create communities of knowledge or interest. Once accustomed with information technologies, the limits of the pupils widen growing in her competitive spirit, curiosity, willingness to try new gadgets, etc. To keep up with technologies students must become aware, immerse deep in understanding how new technologies work through various educational programs, trainings, camps, clubs, etc.

The interest of young for the new technologies has grown amazingly in the last few years and is often related to robotics.

Learning about Robotics offers major benefits in education at all levels (D. Alimisis 2012, H. Altin and M. Pedaste 2013). As example, the United States is faced with a growing number of jobs that require STEM education background and a limited number of candidates to fill these positions. In 2015, $100 million in federal grants were made available through White House initiative, TechHire. This supports a potential workforce by providing training and certification for those looking to enter a technical field or career. More and more high schools, universities and stakeholders across the countries are implementing robotics education training, courses, and certification programs. In this day and age, information is easily accessed on the internet, forcing educators to reinvent their teaching approach to bring relevance to information and provide real world application. By creating an environment of hands-on learning, students are more likely to continue their education in a STEM field like computer sciences, mathematics, and especially robotics. (https://www.robotics.org/).

Robotics in education effectively engages students (A. Eguchi 2014) in the learning of STEM concepts, coding, computational thinking and engineering skills, all necessary knowledge and skills for students to become successful members of the workforce in the future. Educational robotics is an all-in-one technological learning tool that promotes the future success of our students and should be integrated more and more into school curriculum. The theorists of education such as Papert (1993) believed that Robotics activities have a tremendous potential to improve teaching in the classroom. However, Williams et al. (2007) argues that there is limited empirical evidence proving the impact of Robotics on the curriculum. Educators are beginning to generate ideas and develop activities to incorporate Robotics in teaching different subjects, including mathematics, science and engineering. However, without evidence of research to support their direct impact on the academic performance of pupils, robotics activities can only be a "fashion" (challenge presented by Johnson, 2003). Recent study (F.B.V. Benitti 2012) has shown that educational robotics have an enormous potential as a learning tool, including supporting the teaching of subjects that are not closely related to the Robotics field. F. Kaloti-Hallak et al. (2013) showed that robotics competitions are effective in achieving meaning full earning of computer science concepts. Further research is needed to determine the relative advantages and disadvantages of robotics competitions when compared with curricular robotics activities.

Is evident the interest of educators in developing activities using Robots as relevant tool to enhance the learning process. Since its introduction in 1998, the LEGO® MINDSTORMS® build and program robotics tool set has become the best-selling product in the LEGO Group's history. In January 2013 was celebrated the 15th anniversary of LEGO MINDSTORMS and the next generation platform – LEGO MINDSTORMS EV3 – was unveiled at the International Consumer Electronics Show. In September 2013 LEGO MINDSTORMS EV3 was launched worldwide.

2. Research Question and Trends Inventory

Through this work, we want to answer the question: "Educational in new technologies and robotics (Benitti, 2012), used as a teaching tool can improve the performance of elementary and secondary school students and increase the interest in engaging with a career in the field of STEM and Robotics?" We tried to achieve a literature review on the use of new technologies educational and robotics in order:

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(a) to identify the benefits of incorporation in formal education of new technologies in various fields of study;
(b) to present a synthesis of researches done in the field and the level of implementation and evidence about the educational effectiveness of introducing new technologies in instructional activities;
(c) to identify the trends of using new technologies and robotics based on peer-reviewed literature.

To answer the questions of the paper have been selected relevant study conducted by group and initiative implemented in the classroom in a systematic way. Articles published between 2007 and 2017 were searched on Google Scholar using the keywords: new technologies education, sensors, actuators, robotics, Lego robots and school.

We classified and divided into theoretical or non experimental studies (no control students group or comparison to assess students' skills or attitude (NoS), quasi-experimental and experimental (those that have included a rigorous comparison with a control group of students (ECoS – Experimental Control Students) and Reviews or Manifest papers (ReM) identifying trends and making recommendation to the educational policy decision makers. In Table 1 are listed in column 1 the authors or organizations promoting activities or initiative in robotics education, short description of the item in column (2) and type of study set out in column 3. In column 4 is a short comment if the paper is only a trendy one or result of a systematic action of the group of authors or the demarche is strong enough supported by government.

Table 1: Authors, short paper description, type of work and impact on the robotics education

Authors / Organization	Description of article / Study	Type	Impact on theory and practice in the field
D. Rihtaršic et al. (2007)	In the paper, some typical examples from the course on the first steps to robotics are presented and the response of in-service and pre-service teachers is outlined	ECoS	Useful resource for educator presenting a reliable robot, easy to use at all levels
J. Keller et al. (2013)	A 3 weeks intensive course for high schools students with details on implementation.	ECoS	A modern aproach offering a very useful resource for high schools students and teachers
M. S. De Michele et al. (2008)	The article describes the activities of the PIONEER (PIedmOnt NEt for Educational Robotics) project in Italy ofering support and learning experience for	ReM	Peculiar aspect of project concerning homogeneousness and the common support in carrying out robot activities though the geographical distribution and the different types of 17 schools and 100 teachers involved
G. B. Demo (2009)	Activities for 11-14 year students using RCX and NXT Lego bricks complemented by a specific development environment.	ECoS	Peculiar details on activities for juniors students in two italian schols
D. Assaf et al. (2010)	Describes the predator and prey robot competition that took place within a robotics class for teachers.	NoS	Successful robotics class for future teachers and custom robotics platform for teacher education.
C.A. Siebra et al. (2010)	This paper discusses the use of robotics as a tool for leading primary school students toward an effective understanding as Logics and Physics principles	ECoS	Experimental study involving only 12 students in a coherent approaches of learning on robots
A. Barbero et al. (2011)	Describes a possible component of a curriculum for students of the first year of secondary school.	NoS	Basic technological concepts can be introduce by using Skratch program. It is an isolated action not a strategy for long term.
J.C. Olabe et al. (2011)	Example of implementation of robotics activities in elementary school.	NoS	A website Learnscratch.org was designed and created in the summer of 2007 after the public release of Scratch in the spring of the same year.
H. Altin et al. **(2013)**	Is described the structure and teaching methods of an optional course of mechatronics	NoS	It is a simple analysis of implementing Homlab rise or not problems comparing with the use of LEGO Mindstorms facilities.

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	and robotics for high school students in Estonia.		
J. Keller et al. (2013)	A 3 weeks intensive course for high schools students with details on implementation.	ECoS	A very modern aproach offering a resource for high schools students and teachers.
N. Abaid et al. (2013)	Is presented an activity for elementary school students in which a mini fish robot is controled by i-phone program. Are detailed construction and software.	NoS	Is an example of implementing an activity succesful in minor but not extended in curriculum.
R. Burbaitė et al. (2013)	Robots as learning objects (RALO) in a new constructivist approaces were used for teaching subjects of Informatics for high school and university students.	ECoS	A sistematic activity to RALO confirming the interest of students in such kind of activity but a isolated iniative.
L. Guyot et al. (2013)	The article proposes the introduction of a curriculum about robotics learning for all levels.	ECoS	Paper is a manifest for introduction of robotics courses at different levels of instruction being a very systematic approach.
T.A. Mikropoulos et al. (2013)	The aim of this work is to connect educational Robotics as a tool for constructivist learning with mental tools, by presenting certain characteristics of mental techniques and providing two examples of using robots in physics and the learning programming.	ECoS	Two case study case studies on physics and programming demonstrate that educational robotics can be used as mindtoolsto develop technical skills. Some echos in literature.
O. Mubin et al. (2013)	This paper present a summary review of the papers in the field of education using robots.	ReM	A classification of the type of robots used in different formal or informal educational activities that are offered by the educational robots producers on the free market.
N. Oros et al. (2013)	A new approach of robots control using the on board Smartphone in education, research and training.	ReM NoS	A promising trend in robotics, which leverages smartphone technology. These smartphone robots are ideal for hobbyists, educators, students and researchers.
D. Cuperman et al. (2014)	A sitematic development of using model of robots to teach about natural phenomena.	ECoS	The need to place the model construction activity in the hands of the students. Future teachers had little knowledge regarding robots, models and lack of experience in their application. After the training teachers understood the advantages and challenges of teaching with models..
D. Cuperman et al. (2013)	This paper proposes an approach which combines robotics and science education through inquiry into natural phenomena and development of their robotic representations	ECoS	Based on the experience gained through the case studies features of the robotic modeling environment can be resumed.
G. G. Andruseac et al. (2015)	This paper aims to explore the possibility of using new laboratory tools like robots as an efficient training-educational tool for teaching technical subjects and not only these.	ReM	The robots can stimulate, increase the engagement and aid teaching. Educational robotics have an enormous potential in all the discipline. Limits and challenges of educational robots.
C. M. Kim et al. (2015)	The purpose of this research was to investigate employment, learning and teaching of STEM teachers with robotic technology.	NoS	A sistematic calitative and quantitative data collection
G. Zaharija et al. (2015)	Informal computer science introduction to the elementary school students increasing logical thinking.	ECoS	A workshop to know about robotics but an insulated event.

