EDUCAȚIA 21

Nr. 8/2010

Coperta: Anca Pintilie

Colecția Ştiințele Educației este coordonată de **Muşata Bocoş**

ISSN 1841-0456

Director: Mircea Trifu
Fondator: dr. T. A. Codreanu
Culegere și corectură: autorii
Tehnoredactare computerizată: Czégely Erika

Tiparul executat la Casa Cărții de Știință
400129 Cluj-Napoca; B-dul Eroilor nr.6-8
Tel./fax: 0264-431920
www.casacartii.ro; e-mail: editura@casacartii.ro

UNIVERSITATEA „BABEŞ-BOLYAI” CLUJ-NAPOCA
INSTITUTUL DE PREGĂTIRE DIDACTICĂ
CENTRUL DE CERCETARE ŞI INOVAŢIE ÎN CURRICULUM

Educaţia 21

Nr. 8/2010

Casa Cărţii de Ştiinţă
Cluj-Napoca, 2010

REFERENȚI ŞTIINȚIFICI:

Prof. univ. dr. **MARTIN BRÖKING-BORTFELDT**, Universitatea Regensburg, Germania

Prof. univ. dr. **TEODOR COZMA**, Universitatea „A.I. Cuza”, Iaşi

Prof. univ. dr. **HARRY DANIELS**, Universitatea din Bath, Anglia

Prof. univ. dr. **MIRON IONESCU**, Universitatea „Babeş-Bolyai”, Cluj-Napoca

Prof. univ. dr. **EMIL PĂUN**, Universitatea Bucureşti

Conf. univ. dr. **GEORGES ROQUES**, IUFM şi Universitatea Paul Valery, Montpellier 3, Franța

Prof. univ. dr. **CHARLES TEMPLE,** Hobart and William Smith Colleges, Geneva, New York, SUA

CUPRINS

NEW CURRICULUM FOR MOTIVATION AND INDUCTION IN TEACHER CAREER

PROFESSOR ION-OVIDIU PÂNIŞOARĂ, PHD
LECTURER GEORGETA PÂNIŞOARĂ, PHD
Bucharest University

Abstract: The success of the school is directly consonant with induction and retention of the most valuable human resources in school. The present article proposes to the scientists and practitioners from education's domain a model of integration of new employees in educational education.

Keywords: motivation, didactic career, motivation for a didactic career, development of motivation for a didactic career, management of a didactic career

Zusammenfassung: Der Erfolg der Schule ist mit der Einweihung und Beibehaltung der wichtigsten und wertvollsten Angestellten direkt verknüpft. Der vorliegende Artikel schlägt den Forschern, Wissenschaftlern und den Fachmännern und –frauen aus dem Bildungswesen ein Model für die Integrierung des neuen Personals in dem Erziehungs- und Bildungswesen vor.

Schlüsselwörter: Motivation, didaktische Karriere, Motivation für eine didaktische Karriere, Entwicklung einer Motivation für die didaktische Karriere, Management einer didaktischen Karriere

The system of education is confrunted with the problem which is more pregnant – of insufficient motivation and integration of teachers in school organization. If the manager of institution develops a complex and proffesional programme of induction, we can speak about three important effects: first, the new employee can develop the whole potential, also in the beneficial of school; the second, new comer would be more motivated and he has the will to stay in didactical career; the third, school institution has positive effects regarding organizational climate, having also positive effects for education. Present article – develop in the project *named Motivation for teaching career. University centre for professional counselling and management of the teaching career CNCSIS, 2007-2010* – offers such an integration/induction programme useful to the management of educational institutions.

What must be done IN THE FIRST DAY?
Zero strategy:
What are you doing with a new comer in the organization?
- You explain to him/her the school values and present the "evidence" for each one of these;
- You make sure that soon the new employee becomes a part that functions within the complex system of school and that he/she is welcomed by the rest of the colleagues. This fact will contribute to the enjoyment of that particular teacher to be working in the school and to try even harder to correspond to the necessary requirements in order to preserve the respective position.

We can develop the motivation for the teaching career on more levels. Swart (2006), Kennie (2006) varies:
A. ***Human capital***: knowledge, skills, experience;
B. ***Social capital***: values, culture, relations;
C. ***Structural capital***: physical structure and work organization;
D. ***Organizational capital***: processes, policies, procedures;
E. ***Client (student/parent in our case) capital***: relationship with the student/parent;
F. ***Network capital***: knowledge and skills for relationships (being important the relationship with the other teachers).

As manager of an educational institution you should take care of the development of all the categories of motivational sources. Let us see which the main lines of action are:
A. Human capital: knowledge, skills, experience. There should be mentioned from the beginning the fact that the novice does not come to our institution like a white sheet on which we can write whatever we want. He/she brings with himself/herself a informational luggage of his/her own, both regarding the profession and the way his/her role was perceived in the past (if he/she worked in another school, regarding the way in which he/she "performed" there, if he/she comes directly from the university – we talk about a indirect/mediated experience by means of the knowledge learned). This is why it is a mistake to consider that the newcomer can be "formatted" as the organisation which received him/her wishes.

