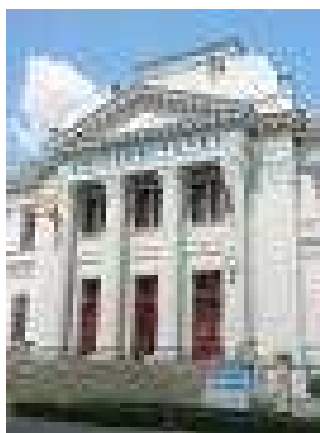


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THEORETICAL APPROACHES – NEW INTERPRETATIONS

IONESCU MIRON, The need for an adequate metrics for educational sciences:

Founding pedagogy as a science, its scientific development and passing from fundamental science of education to educational sciences system leads to the creation of a modern vision regarding this science. We define today, pedagogy as a specific science to synthesize the education and we speak in consensus about pedagogy's unity as a science.

ILIE VALI, New looks in the teaching theory and practice:

Teaching is a system of actions, different as form and content, pupils-oriented, for the purpose of developing the side of their personality. Since teaching tends to become the central issue of the teaching process, it is talked about a teaching theory, about patterns, structures or paradigms in teaching. The diversity of these patterns represents a varied strategic offer made to the teacher and consolidates the conditions of the didactic mastership affirmation.

The need to perfect the teaching style represents a concern in order to obtain a better efficaciousness in one's performance. Since it is a specific form of manifestation, the teaching conduct engages the teacher's competence. Any rebate made to the competence criteria will have an immediate impact upon the pupils' personality.

The recent paradigms and evolutions of the curriculum methodology and theory, of the training and evaluation requires from the teacher new competencies concretized in: maximizing each child's potential, having the pupils involved in their motivation development, favouring the team work, building knowledge, negotiating with the pupils, adjusting to change, evaluating holistically the performances.

POPESCU ALEXANDRINA MIHAELA, Styles of leadership in schools. typologies and criteria of assessing their efficacy:

Performance in school organizations depends on the quality of the leadership that managers exercise. The study of the styles of leadership in schools derives from their effects over school climate, as well as over the quality of the instructive-educational activity.

The typologies of the styles of leadership can be taken as reference points and introduced in programs of training and improvement of the school managers' patterns of behavior in order to attain and increase the success of school organizations.

The field of the style of leadership in schools is open to debate and improvement and it is necessary, given the current context, to put it in relation to the insurance of quality in education.

ȘTEFAN MIHAELA AURELIA, Strategies of self instruction – tendencies and orientations:

The formation of self instruction competence of the students is a problem which is more and more invoked by the experts in the field. The projection of the personalized strategies of self instruction can be an exclusive autonomous demarche which can include: the settlement of the objections of self instruction; the determination of the methods of turning to good the internal resources; the determination of the methods of utilize the external resources necessary for the self instruction; the identification and the option for self evaluation means of the process (self instruction) and the results.

After the presentation of the contemporary current which takes into consideration the self instruction and the accentuation of two aspects about the coordination of the self instruction processes (the psychological and the methodical preparations) the emphasis lays on the approach of the self conducted learning capacity.

The ability to self learning is formed using self instruction and includes cognitive, metacognitive and emotive factors.

All recent research in the area of the pedagogy of self instruction comes with a conclusion that supports the idea of the necessity of stimulation, development in the frame of the process of learning “the own initiative” and “the self conducted activity”-qualities needed for any of the future places of work.

So, the formation of the necessary capacities of self instruction becomes a priority for school, their exercise calling up a series of strategies. This paper reviews such strategies.

BUNĂIAȘU CLAUDIU MARIAN, The curriculum management – considerations on institutional methodological approaches and demarches:

The managerial approach of the curriculum, as much to the level of curricular politics and even in scholastic practices represents a necessity given by the theoretical-methodological reconstruction from the area, of the paradigmatic conceptual evolutions and most of what provides the rationality and managerial creativity of the scholastic managers and teachers of the classes, in the process of projection, administration and optimization of the implementation of a decentralized, flexible curriculum, centered on the needs and interests of the pupils, of the parents, of the local community, oriented towards the development of the scholastic organization.