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F. Agatolio et. al. (2016)	This paper discusses the design of a workshop in educational robots based on Arduino offered to the elementary up to high school.	ECoS	A large scale implementation of a workshop promoted in 50 Italian schools on educational robots. The feedback of the involved teachers was positive refeering to the potential of the educational robotics as learning support tool. Most of them not yet feel able to carry out autonomously educational robotics activities.
R. Berta et al. (2016)	Idea is to build an environment consisting of physical objects enhanced with sensing, computing, and communicating capabilities in order to support advanced and multimodal/multisensory interaction.	NoS	Very actual and best practice in which users are stimulated and invited in educational paths involving guided exploration, competition, and collaboration by using tangible serious game for STEM education even in adults' case.
A.R.A Besari et al. (2016)	New Apps to use in controlling ADROIT V1 robot and in improving usability in different educational contexts.	NoS	An educational robot is described but is an insulated initiative.
B. Ozcan et al. (2016)	A new concept of social robot (transitional wearable companion – TWC) designed for ASD pupils to support educational activities.	NoS ECoS	TWCs could meet the necessity to have customised and personalised health care products for ASD. A very useful tool to support both therapy and daily life social interactions of children with ASD.
F. Bellas et al. (2017)	The Robobo Project is a STEM-based project that aims to bring educational robotics, in primary and high school, closer to real-world applications by a smartphone-based robotic platform, which exploits the high end technology that is included in current mobile phones without implying a large investment for the educational centers.	ECoS	Robobo Project a starting point in a new didactical methodology for educational robotics, which is based on more realistic projects to be solved by students. It uses a very flexible programming environment that allows students to program in different languages depending on their skills, so the Robobo lifespan is large.
F. Mondada et al. (2017)	The paper presents a case for implementation of open source hardware Thymio robot in formal education.	ECoS	The introduction of robots in formal education is a very challenging task because of technical requirements: low cost and interactivity, school environment, or the required training of teachers.
Özgür A. et al. (2017)	The article presents a learning activity and its user study involving the Cellulo platform, a novel versatile robotic tool designed for education	NoS ECoS	The study was conducted with a limited number of participants and do not presents clear result but could be improved in the future. Celullo platform has potential in other phenomena description.

While education for new technologies and robots in many educational systems is only a desiderate, the robots and their artificial intelligence have entered into everyday social and professional life. There can be no isolated talks and private initiatives as a result of the actions of enthusiasts or dreamers is the time for general action. It is a time of conscious and conscious governmental initiatives. Ultimately, it is not just about robot education but also education about a new system of science and new values.

Recently, the European Parliament discussed the Commission's Motion for a European Parliament resolution with recommendations to the Commission on Civil Law Rules on Robotics (2015/2103 (INL) where, after an argumentative introduction to all aspects of robotics and the role that to play in modern society, many ethical aspects such as robot intrusion into personal life, access of robots to personal data, replacement of human decision by that of a robot, job loss, robotic surgery, etc. are touched. After this long argumentation is concluded that the European Union must play a key role in establishing the basic ethical principles to be respected in the development, programming and use of robots and artificial intelligence.

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The same responsibilities are also required for educators and educational decision-makers with and for robotics. If society wants to move on a firm ground in the field of robotics and artificial intelligence, it has to do as many young people as possible, or adults or children, from the first youth till old age the secrets of the functioning of the intelligent robots. Research and scientific literature on robotics education must go beyond the threshold of personal initiatives.

3. Conclusions

The education for New Technologies and Robotics still not as widespread in schools as they could be. In many countries new technology entered in the classroom promoted by the educators, software developers and educational kits producers aiming to enhance education. New technologies like artificial inteligence, machine learning, serious games and educational software changed a lot the way of teaching in different fields changing the role of educators and imposing a philosophical shifts in approaches to teaching, and remodeling the classroom. Is expected a change of paradigm and of educational methods. The stakeholders implemented small or big, local or international projects with innovative and interesting educational robots but only few reach a sufficient maturity to become distributed and accessible to schools. A robot performing interesting behaviors is a complex piece of technology and to have an educational value and providing an interesting level of interaction must embed a wide set of sensors and actuators. The schools have a limited budget for equipment and the teachers in most of the cases are nor ready to use in the classroom because their initial or continuos training did not supported such change of paradigm. Educational robots will be accepted by teachers if they will be accompanied by well-prepared educational material. Moreover, teachers are reluctant to follow trends if they are not persuaded by the educational advantages and reject such new technologies in the classroom.

As example LEGO MINDSTORMS Education EV3 can be used for teaching STEM and computer science. The Core Set comes with a curriculum pack and includes 48 tutorials to help teachers and educators to learn basic of robotics but also to study different phenomena. Associated with a cell phone, and a computer and the applets can be settled plenty of instructional activities. In many schools and robotics clubs, this facility is very used across different countries and at different scholarity level. But is not about teachers or educators enthousiasm it is about government and educational decisions makers. A slogan like: “Lego in the school it's not impossible!” can become reality. In Hungary, initially, 100 schools will introduce the educational method based on the Danish company's toy. The government has signed a cooperation agreement with Lego in order to help children acquire programming skills, Mathematics and foreign languages with the help of the building blocks.

In Romania the government did not open such kind of negotiation and many private initiatives ask for fees for the enrolment in such kind of activities. The fee that every student must pay is around 150 Euro / 8 lessons of 90 minutes while a Core Set can be bought at 600 Euro. Is time for Romanian government to decide if new technologies and robotics in middle and high schools is only a trendy discussion or really are needed.

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Schülerlabors and STEM Education for Sustainable Development

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Abstract

Schülerlabors (casually called school labs or informal science labs) as out-of-school hands-on laboratories for school students nowadays belong to the forefront of the out-of-school STEM Education for Sustainable Development (STEM-ESD). Their aim is to make the youth capable to design a sustainable future. By close collaboration with schools as well as by systematic training of preservice and in-service teachers Schülerlabors are efficient multiplicators: they can bring novel educational aspects and novel results of STEM R&D addressing sustainable development into schools and via schools into the society. Thereby a sustainable behaviour in the free time of the people is in the focus of the educational efforts as well as questions concerning possible professional activities. Contributions to scientific literacy, vocational orientation and to connectivity between school and university belong to the mission of Schülerlabors training future adults and their teachers to become conscious of Sustainable Development. Chemistry is of particular importance among STEM sustainability subjects, as is evident from the existence of the subject-specific discipline Sustainable Chemistry / Green Chemistry. A more sustainable, greener chemistry aiming at the utilization of renewable resources is a main research focus to reduce human environmental impact. Here two examples will be discussed: Omega-3 fatty acids from local plants (instead from fish oil) and Ionic Liquids as recyclable, tunable solvents for the dissolution and processing of biomass in the form of wood and its components to create alternative processes that are safer as well as waste- and additive-free. Both Schülerlabor topics emphasize the principles of green chemistry and demonstrate the chemical (i.e. not energetic) use of materials from renewable resources. Students and teachers after the activities become vectors of knowledge in green chemistry and messanger of soustainable development attitude.