Following the discussion with the new hired teacher, the manager of the educational institution should fill in a chart similar to the model below:

Knowledge		Skills		Experience	
Existent	Desirable in the new situation	Existent	Desirable in the new situation	Existent	Desirable in the new situation

B. Social capital: values, culture, relationships. The teacher newcomer to your organization enters a new world with internal rules, with specific values and organizational culture.

The organizational culture includes stories, myths, a language specific to the organization; they represent assimilated elements most of the times over a longer period of time and they

are not the object of a formal program. These contents of the organizational culture become the bases for an informal socializing process which if it does not benefit of a minimum control, can produce in equal degree positive or/and negative effects.

Although it is acknowledged that stories which define an organizational culture are unique, the defining argument being that each organization is unique, research in the field (Feldman, 1985) shows that there is the possibility that these stories are not in such a great degree different from each other. Certain themes appear constantly in different organizations, proving thus an apparent universal character.

According to Martin (apud Roberts, Hunt, 1991), we can talk about seven types of stories, expressed at a general level beyond the variety of organizations:

a. stories about how organisations treat the persons with a high status when they trespass rules/norms; they describe different events in which a person with a higher status breaks the rules and is confronted by a person with a lower status who tries to enforce the rule. In this case there are different ways of dealing with the situation: the person with a higher status can become angry, can obey the rule, can mistreat the person with a lower status or can react many other ways;

b. stories about how "human" the manager is; usually there are three types of stories about the manager:

- about managers' performance and the way in which they comply with their tasks;
- about managers' skills, especially of those in higher hierarchical positions, to get an equalising status with the rest of the organization members;
- about managers' skills to let aside temporarily their status and to adopt "human" qualities.

c. stories about how can advance in career; these stories describe the relation between some skills and some positions within the organization. The most famous stories in this category are those which depict situations in which one can, with a lot of work, to reach from low positions to the highest;

d. stories about firing: are those which involve employees who are afraid of losing their positions and employees who have to fire others. There are also offered motives and justifications for these decisions;

e. stories about the way in which the company helps the employees who are moving; directly or indirectly, these stories describe who difficult it is to move and indicates the degree in which the company gets involved in the cases of different employees who face this challenge (relatively rare cases in Romanian organizations);

f. stories about how the hierarchical manager acts when a mistake is made: they include the names of the employees who made mistakes and higher ranked persons as status within the organization who learned from these mistakes. The stories end with one of the two decisions of the hierarchical manager: the one of forgiveness or the one of punishing the guilty persons who made the mistake;

g. stories about the way in which the organization overcomes obstacles: represent the most common and frequently stories about the organization. Usually, these stories describe

conflicts at all hierarchical levels and end in two ways: either they show that the difficulties are impossible to surpass or they indicate the way in which the difficulty was overcome.
Again, the manager should make this time a balance between what the teacher possesses and what the organization requires for the induction to be consistent and rapid:

Organizational Culture	A. From which the employee comes	B. Existent at the new workplace	Strategies for bringing A to B
Values of the organization	A. From which the employee comes	B. Existent at the new workplace	Strategies for bringing A to B

C. Structural capital: physical structure and work organization. You as manager should answer now to the following question: is it important the work structure and organization for teacher's motivating and integration? Of course! To take only one example, we saw schools in which teachers felt so well because of one simple reason: that the respective management made the decision to find a retreat and pleasant space (and not the teachers' room) for relaxation and recreation which was so much in need when teachers had a break or a "window" – the schedule made them wait between two hours of instruction (you know the period of time not long enough for a teacher to go home, but long enough not to waste the time).
And another detail: teachers should – as any other employee – mix actively two important elements: personal and professional life. The two are extremely important and it is essential not to interfere too much (unless in positive situations/contexts like school parties to which he/she is invited with the family). A professional life which prejudices the personal life can be seen by the employee and by his/her family as unpleasant which will lead to a decrease in motivation for the activity in the classroom and the loyalty towards the organization you are managing. Moreover, the newcomer in the school is found in the situation in which he/she faces a lot of pressure to which he/she "connects" with difficulty; the situation is even worse when we have to deal with a novice. This is why the manager should ask the question: in what degree the newcomer's personal life is affected by the professional tasks? In the same time he/she should take care that the newcomer's tasks grow gradually, keeping a permanent balance between personal and professional life.

D. Organizational capital: processes, politics, procedures.

E. Client capital:
The novice teacher brings along a set of fears regarding as to how his/her future activity would unfold, but similar fears feel his/her students, too. Your role as a manager of the educational institution is to get involved in the relationship between teacher-students and teacher-parents. Opposed to such a perspective is the strategy: "He/she will get along just fine by himself/herself!", and this is because the latter one can make the teacher feel

helpless, un-supported by the management and stressed about the more delicate decisions he/she has to make. We do not mean by this that the manager should take the place of the teacher trying to solve the relationship problems by himself/herself between the teacher and the beneficiaries of the educational act (students, parents, school-community). In change the manager of the educational institution should have the opportunity to encourage the novice teacher, to question him/her about the problems he/she is facing, while the respective teacher should be confident in speaking about his/her issues.