The present study has a double structure: the theoretical, containing the view of conceptualization of the curriculum’s management, for providing the comprehension of the successful management’s paradigm and the methodological-actionable size, approached from the prism of the curriculum’s procedural character, comprising the projection, the implementation, the evaluation and the curriculum’s adjustment to the decision of the school. The paper focuses on the elements of the curriculum’s praxiology, such as: the instrument of the curricular projection to the school level, the approach of the cross-curricular themes through the curriculum to

the school's decision - as alternative and complementary strategies of the curriculum's perviousness.

EDUCATIONAL PRACTICE – NEW INTERPRETATIONS AND PERSPECTIVES

MACIUC IRINA, Teaching religion: problems, dynamics, perspectives:

We believe that the education, in the context of European Integration, must improve the manifestations of religious liberty as part of modern and democratic Romanian culture. We will identify problems of reflection, new views of Religious Education, important challenges for Initial and Continuing Teacher Training, critical issues of Religion teachers and their educators in the context of European Enlargement. The objective is to support the implementation in Romania of a new view about Religion teachers-education in the context of Bologna Process.

The current debates about Religious Education and Religion Teacher is a part of the most important challenges of our time: educating for spirituality and moral values.

The decision-makers at the level of educational policy seek to adopt a more flexible, responsive and dynamic approach designed to guarantee a better teaching: teacher -education curricula is learner-focused, case-based and with opportunities for pedagogical practice. As a conclusion, we think that the key debates about religious plurality, about Religion teachers' education, religious identity and religious liberty, and spiritual values must continue, in order to help pupils to develop an individual and personal set of beliefs and values.

Key issues and strategies for theoretical approach have to be taken into consideration in the following years of study and reflection in the context of our research.

The Pedagogical Curriculum Development requires further review, and possible modification, needs analysis and case studies, and application materials for quality assurance of teaching. Quality is obviously one of the major issues in the context.

DINULESCU CONSTANȚIU, Modern typical strategies in teaching, learning and evaluation of history:

The modernisation of the educational process imposes the implementation of the new methods active-participative in teaching history. The author presents the newest strategies used by the history teachers to optimise the activity with students, offering a rigorous classification in accordance with the new demands of the reformation of the Romanian educational system which will allow the Romanian students to become Europeans citizens.

GRIGOROIU GABRIELA, Self-as-teacher: the choice of a professional identity:

The article presents relevant information regarding the student teachers personality and personal evolution towards self-assertion and identification with the

profession. The PhD study was undertaken at the University of Craiova on learning to teach between 1996-2000, the thesis being submitted to the University of Exeter, UK in 2002. The study was undertaken to investigate aspects of the initial training of Romanian EFL teachers, after introducing a reflective approach in pre-service teacher training at the University of Craiova. It explores professional learning and how student teachers construct their world and in what way reflection influences their learning. An interpretive naturalistic approach was used to interpret and understand these processes in terms of the student teacher perspective.

PERA AUREL, The signification of logical operations in educational practice:

Education is a complex process which implies a logical classification of both its fundamental components and a structure which aims to develop each student's thinking capacity. The teacher must explain and make things clear, while the student must understand what he is taught. Therefore, explaining and understanding are rational processes which involve an entire problematic which we aim to analyze below. During teaching, the tutor reveals certain conclusions based on theories (or premises), and the student understands them and asserts, according to his or her psychology, the base that these conclusions are founded on. Both rational processes – teaching and learning (explaining and understanding) consist therefore of logical operations. Defining and explaining are fundamental logical operations. We can neither define nor explain anything without the use of language. Language expresses thought. It is a system used for expressing or communicating thought. It allows us not only to define and explain, but also to benefit from other people's experience. Considering that the central role of language is to express thoughts, we can hereby state that language plays at least two major parts: explaining behavior and transmitting information about the world.

The following article aims to emphasize the role and signification of logical operations in learning processes and educational practice.

MOGONEA FLORENTINA, The implications of metacognition in the process of self-evaluation:

The efficiency of any activity undertaken by an individual is mostly ensured by the possibility to train and capitalize the metacognitive capacities. Most times, the success depends on the possibility to observe, control, set one's own activity. Representing a science of knowledge, knowledge of the act of knowing, metacognition accompanies the activity of learning giving the person who learns the possibility to reflect upon it and to gather the useful information for that activity and for the future ones as well. The metacognition does not involve only the knowledge the student gathers about his own cognitive activity, but also supposes the usage of certain mechanisms of control and setting.