Keywords: Schülerlabor, students and teachers training; education for sustainable development.

1. Introduction to Schülerlabor

Nomenclature

STEM – Science Technology Engeneering and Mathematics STEM-ESD – STEM Education for Sustainable Development SLs – Schülerlabors
PT – preservice teachers
ST – in-service teachers (ST)
SDGs – Sustainable Development Goals GCED – Global Citizenship Education ME – module elements
IL – Ionic liquids (ILs)

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Schülerlabors (SLs, casually called school labs or informal science labs) as out-of-school hands-on laboratories for school students represent a subgroup of out-of-school places to learn and can be found at universities and at research centres, but also at technology centres, science museums and industrial enterprises targeting a large category of stakeholders, from kindergarten pupils to adults. The activities of SLs are particularly pronounced in the field of STEM. The term STEM makes clear that science nowadays comprises a variety of more or less multi-disciplinary subjects. This is mirrored in the out-of-school places to learn, because they are often authentic parts of parent research institutions.

As their characteristic feature SLs enable direct contact and experience with up-to-date science and/or technology, provide well-equipped laboratories, allow young people to perform experiments hands-on, and have a regular periodical offer of practical courses (O.J. Haupt et al. 2013). There is a diverse scenery of SLs in Germany, since 2010 represented by their federal association "LernortLabor – Bundesverband der Schülerlabore e.V." (LernortLabor 2010). On its internet portal www.schuelerlabor-atlas.de more than 340 schülerlabors are compiled.

The primary target group are school students (= "Schüler" in German language). 30 years ago, at the beginning of the schülerlabor movement, the main aim was to motivate talented and more advanced school students to further learning and possibly to a later vocational career in the field of STEM. Today many schülerlabors address the entirety of all school students, school types and school grades, and additionally out-of-school learning groups (LernortLabor, 2015). In the field of STEM, particular in the natural sciences and technology, these unique learning environments strongly support inquiry-based learning. The second target group of SLs are preservice teachers (future teachers) who are deployed as supervisors of the school students during the activities in SL. This takes place in those SLs which are connected to the subject-specific didactics chair of the corresponding university. The pre-service teachers (PT) gain teaching experience when they coach the school students during their experiments, and the school students have skillful and engaged assistance. The third target group are the in-service teachers (ST); during the visit of their class in the SL at a university or research institute they get into contact with stake holders outside the school, and they implicitly learn about new didactics as well new scientific concepts, new teaching technologies and developments.

2. Formal, non-formal and informal learning

With respect to formal ESD in schools R. Laurie (2016) resuming the researches and actions concluded that teaching and learning can transform education in all contexts when the curriculum includes sustainability content, and ESD pedagogies promote the learning of skills, perspectives and values necessary to foster sustainable societies. It is needed to integrate ESD across all subjects, to provide professional development for teachers to ensure ESD policy implementation and to adopt ESD management practices to support ESD in the curriculum in order to broaden ESD across countries. Non-formal and informal learning environments are suggested to work in ESD as well (A. Stepanek Lockhart 2016) but further research on non-formal education and informal learning opportunities for all (children, adolescents, youth and adults) in GCED and ESD would need to center at the national level, with a variety of countries profiled from around the world with equitable regional and geographic representation. The identification of relevant provision and key providers—the government, civil society actors, regional and/or international organizations resulted to be essential, along with information on places and/or channels that provide people opportunities to retain and practice towards heightened acquisition of relevant knowledge and skills. In this context SLs can play a particularly important role educating students, teachers and adults in general.

3. Sustainable development

UNESCO (2017) has drawn the 2030 Agenda where in the end are pointed 17 Sustainable Development Goals (SDGs). The universal, transformational and inclusive SDGs describe major development challenges for humanity. The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future. The goals cover global challenges that are crucial for the survival of humanity. These goals require scientific, ethical and political decisions to be made by the society. In the near future, today's students need to participate in these decisions. Thus, students need to be able to act carefully reflected at the individual level. Students also have to develop understanding and capabilities to assess new techno-scientific products and developments. Problem-based

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learning processes as well as a skill-oriented teaching approach and training in decision making strategies will enable students to deal with sustainable issues and challenges and to participate in today's society (P. Chung 2016; H. Gresch 2013). Education needs to prepare the students by giving them the corresponding knowledge and to develop appropriate skills. Thus, education is an essential tool for achieving sustainability. UNCED (2012 & 2016) refer to the key role of education in achieving a sustainable future. Simultaneously, science may become more important by embedding environmental issues into science education because students are often concerned about environmental issues. Especially aspects of green chemistry (P. T. Anastas 1998; N. Garner et al. 2015) and socio-scientific issues (Burmeister et al. 2012) are described as well suited to integrate ESD into formal education. Unfortunately, research has shown that education for sustainable development and learning about sustainability issues is hardly represented in formal education. The reasons are multifaceted and may range from not sufficiently available teaching materials, via a lack of adequate experiments, towards deficits in teacher education (Burmeister et al. 2012). This results in a lack of students' and student teachers' understanding in sustainability issues such as global warming, ozone and greenhouse effect (K. Nieber & H. Gropengiesser 2012).

4. The Role of Schülerlabors in the Sustainable Development Education

The non-formal learning in SLs often takes place along the research interests of the respective schülerlabor carrier institution. Many of these research institutions deal with the design of our future. For industrial corporations continuous and sustainable innovations of their processes and products are essential for survival and therefore they invest not only in research but also in ESD. Hence there is an intrinsic, though sometimes indirect, connection of SLs to sustainable development. In this sense schülerlabors should accept their potential to contribute to ESD, and they should consciously implement such activities into their work (R. Hempelmann 2014). Many of them do this now and have congregated to the network STEM sustainability education ("Netzwerk MINT-Nachhaltigkeitsbildung", www.mint-nb.de).

Global challenges like the ozon hole or the climate change dominate the political discourse and have lead to reactions like the prohibition of fluorinated or chlorinated hydrocarbons or the German Energiewende. This goes along with a change in many fields of science, technology and economy. New strategies are being developed and imployed. But only to a limited extent these new strategies and technologies have entered the curricula of schools. The reformation of educational plans is considered as a long-lasting process, and new contents are often in competition with well-established contents, in particular since the allocated time for science education in school is not increased.

But even if new contents are considered so relevant that they should be anchored in curricula, this does not at all mean that they are immediately implemented in the normal course of school. Corresponding teaching concepts and media have to be developed; the contents have to be adapted to the requirements of the school teaching. In the science subjects the teachers ask for corresponding experiments to be be conducted with their students in school, which in view of shortage in resources and increasing restrictions actually are allowed to be performed. Those school experiments have to be excogitated, tested and optimized. And then there is the challenge to inform the teachers about those new school experiments and to train them in special courses.

Topics of the sustainability discourse are actual and in permanent change. New technologies concerning the energy transformation (German Energiewende) or the efficient recycling of important raw materials are just being created. Technologies like hydrogen or electricity storage with new functional materials or phosphate recycling from waste water do exist, but many of those new technologies are being field tested now or are being up-scaled nowadays from demonstrator devices via pilot plants to real technical processes. Nevertheless, it is already now important that learners come to know these developments because important switch stands with respect to ongoing transformation of our world shaped by science and technology are expected to be taken already now.

For the STEM subject teachers in schools and the STEM subject-specific didactic major docents at universities an increasing orientation towards topics of sustainability means a number of challenges. In comparative short cycles of time they have to adapt themselves to the permanently changing topics in teaching, they have to develop corresponding media and they have to implement them into school. The necessary continuous adaption of educational plans and school books is hardly feasible, but at least the teachers have to continue their own education and to improve their own skills. Furthermore, sustainability topics are often boosted with ethical issues. About those topics various

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individual and political opinions exist, they are controversial and afflicted with uncertainties. In order to find solution, transdisciplinarity (i.e. more than interdisciplinarity) and holistic consideration is required, at least in their ecological, economical and societal preconditions and consequences, i.e. in the commonly cited dimensions of sustainability. But in the past neither the STEM-specific didactics nor the school subjects (at least in wide parts) have dealt with transdisciplinarity and societal issues (A. Hofstein et al. 2011). In general topics of the sustainability discourse are of relevance for the STEM education. They require decisions in the individual acting, e.g. concerning consumption, and they have consequences for the future of each individual person. They require societal decisions, and there will be consequences for the society, for instance due to the changing climate or the increasing migration. But they also offer a large variety of new and fascinating vocational opportunities, for which the school teaching should give orientation and preparation. School and schülerlabor should consider the inclusion of sustainability topics into the STEM education as a chance and in this way should contribute to an ever self-actualizing ESD.