But usually subordinates do not have this confidence. According "to a study on 2000 subjects from 8 companies, most of the employees think that they would be in trouble if they talked to the managers. They also think that the best way to win a promotion is to agree with the manager" (Rossen, 1975, p. 202).

A different aspect, more grave this time is the situation in which the subordinate leaves aside intentionally some facts in order not to be accused of incompetence or not attaining the goals. An efficient manager will analyze the communication situations and will notice the pattern of communication with each employee as well as the manners in which they repeat themselves so that the appearance of some possible distortions might not affect negatively the desired results.

Another aspect of the dynamics of the relationship manager-employee is determined by the employee's perception according to which the manager is a very important person with a lot of problems to take care of who should not be bothered. This perception according to which the manager cannot be approached for reasonable small things brings an accumulation of problems regarding his/her employee's work or at least a solving of problems without "support" from the direct manager. If in most of the cases problems do not appear because the employee knows some current procedures, in the case of newcomers there can appear a lot of serious problems: delays, problem solving which do not correspond to the organizational standards/benchmarks or do not correspond to the organizational procedures and practices. This is why a modern manager should take enough care of the employees and not to adopt a passive policy according to which communication will develop by itself or the employee will come to him/her each time when it is necessary.

F. Network capital: knowledge and relationship skills

An essential role which the manager should fulfil is that of identifying and maintaining an efficient and positive communicational flux at the level of horizontal communication.

Many times at the level of horizontal communication (employee-employee) there are many myths and rumours that may mislead and can create anxieties for a newcomer. Some elements (Kapferer, 1993) support the appearance of rumours (and this is why the management should take into account all these aspects):

- the rumour refers usually to a worrying fact for the employees. They did not receive enough information by means of vertical communication from the management level;
- sometimes rumours are based on "confidences" which the manager makes during

private conversations to some of the teachers; telling by means of horizontal conversation the facts which were found out is a way of gaining prestige in front of the others by the person revealing them;

- the existence of a "confession" can offer legitimacy to a rumour. If the rumour carries even a small amount of truth, it can be implicitly used to confirm the whole rumour. As such, if about a newcomer in the school it is said to be truly a "good person" when giving mark and this fact is supported by someone from the previous school where he/she worked, than the rumour will be consolidated (he/she is a nice teacher, X told me who was his/her student at the other school);
- rumours are often born from misinterpreting a message (because of misunderstandings). This appears following the confession of a confession while existing differences between the message transmitted by the first person and the way in which the person carrying on the confession transmits it further on;
- the transmitted information is a news in the sense that it carries on certain aspects that stand under the sign of sensational. No one will transmit a rumour about the fact that the new teacher is a fair person. But if it appears information about the fact that he/she used to beat students in the school where he/she had worked, this news deserves to be passes further on.

The manager should know the network of rumours and if he/she cannot control it he/she should at least offer viable, consistent information by means of vertical communication in order to counteract the information which would make the induction of the new teacher more difficult. In the same time the manager should get actively involved not only in settling and then solving differences between his/her employees, but he/she should inspire them an organizational perspective; consequently, the experienced teachers should be informed about the necessity to support the newcomer and to see in him/her a source of school development and not a rival.

Elements that would be included in an orientation program
• Welcome speech • School history, aims, priorities, tendencies, organization functions, issues • Traditions, habits/rites, norms, standards/benchmarks • Structure • Decision making structure • Relationships with the community, activities, expectances • Salary, ways of receiving the money, deduction – general and specific • Work time/schedule and supplementary work hours • Security measures • Requests regarding the periodical medical check-up • Supervising, performance evaluation • Employees organizations and options • Ways of addressing the complaints • Communication – down-top and top-down communication, suggestions system, ways of

transmitting the information by means of posting on the organization panel, presenting the innovative ideas
- Detailed explanations regarding the job, based on the job requests and the expected results
- Explanation of the job importance and the way in which that particular job is linked to other jobs in the organization
- Discussions on some difficult areas and the way in which they can be avoided
- Performance standards/benchmarks and evaluation formulas
- Rules specific to the job/department
- Rules regarding accident prevention
- Reporting the accidents
- Security, thefts, costs
- Cleaning standards/benchmarks
- Public relations
- Presentation in front of department colleagues

What should be done IN THE FIRST WEEK?

Strategy 1: After the first week the manager should ask the employee to note a set of expectations he/she has regarding present professional life. Thus, both the manager knows the expectations of the young teacher and the latter knows he/she is listened to and understood which increases the confidence between them.

Strategy 2: In another research we conducted (Pânişoară, Pânişoară 2005), we identified, in order, the following motives (from the most important to the less important ones) regarding the choosing the workplace; knowing them you can stimulate the young employees in the sense of the contact with the motives met more often:

	Motives/Reasons for choosing a workplace	*Gained points*
1	Professional development	770 options
2	Further perspectives offered by the job	705
3	Salary	698
4	Offered instruction	590
5	Facilities offers for work	587
6	Interesting characteristics/features of the job	580
7	Organization renown	549

It is easy to notice the importance that the Professional development has in the eyes of the newcomer in the organization. However, many times these aspects are not at all underlined at the beginning of the career in that respective school. The manager should have from the beginning a discussion regarding the career management of that respective teacher in order for him/her to feel permanently encouraged, supported and to have full confidence in his/her option to start/continue a successful teaching career. In order to have a more clear perspective you can use the following grid:

What motivates you more in the teaching career?