Due to metacognition's role in the students' activity, through the practice of the processes of observation, control, setting, we consider necessary and useful to discuss the relation between metacognition and self-evaluation, the latter supposing self-analysis, self-control and self-setting. Therefore we infer that an important

direction in the attempt to stimulate the students' possibilities of self-evaluation is represented by the training and stimulation of the metacognitive capacities. Within the activities with the students, the teacher can capitalize many situations in order to develop the metacognitive capacities of the students, and these, just as many other categories of capacities, can be formed and developed through exercise, by repeatedly placing the students in stimulating situations.

RESEARCH LABORATORY

AVRAM EUGEN, ARMAȘ IULIANA, Using students as operators for field inquires – advantages and limits:

Since field studies have become ever more important for the market and academic research in Romania, the present study aims to highlight and evaluate from a cause-explanatory point of view the error sources induced by student-operators. It is more important since many academic research and not only resort to students for field-operators.

The evaluation of the operators' impact on the enquiry's efficiency took into consideration the processing of data from a survey on the seismic vulnerability feeling of Bucharest's residents, conducted in 2001-2002.

There resulted four types of errors (omissions and frauds) according to data categories of the instrument: type 1 errors – omissions/frauds of the operator's identification data, type 2 errors – omissions/frauds at the 'passport' data of the studied subject, type 3 errors – omissions at the items on objective 1 of the research, type 4 errors – omissions at the items regarding objective 2 of the research.

The data indicate that girl teams have better results compared to mixed teams and to the subjects that operated individually, with fewer omissions in questioning for the items referring to objective 2 of the research.

NOVAC CORNELIU, Behavioral disorders in intellectual handicaps-psycho-therapeutical implications:

The current study analyzes the process of psycho-pathological disorganization in the personality of pre-adolescents diagnosed with mental disabilities. In this sense, the author conceives an etio-psycho-pathogenesis of behavior disorders based on intellect disabilities.

Three directions of psychopathic structure in the personality of the mentally challenged are analyzed on 50 subjects with this diagnosis. By means of case studies, psycho-social inquiry, and W.M questionnaire, 12 subjects with behavioral disorders were selected and included in a psycho-therapeutic recovery process. The conclusions of the study point out an improvement in behavior and formation of social skills in all 12 subjects.

PERA AUREL, The optimization of cognitive structures and the logical and psychological hierarchy of the learning process:

Contemporary researchers on the theory of learning have delved on establishing the measure in which the cognitive dimension of educational variables (cognitive structures, psychic development, students' intellectual capacity, verbal capacity, problem solving abilities) influences the practice and particularities of the educational devices in use. Even though motivational factors regarding student personality and groups have been noted during the learning process in the educational environment and have been mentioned by D. P. Ausubel (aspiration for knowledge, need for self-affirming, interest, personal adaptation, motivational type, degree of anxiety), they have been less studied and considered in learning management.

The following paper aims to reveal several ways in which cognitive structures can be optimized and the role that these structures play in increasing personal efficiency in the vast context of the logical and psychological hierarchy of learning.

FRĂSINEANU ECATERINA SARAH, An optimizer of the self-management of the learning at the university level – preliminary results:

We presented in this paper a part of the preliminary results obtained researching students' self-management of learning. For this purpose we used a questionnaire and with its help we identified the procedural knowledge of the students on managing their own learning. Our contribution consists in the capitalization of the obtained results applying the questionnaire in order to propose a supporting program for the self-management of learning of students.

MOGONEA FLORENTIN-REMUS, Conditions and strategies of preventing the emergence of learning difficulties:

Learning difficulties - a fact of life that has recently attracted experts' attention – represents a phenomenon not only children are dealing with, because they feel its effects, but also their parents, their teachers and other experts who try to counteract its effects. The primary school years represent the period when this phenomenon generally takes place, leading to low results in the school activity. However, this period can be prolonged to college years and even to maturity years.

When these learning difficulties emerge, when they have to be prevented from happening or their effects have to be reduced, certain improvement and formative strategies are applied and the children with difficulties can develop in the same rhythm as the other children in the classroom. This study is about certain sets of minimum conditions and strategies that have to be fulfilled in order to prevent the unwanted effects of learning difficulties from emerging.