5. The Schülerlabors as Centers of Teaching Innovations and Locations of Teacher Education

In their self-comprehension schülerlabors focus on the motivation and promotion of school students. Of course there is nothing to be objected, especially regarding the economy´s permanent complain of lack of skilled personal. In fact, this lack severely impedes the German economy; it is resulting in a problematic brain drain into Germany out of other countries incl. Romania. Without doubt in SLs an orientation towards and a promotion of STEM subjects for the own youth is necessary. But also school students which vocationally do not aim at science and technology should have a certain knowledge about modern developments in these fields. Eventually, as citizens they should be able to come up with educated estimations and to make well-grounded decisions.

Schülerlabors can contribute here, especially with respect to issues of ESD (Garner et al. 2015). But in many cases SL are based on the engagement of individual persons, are limited in their impact and depend on third party money (by acquisition or by sponsoring). Enlargement of the efficiency and stabilization of the long-term existence of SLs is only possible, if SLs consider themselves not only as location for the learning of school students but also as location for the learning of teachers (pre-service and in-service). Up to now only few SLs explicitated and reflected their possible role as location for PT and ST education. In quite a number of SLs teacher students are integrated in the tutoring of school students during the latter´s practical work. Here SL are already connected to the in-service teachers education. In a number of SLs this is connected with a reflection and systematic integration of an implicit education of those teachers which accompany their students during the visit of the SL. In the last, some SLs explicitly offer courses for in-service teachers about the frequently very innovative topics dealt with in SLs. There is some strategic networking of SLs with the organizers of in-service teachers, like school carrier administrations, teacher associations and commercial performers, but in this field there is plenty of room for improvements.

Frequently the role of SLs for the change of the formal (school) praxis of education is scrutinized, at least in the public discussion. SLs act as catalyst for improvements, as centers of educational innovations in relevant and actual fields of STEM subjects. SLs are locations of freedom. They are obligated to the educational plans and school curricula only if they want. Otherwise, they can explore new contents and topics; this can, but must not happen in conjunction with curricula. Usually a schülerlabor is a staff-wise and infrastructure-wise well-equipped location of education, and it is a protected space: Innovative didactic methods can just be sampled and implemented on a trial base (in collaboration with the subject-specific didactics), and new scientific findings can just be tested (in collaboration with professional scientists or engineers). Last but not least, SLs are locations of intense contact to school teachers, who as ambassadors and multipliers transport new methods and techniques into their school. Thus, SLs are working at the interface between University and school, a position of enormous strategic importance; they are a place of chance to make school teachers familiar with new didactic methods and new scientific contents and with possibilities of the implementation of these new methods and contents into school. Thereby, SLs are authentic locations where teachers can experience and observe their students when these get confronted with new methods and contents.

What is needed? Apart from technically and quantitatively sufficient infrastructure human quality is required. Persons are required who are able to develop innovations for the praxis of education. They must be able to make new scientific contents and new technologies understood as elementary and to reconstruct them for the educational implementation into school and schülerlabor. More scientifically and didactically commented documentations of the

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SLs offers are required, which also reflect how at least part of these offers can be implemented into the regular school education, if the school students do not have the possibility to visit a schülerlabor. For the dissemination of those documents, persons with expertise and experience with respect to the access to publication and distribution channels are needed. Are needed also persons comprehending the training of in-service teachers not only at the university but also in decentralized courses as their mission. By cooperation with teacher associations and the state educational administration a large number of teachers should have the possibility to participate in trainings. It is necessary to urge the carrier institutions of the SLs that they acknowledge the engagement for teacher education.

In summary, ideally a schülerlabor should act as the bridge in two respects: as a bridge between subject-specific high- tech science and subject- specific didactics within a university and as a bridge between university and school in enhancing, improving and carrying SDE.

6. Omega-3 Fatty Acids and Sustainability

Omega-3 fatty acids are recognised as an embodiment of healthy nutrition; therefore, the corresponding chemistry of oils and fats has a direct connection to everyday life. The topic has potential to connect chemical content and practical work with the context of nutrition but also with important issues of sustainability, such as renewable resources, resource efficiency, and ecologically integrated industrial engineering. This chapter reports an approach to omega-3 fatty acids via practical work; it was developed for operation in a Schülerlabor but can also be used in school chemistry teaching. For details see M. Seel et al. 2017.

Apart from half-day regular practical courses the chemistry schülerlabor NanoBioLab of Saarland University also offers some modules consisting of three to five module elements (ME) for instance for a teaching unit of several days up to one week.

The 1st ME (compulsory) comprises preparation exercises in school (1 hour) to ensure the necessary prior knowledge about oleochemistry and sustainability, to learn about omega-3 and omega-6 fatty acids and the respective health issues and to attract interest and raise motivation.

The 2nd ME (compulsory) is a practical course in the SL at the university. In the present example oil is extracted from the seeds of various regional oil plants; the oils (triglycides of fatty acids) are re-esterized to ethylesters and then analyzed by thin-layer chromatography. Different plant oils contain different amounts of the omega-3 fatty acid α-linolen acid, and therefore a sample of α-linolen ethylester is taken as reference in the thin-layer chromatography. Eventually the iodine value and the acid value are determined for the self-extracted plant oils and compared to those determined for commercial refracted olive oil. In the present case this ME needs twice 2-4 hours, i.e. a whole day or two half days. The above experiments performed by the school students mostly obey the principles of Sustainable/Green Chemistry. The amount of toxic materials is minimized. In this sense, by the development of a speed synthesis for ethylesters not only time is gained but also the toxic methanol (the standard agent for re-esterization) can be replace by harmless ethanol. For the analysis of fats being insolvable in water the application of organic solvents, however, is quasi unavoidable. Last but not least in the above experimental analysis of plant oils, important chemical laboratory skills are practiced, like precise weighing and chemical calculus.

The 3rd ME (optional) is the visit in a university laboratory of instrumental analytics. The chromatographic analysis of the fatty acid ethyl esters is here demonstrated by GC-MS (gas chromatography coupled with mass spectrometry). The school students get an impression about the high performance of modern, up-to-date analytical equipment and hopefully a confirmation of their own experimental results.

The 4th ME (optional) in our case was a half-day excursion to a near-by company which extracts omega-3 fatty acids by preparatory chromatography in supercritical CO_2 from fish oil and produces omega-3 food supplements. The use of supercritical CO_2 instead of an organic solvent for the chromatographic extraction and the subsequent recycling of the CO_2 is sustainable chemistry par excellence. But the use of fish oil must be seen critical in view of the overfishing in the oceans; the replacement of fish oil by appropriate oils from plants as demonstrated in the schülerlabor (or from algae) is an important sustainability goal, and the students have recognized the feasibility.

The 5th ME (compulsory) is a debriefing/wrap-up in the school (1 hour) in order to consolidate the learned contents With hands-on omega 3 fatty acids school students get a pronounced understanding and appreciation of oleochemistry

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and the principles of sustainable chemistry. They get an authentic impression of how these topics are dealt with in a high-tech laboratory and in the industrial reality.