- *the status;*
- *the wage;*
- *the wish/desire to be important;*
- *the wish/desire to have friends at the workplace, to work together with them;*
- *the need for power (for managing different projects, activities);*
- *the free time;*
- *the autonomy;*
- *the need to be good in your job (the accomplishment need);*
- *the need for development and perfection;*
- *job safety;*
- *the essence/nature of the job itself;*
- *the support and help offered to the students – the others around;*
- *the motives of (self)defence (psychological).*

What should be done IN THE FIRST MONTH?

Strategy 1: Ask the new employee to offer you – in writing – on one page a feedback regarding the problems (but also on the positive elements) he/she identified so far in his/her daily activity in school. Take care, people are afraid of telling negative things if they do not have enough confidence in your good will (they are afraid that their words might involve repercussions for their own person). This is why you can create a standard grid in which there should be noted:

- three positive things;
- three negative things;
- other comments.

However you should specify very clearly the compulsory character of each rubric. After you have received this written feedback you should talk to the teacher in question and try to find together a solution to the difficulties he/she is facing. The strong points (positive points) you can write down in the employee's folder (see Strategy 3 from chapter 1. What should be done in the first day) with the mention that you should periodically check them in order to remain permanently positive.

Strategy 2: Make up a guide of the first month of employment. In order to do this each of the teachers present in school should write down a few ideas from their own experience addressing the realities of the school they are working in. These experiences/study cases will be put together/gathered in the induction guide so that the new-employed person can find out about. By this we will start an effect of self-persuasion (similarity effect); it specifies the fact that the newcomer will notice that other persons have faced similar problems and thus he/she will feel more relaxed in his/her future actions and

will place more confidence in his/her new colleagues.

It remains still the questions why we do not apply this strategy at the beginning of the induction period and wait for the end of the first month of employment. The motivation is quite simple: this excellent guide could have a *stressful effect* (if the new employed teacher should notice too early the problems others have faced – even before he/she received such a feedback from his/her own experience – he/she might feel an increased fear maybe unjustified – towards the daily activity) or have a contagious effect (while waiting for similar problems with those identified in the guide, the teacher might provoke – unconsciously – similar events).

How do we end the induction program?

Strategy 1: The identification with the school in which the teacher is working can be made by conceiving a graphic of achievements starting from past moments and getting to the present evolution (or even anticipating future acquisitions). For this thing as manager you should question all teachers (including the newcomers in the organization) about what the school should aim at in the direction of desirable goals. The graph will be placed in the entry hall in the school in order to be the first thing one can see when entering the institution.

Strategy 2: At the end of the induction program you can organize a small party or a school event to which that particular teacher participated (for example a project) and organize the celebration of "successes" together with teachers' families. It is a good moment to celebrate the true entrance in the team of the educational organization you are managing and offer a diploma of "our colleague" to the person who finalised the motivation stage.

Strategy 3: Making permanent the motivation process for the career. By means of the program described above we tried to offer a direction and an impulse to the motivation process and organizational induction. These are far from being isolated processes; they should be permanently supported through a coherent program of personal and professional growth and development. In this sense a *mentoring* program helps very much for the induction of the new teachers, in a non-expensive manner; designing the mentoring program can comprise the following phases/stages:

- establishing the program manager, the person who will coordinate the whole process and in the same time will monitor the efficient unfolding of the program, is a very important issue;
- selecting the mentors, process that will take into account some elements regarding the mentors' qualities. Houde analyses mentor's roles regarding his/her "disciples", underlying in the same time its functions (apud Hetu, Lavoie, Baillauques, 1999):

- social functions:
  - integrates the novice in the environment/ organization, presents him/her to the others;
  - guides him/her regarding the norms/rules, values, taboos of the organizational

culture;

- familiarizes the novice with the working style or with the problems of the other members of personnel;
- supports his/her progress in the organizational environment.

- functions connected to the professional practice:
  - professional support of the novice at informational level;
  - training the novice in order for him/her to develop practical skills related to the work place;
  - is a row model for the novice;
  - proposes challenging situations and offers opportunities to exercise the skills;
  - counsels according to different problems;
  - ensures direct, useful, constructive feedback.
- personal functions:
  - supports/sustains novice's moral;
  - secures (supports) the novice.

These functions can be synthesized in the form of a set of personal qualities who received the mentor function:

- is aware of his/her responsibilities;
- encourages the novice to develop himself/herself at maximum potential;
- is a good, active listener, regarding what the novice confides in him/her;
- allows the novice to make his/her own decisions as well as his/her own mistakes;
- encourages novice's initiative;
- remains objective;
- does not interfere with the decisions made by the direct manager of the novice (in the case when he/she does not cover that position) and the novice;
- offers adequate feedback;
- constantly develops a positive, optimistic attitude regarding the present or future progress of the novice;
- proves calm in crisis situations;
- focuses on the novice and his/her needs and not on his/her own person;
- does not compete with the novice's performances, proving a high self-esteem, etc.