MOROȘANU BELA, Self, shame and culpability at children argument:

The contemporary world is too often the violence scene, throwing a somber light to the hope next to humanity.

Along the history there were always conflicts, but the appearance of some perturbation factors emphasize the risk grade.

Through mass/media the large public become the powerless beholder even the hostage of those who give birth or proliferate the conflicts.

COMPUTER ASSISTED TEACHING AT PRESENT

BOBOILĂ CRISTEA, The motivation of the students concerning the learning given the TIC's:

The integration of TICs is a modern phenomenon. In this reason, the studies about the motivation of the students by TICs are not too numerous. In this reason, the studies about the motivation of the students by TICs are not too numerous. Moreover, there exists no theory that to be too comprehensive and developed in order to be able to explain all the aspects of this problems.

The computer is on the way to democratize the knowledge easing the access to the primary sources of information. The knowledge is only of those who learn. However, the real learning depends not only on the information: the students will need more than never the teachers, in order to direct them to study, to structure and to organize the data of the approaches which will open the way to a lasting developing of thinking and competences.

The witchcraft of the computer is to urge more and more teachers to change their teaching practices adequate to the new perspective.

This paper tries to demonstrate that more and more researchers will study the relation between the pedagogic practices and the impact to the cognition, motivation and the development of the students not only as persons but also as students.

CATALANO CONSTANTINA, Computer assisted learning. considerations and methodology:

Computer assisted learning has several benefits: Firstly, the computer is a partner and a tutor in learning, secondly it is a running environment of the specific software and an extension of the teacher during the lessons.

It is important also to consider the computer as an information provider when used offline to consult different sources of data or online when using Internet. One of the advantages of computer assisted learning is that usage of computers is preferred by students, who have the possibility of involving actively in their learning process; in the same time usage of computers by the students leads to a real attendance in the education process.

From a technical point of view, one can use simple solutions as a support for teaching-learning-evaluating. For example, there are on the market several applications for presentation management and multimedia content, which made computers become real assistants of the teachers in the learning process.

Continuous development of technology is favorable for teachers of all types and for students as well. So, why not make full advantage of the new learning tools which we can use and try and integrate those in our existing teaching-learning-evaluating environment? It is important to understand that usage of computers in the learning process does not exclude the traditional lessons as unit of organizing or the existence of teachers.

THE HISTORY AND COMPARATIVE PEDAGOGY TEACHER TRAINING

LĂSCUȘ VOICU, Ioan Popasu, the founder of romanian orthodox highschool in Brașov:

The creation of the Orthodox Romanian High school in Brasov is the result of some natural, insistent and repeated demands of the Romanians from Transylvania, who until 1859 had only 4 post elementary schools in Blaj, Beius, Nasaud and Sibiu. The demarches in order to obtain the official approval and recognition of the Orthodox Romanian High school at Brașov became a real fight of the Romanians for their rights and lasted three decades. The first action was initiated by George Baritiu in 1837, being followed by the action deployed by A.I. Laurian in 1842. In 1844, Ioan Popasu (1808-1889) started new demarches. During that particular period he was archbishop of Brașov. His assiduity was to be followed by the opening of the gymnasium in 1850. The imperial authorities recognized the Gymnasium in 1856 and the Orthodox Romanian High school in 1868.

The herein paper presents important data and aspects within the social-historical context prior and contemporary to the creation period of the High school, Ioan Popasu's contribution as well as aspects of its functioning in the first years and its significance for the Romanians in Transylvania.

BOOKS AND IDEAS

NOVAC CORNELIU, The generative character of the constructivist paradigm in the initial formation of teachers:

Review: Elena Joița (coordinator), 2005- "Constructivist Strategies in the Initial Formation of Teachers"- Universitaria Publishing House, Volume I, Craiova, 430p.

MOGONEA FLORENTINA, MOGONEA FLORENTIN-REMUS, The pedagogy of the III-rd millenium: questions, ideas, hypotheses, and solutions:

Review: Miron Ionescu (coordinator), 2006, "Paradigmatic Changes in Education and Instruction"; The Universitas Collection, the Pedagogical Series, Eikon Publishing House, Cluj-Napoca, 345 pages.