7. Ionic Liquids and Sustainability

Ionic liquids (ILs) are a novel new class of solvents and consist only of anions and organic cations. They exhibit (per arbitrary definition) melting points lower than 100°C and exhibit a remarkable combination of properties: Their insignificant vapor pressure, that prevents exposure through evaporation and causes inflammability, the high thermal stability and the recyclability are huge advantages compared to conventional molecular solvents for creating safer and waste-reduced processes. Also further properties are tunable in a very wide range by adapting the chemical composition so that ILs can accomplish a broad variety of different tasks. These promising characteristics could lead to an overall greener, more benign chemistry with impact to several other disciplines, for instance in energy conversion and storage (Li ion batteries), as well as in the improvement of the sustainability of a wide range of chemical applications. A range of ILs were found to selectively dissolve biopolymers and even pure wood in comparably high weight percentages at moderate temperatures without the demand for further additives. This offers capabilities for a more environmentally friendly isolation and processing of this renewable biomass with easy recovery of hydrophilic ILs via the aqueous phase while precipitating the water-insoluble biopolymers at the same time. In short it is presented the results of a small series of laboratory experiments for processing the biopolymers cellulose and lignin by utilizing pure, simply to obtain ILs as efficient, safe, waste-reduced and recyclable media. For experimental details see D. Rauber 2017.

8. Use of ILs in biomass pretreatment

The direct advantages of ILs for the selective and non-selective dissolution of biopolymers from woody plants are demonstrated by the dissolution ability of ILs for the two most abundant biopolymers, cellulose and lignin. The IL 1-butyl-3-methyl-imidazolium chloride [C_4-mim][Cl] is able to dissolve even pure, untreated wood at moderate temperatures and times with only few suspended particles left over. However, this IL shows no selectivity for either lignin or cellulose. [C_4-mim][Cl] is therefore a powerful solvent for the dissolution of wood and processing of wood-derivated biopolymers to certain products, but of lower interest for an alternative separation process for the isolation of cellulose. As [C_4-mim][Cl] dissolves both lignin and cellulose it can be used to create polymer blends as some kind of "synthetic wood" which contains individually controllable amounts of the two biopolymers. This gives interesting possibilities for material science, to obtain uncritical, biodegradable polymers, polymer composites or semi-synthetic polymers, respectively.

The selective dissolution ability of other ILs such as 3-ethylammonium methane-sulfonate [Et_3NH][SO_3Me] for lignin enables alternative biomass pretreatment and conversion processes at moderate temperatures and ambient pressure. The use of this IL could possibly offer a cellulose isolation method that is less energy-intensive, with no demand for further additives unlike the industrially applied techniques, such as the Kraft, the sulfite or the organosolv processes. Especially the much lower viscosity of the observed [Et_3NH][SO_3Me] solutions compared to those with [C_4-mim][Cl] as solvent makes the former easier to handle for further processing. The usage of well-designed ILs for biomass pretreatment in bio-refineries may offer an interesting approach for the effective utilization of this renewable feedstock in the near future.

9. Sustainable biomass processing using ILs

The regeneration of the biopolymers is demonstrated to be facile by simply adding water to the biopolymer solutions. The water-soluble, hydrophilic ILs dissolve readily in water, whereas the insoluble biopolymers are precipitating upon addition of the antisolvent water. By using a selective geometry for the precipitation of the biopolymers and their blends different shapes can be obtained: fibers and foils. The regeneration of cellulose is comparable to the technicalviscose process which results in the formation of regenerated cellulose filaments (rayon) or foils (cellophane) but our process demands less energy and no additional derivatization or additives. The recovery of the ILs can be

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achieved by simple evaporation of water to create an effective recycling thus achieving a more sustainable, waste-free processing. Furthermore the application of ILs in cellulose processing increases the safety of the process appreciably as no corrosive chemicals such as sodium hydroxide or sulfuric acid, respectively, are needed; the toxic, flammable and highly volatile derivatization agent carbon disulfide is avoided. The biopolymer regeneration is not limited to celluloses but can also be applied to the dissolved wood and to "synthetic wood"-mixtures of cellulose and lignin in variable amounts. In this way it becomes feasible to obtain new biodegradable, environmental benign polymer blends with tunable properties from renewable resources.

10. Conclusions

Schülerlabors support schools evidently efficiently in their societal and economic mission concerning the promotion of scientific literacy and the promotion of the youth for STEM. Particularly chemistry schülerlabors are well suited to disseminate technical and educational aspects of sustainable development, for two reasons: (i) Chemistry as the science of the conversion of matter and concomitantly of energy is the corner stone of most innovative technologies for resource efficiency (energy and materials). (ii) The principles of sustainable ("green") chemistry perfectly fit to the safety features to be obeyed when pupils or school students perform chemical experiments hands-on autonomously. Well-designed and implemented vivid hands-on experiments can introduce the new concepts to the students and show their possible contribution to a more sustainable development. The students can understand the important role that they can play in society from the position of scientist in STEM.

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The Family Institution in the Information Age

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Abstract

Based on a survey, the study aims to investigate and emphasize the type of influence (present, absent, negative, positive) caused by technological devices and mechanisms upon domestic relations. The questionnaire, comprising 16 items, and applied to a diverse sample of subjects with ages 20-60 years, represents a genuine supplier of empirical data. Thus, the results highlight the fact that technological means are frequently used in the communicative process at family level, and that they bear a positive influence. At the same time, technological means have a great influence over children, which deems increased attention on behalf of the family in the positive orientation of using such devices by the little ones (highly educative and/or recreational contents and programs, time wisely spent in order to avoid addictions on certain digitalized products).

Keywords: family; technological revolution; intercommunication.

1. Introduction

We witness the occurrence of significant mutations due to the technological revolution, both at macrosystem level such as society, economy, culture, politics, religion but also at microsystem unit, namely: the family, social organizations, school institutions etc. The analysis of the effects that were caused by technological conquests upon families has indicated a polarization of the benefits and quantitative losses in the field of information, communication, interrelationships/interknowledge and self-knowledge, independence/dependence, freedom/control. With respects to family, with its quality as a self-existing institution, we may observe its dynamic character and high degree of flexibility, as well as its power to influence, through its decisions, the evolution of society.

Today's world, emphasizes Bruce Currie–Alter (2016) in his article regarding the silent Revolution, in research of sustainability, needs science in real time, irrespective of the aim: detecting the drought, facing Ebola, or assisting the refugees. Research must function faster and must use 21st century practice, including scientific data, with open access and info graphics (Bruce, 2016). Consequently, the education-technology relationship must be exploited from the pedagogical to the technological aspects, using technology as a facilitating instrument of a continuous learning process. The present technological paradigm produces a substantial change in the professional profile of a teacher, the fundamental skills and the knowledge that they hold. An assumed contribution is compulsory in order to form digital skills in children, abilities to deal with the challenge of a network-based society, as well as permanent social and technologic change. In this context, teachers must understand the implications of technological and educational licenses, such as Creative Commons, as an opportunity to promote the digital skills in school. (Olivenza, 2011)

The access to information, as a consequence of the interconnected world in which we live, is extremely easy. There are obvious gaps between children and parents in relation to their needs, opinions and attitudes. Advanced technology has facilitated knowledge, information exchange and last but not least, the independent, autonomous manifestation of a person (Manea&Baciu, 2017). The skills of using various highly-digitalized products differs from children's and teenagers' capacity of learning progresses while a speed similar to that of technological development, which implies

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both advantages and disadvantages. This fact requires increased responsibilities in guiding them from parents and educators. In this respect, we must note the fact that the educational partnership is a form of expression of institutional interrelations and which promotes functional and constructive relations at the level of the school-family-society triad in the benefit of the child. Materialized in an efficient communication form, cooperation and collaboration, the educational partnership emphasizes and supports unity in requirements, values, principles, decisions and educative actions at the level of educating factors. (Manes, 2015) Nonetheless, one must acknowledge the concern of software developers for finding new methods of keeping children safe. The advantages of digitalization are materialized, as long as the instruments and mechanisms of desiring to find the true meaning of life, of discovering the truth and of unification, which are always the most profound wishes of a human being. (Benedict, XVI, 2011). At the same time, according to the studies made regarding the use of smart phones by teenagers, the major disadvantage seems to be social isolation. The causes of isolation are underdeveloped communication skills, as a consequence of the minimal experience caused by the lack of exposure to the subtle hues of the face- to- face human communication, as well as from the lack of experience in using the non-verbal and paraverbal language (the body language, the recognition/ lack of recognition of facial gestures, to tone etc.) (Sadova, 2016; Fitzpatrick, 2008). The majority of experts considers that technology can't replace the face-to-face time, especially when it comes to expressing feelings and attitudes. Scientists have discovered that, though text messages and Facebook are funny, quick tools, lived by youngsters, the serious conversations still take place offline (Sorensen, 2015)

In what concerns the impact on family relationship, research shows that there is an increasing gap between parents and their children (Taylor, 2013), obstacles in the interpersonal relationships (McQuillen, 2003). Some studies reveal the advantages regarding the level of communication between the members of a family: parents and children, married couples that communicate by phone, or in writing, in real time, even though they are thousands of kilometers distance from one another; parents use messages to remind children certain things; web-cams are used to communicate feelings among family members that live far away. Technology is essential for a healthy communication of a family in today's society.