- novices' selection – it will be established if the program addresses only to newcomers with the goal of their induction or there will be included some other categories of employees, in relation to these elements being developed two programs (1. induction, 2. development) or only one unitary.
- developing training programs for mentors and novices, so that the roles to be assumed are well known.

Finally in order to check the level of success of the induction program for the new teacher in your school you can use an adapted form of the following grid:

Grid for checking the organizational induction (G. Pânişoară, 2006)

Major mistakes in solving tasks	1 2 3 4 5 6 7 8 9 10	Correct solving of tasks
Does not understand the objectives of the organization related to those of his/her own job	1 2 3 4 5 6 7 8 9 10	Understands the objectives of the organization related to those of his/her own job
Does not accepts the organizational procedures and principles	1 2 3 4 5 6 7 8 9 10	Accepts the organizational procedures and principles
Does not know the interior order regulation	1 2 3 4 5 6 7 8 9 10	Knows the interior order regulation and other rules in use
Is not autonomous in choosing work methods	1 2 3 4 5 6 7 8 9 10	Proves independence in choosing work methods
Cannot make decisions all alone/by himself/herself (linked to the responsibilities from the job description)	1 2 3 4 5 6 7 8 9 10	Decides independently (strictly linked to the job description)
Does not have initiatives	1 2 3 4 5 6 7 8 9 10	Has initiatives
Does not know the performance standards/benchmarks of the organization	1 2 3 4 5 6 7 8 9 10	Knows the performance standards/benchmarks of the organization
Proves difficulties in assimilating the organizational culture	1 2 3 4 5 6 7 8 9 10	Starts to assimilate the organizational culture
Does not behave according to the organizational values	1 2 3 4 5 6 7 8 9 10	Behaves according to the organizational values
Did not adapt to the work pace from the department and organization	1 2 3 4 5 6 7 8 9 10	Has adapted to the work pace from the department and organization
Does not have the courage to initiate discussions with his/her direct manager	1 2 3 4 5 6 7 8 9 10	Initiates communication with the direct manager (including topics about needs and problems)
Proves a lack of adaptation to the direct manager style	1 2 3 4 5 6 7 8 9 10	Adapts well to the direct manager style
Has an increased need of feedback and organizational support	1 2 3 4 5 6 7 8 9 10	Proves a reduced need of feedback and organizational support
Proves tension and stress in assuming his/her own role (has not adapted)	1 2 3 4 5 6 7 8 9 10	Problems do not appear in assuming his/her own role (is adapted)
Relationship with colleagues is tense	1 2 3 4 5 6 7 8 9 10	Proves a good relationship (friendship) with the department colleagues
Major dissatisfaction in embracing the job responsibilities	1 2 3 4 5 6 7 8 9 10	Proves satisfaction in approaching the work
Proves an incapacity of correct self-evaluation in relation to the organizational life	1 2 3 4 5 6 7 8 9 10	Self-evaluation of activity is correct