The more children and parents have different interests, the more mobile phones and the Internet help them KEEP in touch and communicate regularly. Children are separated by parents, by siblings, but the web offered them devices that make it easier to maintain the connection. Aleks Krotoski, PhD in social psychology of relationships in online communities claims that the web technology itself has not undermined the foundations of the institution of family. With a totally different view over this matter, there is Dr. Jeffrey S. McQuillen, assistant professor for vocal communication at the University A&M from Texas, who claims that for the daily life, the synonymy between the reprisal interaction facilitated by various technologies and the face- to- face interaction can be disastrous, as long as the occurrence of the Internet has made the world smaller, in what concerns the global interaction, has increased the gaps between one-to-one relationships, which implicitly lead to an increase in the influence of the Internet and the interdependency of the family. (McQuillen, 2003)

2. Coordinates of the research

2.1. Aim

Investigating and emphasizing the types of influences (negative or positive) caused by technological devices and mechanisms inside family relationships.

2.2. Methodology

The investigation is based on an enquiry and a survey made of 16 items. Some items are made of closed questions, but most of them use a Lickert 4 or 5 point rating scale.

2.3. Sample

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The survey involved 410 students from the TPPE department (Teacher for Primary and Pre-Primary Education), from Babes-Bolyai University, Cluj-Napoca. The distribution of the sample encompasses four age levels, in order to obtain relevant results, a thorough interpretation of the technological revolution over communication relationships in today's family, and emphasis on the existence or lack of existence of influences of the technological revolution over intercommunication relations in nowadays family. We must note the lack of a gender analysis within the subject sample, as a result of the fact that the survey focused namely on indicating some potential differences in the behavior of the individuals based on age levels, which excludes the possible existence of gender differences.

2.4. Presentation and data interpretation

For practical reasons, this article presents only the centralization and analysis of 7 items of high relevance for our study.

Table 1. The influence of technological means in family relationships

Item	**Possible answers**	**Age Range/ Percentage %**			
The influence of the technological means(internet, TV, telephone) in family relationships		20-34 yrs	35-44yrs	45-54 yrs	over 55 yrs
	No influence	2%	4%	2%	2%
	Low influence	5%	7%	4%	3%
	Negative influence (e.g. sharing of undesirable behaviors, time-consuming, inhibitions and cognitive atrophies)	37%	44%	42%	52%
	Positive influence (e.g. sharing of multiple, diverse pieces of information, fast and easy, with minimum effort , cognitive development, personal and/or professional development)	56%	45%	52%	43%
The degree of influence on children	Low	4%	1%	2%	1%
	High	27%	24%	30%	32%
	Very high	49%	52%	46%	48%
	Overwhelming	20%	23%	22%	19%
The frequency of communication with the partner/child, in a week, via social media	Never	12%	0%	0%	0%
	Occasionally	15%	32%	36%	14%
	2-4 times a week	28%	49%	59%	67%
	Daily	45%	19%	25%	19%
The degree in which technological means are used for communication in 24 hours	Not used	2%	0%	0%	0%
	Very little used (1-2h)	4%	4%	5%	3%
	Used (2-3h)	17%	12%	15%	11%
	Much used (4-6h)	33%	39%	11%	22%
	Very much used(over 8h)	54%	55%	69%	64%
Rate the quotation: People who feel lonely spend more time on social media	Correct	55%	61%	74%	89%
	Incorrect	45%	39%	26%	11%
	No time	2%	3%	2%	4%

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Time spent communicating with the partner / husband/ wife in a day, using technological devices	Very little time	16%	12%	10%	9%
	Little time	21%	33%	31%	23%
	Much time	32%	54%	47%	44%
	Very much time	29%	8%	10%	24%
The time spent communicating online with various persons-excluding work obligations, in a day	No time	0%	0%	0%	0%
	Very little time (1-2h)	5%	12%	33%	37%
	Little time (2-3h)	19%	25%	27%	32%
	Much time (4-6h)	53%	40%	38%	22%
	Very much time (over 8h)	33%	23%	12%	9%

The analysis of the answers to the first item of the survey indicates the fact that at the level of the four age categories of subjects, from 20 years old to over 55 years old, it is believed that *the technological means do influence the family relationships.* The polarization of the answers regarding the type of influence depends on the age profile. Thus, the subjects aged between 20 and 35 years claim that the influence is positive (56 %) and negative (37%), while the subjects being over 55 years old claim that the negative influence is stronger, 52 %.The generation gap (acceptance of change vs. keeping the conditions)may be, according to expert studies, the reason for this difference of opinions.

With the second item we aimed to make an inventory of the level concerning *the degree of influence of technological devices on children.* All subjects claimed that there is a high degree of influence on children, over 52 %. Moreover , we have a high score of overwhelming influence in the opinion of subjects aged 35-45 (a score of 22%), those aged 45-54, 21%, which indicates the fact that the influence on children is so high that we cannot afford to neglect it, but, on the contrary, we must channel all energies towards transforming this influence into a positive one over the young generation through actions that aim the selection and monitoring of accessed programs, and a balanced management of time when it comes to using technological resources.

In what concerns the *frequency of communication with the partner/child via social media,* there are differences among the subjects. Thus, while the young people aged 20-34 claim that 45 % of them use this method daily to talk to the partner or to the child, of the adults aged over 55, only 19 % of them use it daily, 67 % of them, 2 to 4 times a week. These data confirm the fact that social media is often used for the communication inside a family, regardless the age (either at the level of the spouse, or children).

The fourth item indicates the *degree in which technological devices are used in 24 h.* The results confirm the expectations of the communication specialists that over 50 % of those who answered use the devices more than 8 hours a day. 65 % of those aged 45-54claim that they use the devices very much in a day. We consider this behavior to be in accordance with the concerns and responsibilities of an adult.

The time allowed for communication with the partner via technological devices in a day is different for youngsters and for adults. Thus, the young generation aged 20-34 and the adults over 55 years old have similar results, 29% and 24%, but there are major differences in comparison with the other two age categories: 35-44(8%), and 45-54(10%). We identify these results as a reflection of the degree of interaction between the two partners of the modern family. The stronger the involvement in the social and professional life, the smaller the amount of time dedicated to interpersonal communication, the inverse proportionality ratio being a significant one.

From the analysis of the data presented in the Table 1, we conclude that *the time spent for online communication (or by phone) with various persons, a day excluding professional obligations,* differs among people belonging to different age ranges. We observe a decrease of time dedicated to online communication a day from 33%, for those aged 20-34, to 23% for those aged 35-44, to 12 % for those between 50 and 55, and only 9 % for those over 55. If we relate this evolution to the range of digital skills and technological appetite of the youngsters, which differs from that of the adults, we find an explanation for the decreasing tendency in liking and using online communication.

The statement: *People who feel lonely spend more time on social media* is believed to be true by the great majority of our respondents. Whether 55 % of the youth (20-34 years old) believe that the mentioned statement is true, the percentage rises in the case of adults: 61% (35-44 years old), 89% (over 55 years old). We can relate this fact to the changes that occur during adult life, considering mainly the fact that the need for communication is expected to be maintained in order to ensure the functionality of each individual.

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3. Conclusions

In today's digital epoch, society and implicitly, family, have adapted themselves to the exploitation and usage of technical devices, overcoming the challenges of our civilization. It is important to mention that, according to our investigation:

Technological means are frequently used in the communication process inside a family, and their influence is mainly positive, therefore, there are positive influences of the technological products and mechanisms over the relations within a family.