Bibliography

1. Apter, M. J., Carter, S. (2002). *Mentoring and motivational versatility: An exploration of reversal theory*, Bradford: Career Development International, vol. 7, iss. 5, pp. 292-295,
2. Beck, R. C., (2004). *Motivation: Theories and Principles*, NY: Prentice Hall
3. Bernstein, D., Roy, E., Srull, Th., Wickens, C., (1991). *Psychology*, Boston: Houghton Mifflin Company
4. Bishay, B. (1996). *Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method*, Harvard University: Journal of Undergraduate Sciences, Vol. 3, nr. 3, pp. 147-155
5. Borg, M.G., Riding, R.J. (1991). "Occupational stress and satisfaction in teaching", British Educational Research Journal, Vol. 17 pp.263-81
6. Bower, G., Bootzin, R., Zajonc, R., Hall E. (1987). *Principles of psychology*, NY: Random House
7. Carlson N. (1993). *Psychology. The Science of Behaviour*, Boston: Allyn and Bacon
8. Coon, D. (1983). *Introduction to Psychology. Exploration and Application*. St. Paul: West Publishing Company.
9. Czubaj, C. A. (1996). *Maintaining Teacher Motivation*. Education, 116/3, 372-379
10. de Jesus, S. N.; Conboy, J., (2001) *A stress management course to prevent teacher distress*. Bradford: The International Journal of Educational Management, vol. 15, Iss.3, pp. 131-137,
11. Denis, H., (2004). *Recruitment and retention: Insight into the motivation of primary trainee in England*, Research in Education Magazine,
12. Francks, L., (1996) J. Undergrad. Sci: 3: 147-154, Vol. 13 No 5, pp. 390-400
13. Goman, C. K., (2004) "This Isn't the Company I Joined": How to Lead in a Business Turned Upside Down, NY: Kcs Pub
14. Gorman, Ph. (2004). *Motivation and emotion*. New York: Routledge, Taylor & Frencis Group,
15. Hayes, N., Orrell, S. (2003). *Introducere în psihologie*, Bucureşti: Ed. Bic All
16. Herzberg, Frederick and et al. (1993). *The Motivation to Work.* New Jersey: Transaction Publishers
17. Hetu J.C. ; Lavoie, M ; Baillauques, S., (1999) Jeunes Enseignants Et Insertion Professionnelle: Un Processus De Socialisation? De Professionnalisation? De Transformation ? Bruxelles : De Boeck Universite
18. Huffman K.; Vernoy M.; Williams B.; Vernoy J. (1991). *Psychology in action*. New York: John Wiley and Son,
19. Johns, G. (1996). *Comportament organizaţional*. Bucureşti: Ed. Economică
20. Labregere, R., (2007) Managerul începător, Iaşi: Polirom
21. Lawrence, Hardy. (1999). *Why teachers Leave?* American School Board Journal, 186/7, 12-17
22. Luce, J. (1998). *Career Ladders: Modifying Teachers Work to Sustain Motivation*. San Diego: Education Chulla Vista: vol. 119, Iss. I, pp. 15-19.
23. Maslow, A. H., (1943) *A theory of human motivation*, Psychological Review, 50, pp. 370-396
24. McInerny, V., Machr, M., L., Dowson, M., (2004). *Motivation and culture* în C.D. Spielberger (Ed.) Encyclopedia of Applied Psychology, 2, (pp. 631-639) St. Louis: Elsevier
25. Morgenthaler, S., K., (1996). *My Mentor: Motivation toward Excellence*, Peabody Journal of Education, Vo. 71, Nr. 1, pp. 71-76
26. Morris, Ch. (1990). *Psychology* (seventh edition), Englewood Cliffs: Prentice Hall
27. Murray, E. (1964). *Motivation and emotion*, Prentice Hall, New Jersey: Englewood Cliffs

28. Neacsu, I., (1978). *Motivatie si invatare*, Bucuresti: Editura Didactica si Pedagogica
29. Panisoara, G.; Panisoara, I.-O. (2005). *Motivarea eficienta*. Iasi: Polirom.
30. Panisoara, G. (2006) *Integrarea în organizații*. Iaşi: Polirom
31. Pihie, Z., Elias H., (2004). *Improving the teaching profession though understanding educators self motivation* în Pakistan Journal of Psychological Research, vol. 19, Iss. ½, pp. 25-35).
32. Reiger, R.C, Stanq J., (2000) *Management and Motivation: An analysis of productivity in education and workplace*, Education Magazine
33. Rosenholtz, S.; Smylie, M. (1984). Teacher *Compesation and Career Ladders*. Chicago: The Elementary School Journal, Vol. 85, No 2, pp. 149-166.
34. Sall, F.; Knight, P., (1988), *Industrial organizational psychology: Science and practice*. Pacific Grove: Brooks/Cole Publication
35. Scott, C., Dinham, S., Brooks, R. (2003), "The development of scales to measure teacher and school executive occupational satisfaction", Journal of Educational Administration, Vol. 41 pp.74-86
36. Shardlow, S.; M., Nixon, S.; Rogers, J., (2002). *The motivation to practice teacher: decisions relating to involvement in practice learning provision*. Oxford: Learning in Health and Social Care, vol. vol. 1, pp. 67-74.
37. Sinclair C., Dowson M., McInerney D. M., (2006). *Motivation to Teach: Psychometric Perspectives Across the First Semester of Teacher Education în Teacher College Record*, Vol. 108, No. 6, pp. 1132-1154, Columbia University
38. Spong, M. W., (2005). *Education, instruction and motivation*, Control System Magazine, IEEE, vol. 25, pp. 10-24

THE CURRICULUM REFORM IN ROMANIA

HELENA MARIA SABO
Faculty of Psychology and Science of Education,
"Babeş-Bolyai" University, Cluj-Napoca

Abstract: The curriculum reform is an essential component of a comprehensive education reform. In Romania, after 1989, a priority in education policy was the revision of educational content and school laws. The order of the most important steps to implement these educational preserves, the introduction of innovative policies and measures to prevent the Romanian education system and the slow-conservative options.
In this article we present reforms, the basic principles and standards of the university curriculum.

Keywords: education, needs, priorities, restructuring

Zusammenfassung: Die Reform der Lehrpläne ist ein wesentlicher Bestandteil einer umfassenden Bildungsreform. In Rumänien nach 1989, eine Priorität in der Bildungspolitik war die Überarbeitung von Lerninhalten und Schulgesetze. Die Reihenfolge der wichtigsten Schritte für die Umsetzung dieser Bildungspolitik wahren die Einführung von innovativen Strategien und Maßnahmen, um das rumänische Bildungssystem und der trägen konservativen Optionen abhalten.
In dem Artikel präsentieren wir Reformen, die grundlegenden Prinzipien und Standards der universitären Curriculum.

Schlüsselworte: Umstrukturierung, Bildungspolitik, Bedarf, Prioritäten

Introduction

The curricular reform is an essential component of comprehensive education reform, which is an innovation macro-educational, because they act on a macro-system, respectively on all structural and functional components of education, or for restructuring their full integrity. Education reform is a complex innovation, made at the pedagogical macro-level, while the socio-economic changes, cultural and political issues are so relevant, that the old educational system is inadequate and should be balanced.

In Romania, after 1989, a priority in education policy has been the education, and the revises of the school law. The main sequence of steps for implementing these educational policies to attempt to impose strategies and measures of innovation in the Romanian educational system and to discourage the conservative options:

1) Remedy phase, which began after December 1989 and was largely reactive. This effort was characterized by the des-idolization in education, the complementarities of this effort have canceled some legislative regulations were imposed and promoted others, relating to removal of previous forms of organization and functioning of the school.

2) Institutional and systemic phase of legislative documents. This stage was marked - in terms of education policy - the setting of educational innovation strategy lines of macro and micro teaching. In terms of financial policy at this stage there were inflows of financial resources, including World Bank loans and grants from the European Union.

3) Systematic construction phase was stated at the late 90's, by consecration of a major curricular reform, systemic and accelerated. Basically, Romanian education reform was launched in 1997 and was intended as a *comprehensive reform, systemic education*, *a rapid reform*, a reform now conceived as a set of six categories of measures as follows:

1. Curricular reform and European compatibility of national curriculum, the competitiveness of Romanian education.
2. The transition from reproductive learning to the creative learning through solving problems and recovery research in universities.
3. A new connection between schools, colleges and universities, on the one hand, their environment and economic, administrative and cultural, on the other hand.
4. Improve electronic communications infrastructure and connect to the world today.
5. School and academic management reform through decentralization and the creation of educational institutional autonomy.
6. Initiation of advanced forms of international cooperation.

The Curriculum reform, it does not mean just rethinking and re-drafting the curriculum content/education content, respectively curricula, programs and textbooks as the curriculum does not overlap the content of education, curricular reform has much deeper implications on both plans: theory and practice of education, in terms of organizing learning experiences and training by providing the necessary interdependence between educational objectives, educational content, instructional strategies, teaching and assessment strategies.

Strategic parts of the curriculum development

Development - after 1994 – of the new curricula and textbooks alternatives has tracked gradually the formation and crystallization of a new ***curriculum culture***, characterized by the following dimensions:

- *centering the building capacity of educational process, skills and attitudes* and articulating educational objectives pursued with curriculum content, the types of learning activities and assessment methods;

- Consequent promotion of a new logic teaching to transform 'school teacher-centered "to" student-centered school, student centered educational instrument and procedural learning activity undertaken by it;

- *Adoption of a inter-and tran-disciplinary vision* in building the school curriculum so as to ensure appropriate and joint correlations within subjects (intra-disciplinary) between disciplines (inter-disciplinary) and connecting and reconnecting students to the specific training needs and requests specifics of the educational community and of the origin concerns, and their interests and skills;

- The possibility to be achieved educational steps and differentiated education and individualized;

- *the approach of the curriculum issues in close conjunction with staff assessment*, the assessment of students' school performance, certification, knowledge, skills and attitudes, and initial issues and continuing training of teachers and school managers.

In the theory of curriculum were formulated ***principles for developing school curriculum***, which form a system with four components:

a) Principles regarding the whole curriculum

- The curriculum must be developed in accordance with the educational ideal of the Romanian school.

- The curriculum must respect the particular students' age and learning the principles of psychology.

- The curriculum should help students to discover and maximize their availability and the potential they have.

- The curriculum should stimulate and develop divergent, critical and creative thinking of the students.

- The curriculum should adequately reflect the dynamics of socio-cultural values specific to an open and democratic society and contribute to the study and exploration of social and cultural dynamics of society.

b) Principles relating to the learning activity

- Students take up styles, techniques, different learning processes and register different learning rhythms.

- The learning activity is based on intellectual effort and continued driving, emotional involvement, (self) motivation and self-discipline.

- Learning can be achieved in individual and group activities.

- Learning activity aims to train and develop capacity, skills, abilities, attitudes, behavior, etc… and acquire knowledge.

- In the base of learning has to stand the interests of students the educational needs, to effectively contribute to their personal development and active integration in social and professional life.

c) The teaching related principles

- Teachers propose different learning situations and effective, enabling educational objectives.

- The teaching process has to stimulate and sustain student's motivation for lifelong learning, continuous.

- The teachers have to discover and develop students' skills, interests and to sustain their educational needs.

- Teaching involves not only transmission of knowledge but also skills training, behavior, attitudes, behavior, etc...

- The teaching process has to enable students to achieve knowledge transfer and skills in intra-and interdisciplinary manner.

- The teaching process takes place in educational contexts to achieve, as closely as the link between the educational activities in school and everyday life.

d) Principles relating to the assessment activity

- The assessment is an essential dimension of teaching in the curriculum process and a systematic practice in the classroom.

- The teaching evaluation should be done by building flexible assessment strategies, methods, techniques and evaluation procedures for various appropriate educational contexts.