The time allowed for online communication is different in the case of the respondents who belong to different age ranges, but also regarding the concerns and responsibilities specific to each age category

Technological devices have a great impact on children, which means that an increased attention is required from the family in order to turn the influence on children into a positive one.

We believe that the unity of a family, the quality of family life, positive interactions with direct benefits upon each member of the family may thrive through a responsible use of technological devices supplied by the technological revolution, and that the quality of the interaction varies according to each individual, concerns, interests and a fair connection to social realities.

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Meanings of the digital textbook

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Abstract

We showed interest for digital textbook, viewed as a new tool in classrooms by political decision makers. Future generations have a great responsibility: what should they keep for development, what should they give up in order to adopt new practices. In fact, digital textbook is coming to give an exam to all school factors: how to deal with technology challenges. Are we ready to honestly analyse our practices? Is the best way to immediately accept the change or better to be aware of possible losses. Thus, our option for the topic of the research and of the analysis undergone is generated precisely by the stage of construction, assertion and validation of the digital textbook. The concern to identify definitions, constructions and strategies for use by schools in Romania and in other educational systems bears the mark of the interest for the adequate use of the digital tool. The student/teacher relationship is founded on understanding the effects generated by the learning tools and it is fundamental for edifying the personality of the future generations. We believe that the balancing act between the definition outlined by Simion Mehedinți and the current scientific literature on the digital textbook is imperative and original in this area of interest.

Keywords: digital textbook, interactive tools, new skills, technology challenges, independent learning.

Numerous studies employ different terms to define the same conceptual contents: digital textbook, electronic textbook, e- textbook (Choi et al, 2011; Daniel & Woody, 2013; Rockinson –Szapkiw et al. 2013, Weisberg, 2011). We will be using the term digital textbook (DT) constantly, because we have a double-fold support: on one hand, it is the term used by the Minister's Order 5559/22.11.2013 on their elaboration and publication, and on the other, because we are concerned with the possible meanings ascribed to the term digital and to its understanding in a school context.

In order to define the digital textbook, we will begin with the meaning provided by the classic textbook of Simion Mehedinți (1907-1923): "A good textbook must be brief, namely it must comprise only characteristic data or facts, the acquisition of which must be not only a memorizing act, but also ferment for the thinking process. The textbook must teach students not only to acquire factual data, but also to follow an idea, to meditate on it. By observing and thinking, the student reaches the stage where he operates with the notions and rules acquired and where he solves new problems using them. The use of various forms of exposition – such as the comparison, the practical exercises and indications – provides extra intuition, accessibility and value to a textbook." Hence, a textbook is an important component in learning, a resource-tool, which allows students to become committed and involved. On the other hand, in the context of using a traditional textbook, according to Freire (1996), the student is a passive receptor, who does not control the knowledge; he goes on describing this situation as a model of banking services, "in which the students are depositories and the teacher is the depositor" (p. 53). Naturally, despite the general critiques or those for a specific textbook or for various school subjects, textbooks have been used for a long time to improve the teaching process for many subjects, on all schooling levels. It is worth noting here the definition provided by Nose (2003), according to

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whom the school textbook is "A textbook is a book that has been designed specifically for the needs of school education. It is a guide toward other sources of knowledge, toward discovering new knowledge." (p.31)

The role and meanings of textbooks change permanently, thus reflecting to the same extent the transformations with effects on the entire educational system. A textbook is also frequently analyzed in terms of the logical and mental activities determined among students (Sikorova, 2011):

Perception: reception of information;

Application: adequate use of knowledge;

Searching: activities based on orientation in the text, on finding new information;

Interpretation: activities based on text analysis and interpretation;

Problem solving: solving tasks with a heuristic basis.

Covering these stages requires the student to get involved, to be trained; he is no longer a mere passive receptor, but he becomes active in the educational, self-formative process. Thus, a textbook contains the most important competences that students are going to acquire through the scheduled curriculum, including logically systematized lessons (Laketa, 2015). In this paper, we wish to find out if the digital textbook meets these particular requirements, if it is presented this way, as well as to what extent it includes these new characteristics and functions.

In agreement with Chesser (Chesser, 2011), we note that the idea and the elements of digital textbooks are based on the emergence and development of CDs, in mid-1990, as an initiative of editors meant to deliver the digital versions of printed materials and, in some cases, a richer multimedia content. The purpose was to make their printable products more competitive and more important, among the resources used for supporting the frequent activities of teachers. Concerning the new opportunities, they became adequate "to be printed out by the instructor as needed" (Chesser, 2011). Consequently, the first digital textbooks could only be electronic versions of the printed textbook. The steps covered make the current textbooks more than a simple image of the classic textbook.

The digital textbook is already understood as a whole, a digital item that contains an electronic representation of an instrument with a textbook role, being often seen as the analogue of a printed textbook. According to most definitions, a digital textbook is seen as the main material for students, because it combines the traditional textbook, the notebooks, vocabularies with multimedia functions (video, animations, virtual reality) that determine an interactive and individualized learning, regardless of time and space (MEST, 2011). Moorefield – Lang (2013) considers that the digital textbook is "an e-textbook is a book that is instructionally or educationally based and is provided in a digital format" (p. 13). To these observations, we add the distinction between the printed tool and the new one, in the sense that, while the traditional textbook provides knowledge from one direction – those starting from the teacher to the student –, the digital textbook encourages the participation of students to the acquisition of knowledge by exploiting the multimedia functions, by continually improving the problem-solving skills of students (Yang et al., 2010). Furthermore, Constantin Cucoş highlights that "the digital textbook should not be understood as a double or as a substitute of the real, printed textbook, but it represents a different product constructed on the basis of new principles for explaining the subject, after rendering the contents more didactic-oriented and adapted to a philosophy of learning that potentates activism, interactivity, progressivism, creativity."

Anyway, the definitions of the digital textbook are often modified, being influenced by both the development rhythm of the technologies in this field and their rapid progress (Jung & Lim, 2009), and by the conditionings specific to the social-political organization forms. Regardless of how free a textbook becomes in its evolution – dictated by the requests of the historical eras, by the evolution of technologies, by the expectations of the actors within the process, by the more or less inspired decisions of the decision factors –, its basic objectives, tasks and functions remain unaltered.

In a reprisal of the analysis, in the following chapters, we are going to observe the way each of the twelve defining elements of a textbook listed by Simion Mehedinți preserves its validity, and to these we add new tasks, always different and current, for the authors of the digital format. The novelty is provided by the means and forms in which

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they can favour the attainment of the goal, bearing the mark of the development stage of the civilization, of the dissemination and use of the new cultural products, as well as of the extent of people's investment in their attainment.

In agreement with our commitment to talking about the functions, roles and possibilities of new learning instruments, we will focus first on the extent to which such a textbook may meet the requirements listed in the description provided by S. Mehedinți:

1) To be brief

Is the digital form capable of meeting this condition? The first answer could definitely be negative. Too many are the sources towards which any topic we choose for the approach, any word or expression introduced in a program with such destinations could direct it. In contrast to the classic textbook, especially designed to get the student away from any other sources, the new one brings along the lack of limitations, the multi-applicable rules of browsing. Nonetheless, even if S. Mehedinți himself eliminated the first condition, the current organization rigours of learning contents, the time of learning – as a measurement unit of the real possibilities of the student and of the teacher –, as well as the imperatives of logical coherence do not annul the first requirement: To be brief!

Difficulties start arising at this point: on one hand, those imposed by free circulation – translated by anyone's access to all the sources; on the other hand, by the imperious need to respect the development particularities of the students – by grades, education cycles. We only pinpoint that, now more than over, the solution will not come solely from the teaching staff and from the traditional specialists within the system, but also from the real common commitment of digitization specialists along with those who defend the schools, futurologists and other professional categories. Nonetheless, the digital textbook can be brief. The condition is ensured by its capacity of limiting to one definition, one exercise, to no more than what is necessary to be efficient. Furthermore, we believe it is necessary to be concerned with creating textbook auxiliaries, designed with the possibilities of the new technologies and in an adequate form.

2) Only characteristic data and facts

The main propositions within the new tool consist in a multitude of choices and versions that put students in a paradoxical situation: on one hand, all the information presented to them is specific, of a great importance, and on the other, they reach a saturation of the information. Hence, should not the most important aspect of a textbook be critical thinking, certain discernment, should not there be a certain limit in the selection of the information proposed by teachers to the educable people? Or should the beneficiary/student decide which information is necessary to him throughout that lesson? In this case, we reiterate an old issue of humanity regarding free will and the value of freedom in the learning act of the one who does not have the science or the selection criteria. While respecting the principles of a philosophy of veritable education, we posit that the ideal modus operandi with the digital textbook imposes the moderation and precaution of the experts in education sciences, the only ones capable of stimulating the role of interdisciplinary teams.

3) More than a memorizing act

The mechanization of the learning act, especially following the industrial revolution, and the focus on information to the detriment of knowledge create a profile with a dehumanizing potential for modern man. For the new tool that has been imposing in the sphere of education, the aim is to surpass a problematic level in the training of young generations. By using the new means, which can analyze, compare, determine and evaluate the notions received, the pedagogical act is no longer a mere memorizing act, but one that forms competences adapted to contemporaneity. In the section above, the dominant idea was that pre-university students and university students can no longer count on memorizing and on acquiring all the notions; on the contrary, in the context of the new means, these very tools must serve the acquiring of new skills and behaviours. It may be stated that the new textbooks will provide favourable conditions in this respect – actually, S. Mehedinți expressed the same desideratum.

4) Ferment for thought

We wonder whether the opportunities provided by the new learning tool will stimulate the curiosity of users, namely whether the users can go beyond the information this tool offers. Our question is motivated by the fact that, indeed, easiness and accessibility lead to the mental and implicative convenience of those who have contact with the

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data presented by the digital textbook, which announces an issue difficult to manage in terms of motivational resources: going beyond the superficial layer of the facts. In this context, those who propose the digital textbook will have to respond to students' need to be challenged, to have their contemplation capacity stimulated, to be provided with reasons for a better insight into the surrounding realities. We can imagine a significantly broader field of simultaneous action upon any form of the digital textbook. By using such a textbook, teachers, students and other training actors intervene directly in its rewriting.

5) To follow an idea

In the perspective of conceptualizations resized on the needs of modern world, a project (the digital textbook) was crystallized whose primary aim was to provide immediate access to information. However, the digital textbook – by attaching preset hyperlinks, carefully selected and ideological positioned multimedia resources – focuses of consolidating among students certain ideas meant to situate them in one perspective or another, to provide them with a broader setting for understanding certain aspects. In this setting, a digital textbook is required to actually separate completely from the classic one.

6) To meditate on it

The course of a piece of information until it is acknowledged, interiorized and capable of producing new ideas has become one of the imperatives on which the educational act is based. The road of knowledge passes through the fields of meditation. The natural aspect of learning will find its catalyser in the digital textbook, as long as the latter proposes from the start to orient the students towards a contemplation of the data presented. The objective can be attained in various ways: from the presentation of as many sources and versions as possible to the critical analysis of each argument.

7) To operate with the notions and rules acquired

One of the great promises of the digital textbook consists in the fact that students need to set themselves away from the written text. It fulfils the promise made if it acts as a mediator between an acquired and a new piece of knowledge, through the access to multiple forms of presenting information. We refer mostly to the use of video clips, of images and of audio resources. From this point of view, the characteristic provided by S. Mehedinți is applicable to the digital textbook. In fact, the imperative announced by the great pedagogue becomes a condition of understanding, of using the concepts and principles presented through the textbook.

8) To solve new problems

The modern textbook is designed for the student to face old problems in new forms and to provide their rearrangement in the perspective of an immediate solution. The proximal response solicited and the permanent need for feedback now places the student in a privileged position in the act of learning. The student is now provided with the possibility of identifying ways to use everything he has always to a greater extent and in a better way.

9) To use various forms of exposition, such as the comparison

The similarities and the contrasts found in digital materials represent a pillar in developing a student's capacity of situating diametrically opposite data in an efficient and thorough manner. Various dictionaries – used as tools through which a student was taught to increase his understanding, analysis and sources – acquire more importance through the possibilities of the new technologies, capable of selecting and ordering information on their own.

10) To use the practical exercises or indications

The use of the information accessed through the new textbook acquires new valences through the amplification of the activity in virtual socialization spaces. From this point of view, the proximal effect can be observed in the fact that students may establish a connection bridge between the information discovered in school and those in reality. Students manage to see the application of ideas easier than by using a classic textbook. Thus, by attaching relevant video clips or other multimedia resources, by the offers of the virtual space, much stronger levers towards reality are constructed, and the possibilities of the digital textbook become unlimited. A digital textbook can be used to simulate anything; it

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can be modified in any way; the information is suggested and oriented by the teacher's power and the student's understanding.

11) Extra intuition

The adjustment of cumulated information to the requests of the curriculum, but also to personal options, mostly using the previously made comparisons, places students in a varied system of relations between theory and practice. Due to this fact, the new technologies become useful and usable for students. Nothing is memorized; nothing is acquired without also sensing something beyond what was received. All will depend on the student's motivations, amplified by the teacher.

12) Increased accessibility

The overall image that students obtain using the digital textbook – focusing on context, selection and interpretation – is that access to knowledge is easy and instantaneous. This represents a significant disjunction from the possibilities of the classic textbook. A digital textbook manages to preserve – to a certain extent – the previously assimilated data and to reproduce them in a varied, new way, in such a way that the student becomes attracted by knowledge and rebuild the road whenever a topic of interest arises. Accessibility is also ensured and enhanced by the opportunities of selection of the sources, ordered by certain criteria.

13) Increased value

The "added" value that the student feels – from the first uses of the digital learning tools – consists in the exploitation of the multiple resources in real time. Furthermore, the varied multi-/pluri- and interdisciplinary information presented forces both the teacher and the student to be in an epistemic dynamic that leads to cultural and educational progress. The increased value of the textbook is provided precisely by the characteristics listed. To those, we add the value of the user, capable of always increasing the contribution as a teacher, a student or an author.

Conclusion

All these features helped us to design a comparison table *(Table 1),* so an efficient textbook is the one oriented towards the future, capable of making it easier to solve new problems, according to the definition provided by S. Mehedinți. The request is the same for the digital textbook, compulsorily designed to support the independent learning of students, including learning advice, notebooks, dictionaries, functions for individual work, in order to complete the traditional textbook. Whereas the classic printed textbook involved "annexes" and external tools in order to accomplish the role of all the elements of a minimal library of the student, this task is reprised by the digital version. One of the tasks assumed by the research initiated in schools – with the help of teachers, of the school principal, of the IT specialists – is also the production of new auxiliaries, which constitutes a premiere, imposed by the use of the digital textbook. The new form of all the materials provided to schools can fit the skills and expectations of the digital natives, because they are accustomed to the virtual setting even since their early childhood (Jang S., 2014). The digital textbooks, unlike the classic ones, come with interactive functions designed to help the students learn according to their aptitudes, skills and their cognitive and socio-affective level (an idea also presented in the definition stated by S. Mehedinți); thus, it meets the demand of providing increased accessibility to both the sources and the presentation

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forms. The underline is all the more important in this period, when a part of the current digital textbooks still reflects only the contents of printed textbooks, and it is the task of the future ones to include these potentialities.

Table 1. Features of S. Mehedinți textbook versus features of digital textbook.

Simion Mehedinți Textbook _1930	**Digital Textbook**
Brief	Limitation at one definition including other information in hyperlinks;
Only characteristic data and facts	Improve capacity of selection;
Solve new problems	Face old problems in new forms;
Various forms of exposition	Unlimited ways of presentation;
Practical exercices	Various ways to simulate the reality;
Extra intuition	Personal option of learning;
Increasead accessibility	Easy and instant access to knowledge;
Increased value	Multiple resources in real time;

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