- Evaluation of teaching should be a formative process and the regulator, which inform agencies about the quality of educational and instructional activities and educational outcomes.

- Evaluation of teaching has to support students and to achieve a correct auto evaluation of them self and constantly optimize their educational achievement.

- Evaluation of teaching is based on the curriculum performance standards, which will be oriented to make the student able to complete its journey into school and social life.

The National Curriculum from Romania it was developed following an intensive activities conceptualization, the regulation and implementation of curricular options, which took into account the need to ensure homogeneous nature of schooling, respectively curricular coherence of the whole building.

Designed in line with the philosophy of Romanian education reform, National Curriculum has been developed to induce democratic change type of school educational practices within the meaning of deepening students 'learning the individual steps to take account of students' choices and parents in the composition curriculum. New curriculum development process was governed by the following set of ***standards system***:

• **Appropriateness of the curriculum** as a whole in the context of national and international socio-cultural current.

• **National curriculum permeability** to the developments in domain, internationally registered.

• **Consistency**, provided by the relationship between curriculum and aims of the educational system.

• **Curriculum relevance** in relation to educational objectives pursued the content and subject areas.

• **Optimal articulation** of the curriculum sequencing process considered as a whole: design, development, implementation/monitoring, assessment, continuous review.

• **Transparency** of the curriculum for all educational agencies involved.

The main curricular reform options in primary and secondary education were defined in a preliminary form in "Romanian education reform White Paper '(1994), and in the documents "Education Reform Project - EN-3742", concluded and ratified by an agreement between Romania and the World Bank regarding a loan to implement this reform.

Subsequently, a role in clarifying and defining options had the policy documents in educational curriculum, published in the late '90s years - *"National Curriculum. Reference framework for compulsory education (1998) and "National Curriculum. Framework Plan for Education " (1998)*.

The innovative movement initiated in 1997 helped the teachers, departments, schools, parents and community in front of old educational limits, but foreshadowed the changes that are just taking shape and the results were halted in totally unjustified, immediately after 2000.

Given the very significant news attracted to this innovative movement in education curriculum and complete lack of Romanian experience culture in the curriculum, it is not surprising that the controversy arose, misunderstandings and difficulties during the development framework and program segments curriculum.

University Curricular Standards

When discussing university curricular standards, we often mention the "European curricular standards". What these European standards are is certainly difficult to say, as in the available specialist literature there are many foreign proposals and models of standards applied to various educational dimensions. None of these models can be said to be the prototype of the "European standard". To obtain a brief description of this prototype, we have made a short inventory and a critical analysis of the familiar international standards hoping to gather valuable and relevant information for the discussion of standards. The same procedure was used by the education management laboratory at IES when they had to solve the problem of offering national standards for institutional management.

We are not going to present the whole analysis; suffice it to say that no international standard uses technical descriptions like quantitative measurements. They are formulated like: the student will be able to use five active-participative methods and three expository methods; she will be able to use the overhead projector, etc. Being formulated like this, standards belong to the sphere of the conditional-qualitative, their semiotics being of the type "it would be good to…" From this perspective one can question the very activity of standard elaboration. Standards are so assertive and flexible that they can be modeled on the whole educational activity, as they do not make use of measurement instruments.

The critical analysis and the dissociation of the characteristics of these standards – although bringing important information on standard elaboration and on the understanding of

their functioning principles – cannot render void, at university level, the decisions taken by the course writer. Every attempt at standardization gives way to the writers' decisions about how a course should be taught, what and how much of the content should be covered, as well as how evaluation should be carried out. That is why the majority of standards – sometimes even at secondary school level – are formulated starting with the teacher. However, this does not exclude the comparative informative qualities and the regulating function of knowledge offered by the analysis of other similar systems in the country and abroad.

The gain from the consultation and analysis of these standards is the building of an awareness of the role of standards in the coherent functioning of academic education. This is the very source of our interest in this topic.

The notion of standard concerns the whole education system in Romania, from its institutional organization and curriculum design to the principles that lie at the base of its organization. The principles which govern the study of a curricular area, the objectives, content, and evaluation etc., can also be a starting point in discussing issues concerning standards.

Standards – Professor Competences Relationship

The interest in the elaboration of professional standards became bigger and bigger after the beginning of the curricular reform, taking as model documents produced in countries with a good tradition in the field. Nevertheless, for various reasons22, none of the attempts targeted university education. According to present-day education philosophy, one of the objectives of the international standards is the stimulation of such professor's competences as:

- Commitment to students,
- Commitment to education,
- Professional competence,
- Quality of teaching activity,
- Management and cooperation with community,
- Continuing professional development.

(cf. *Standards of Practice for Teaching Profession*, Council of Ontario College of Teachers, Nov. 1999)

These objectives are sometimes instanced as principles at the level of national standards, e.g.:

1. Teacher is knowledgeable in the field and in the teaching of the respective field,
2. Teacher knows the pupil/student and helps him/her in his/her development,
3. Teacher is an active member of the community,
4. Teacher has a reflective attitude,
5. Teacher promotes a system of values in agreement with the educational ideal,

(Standards elaborated by *START* Project, Iassy 2001-2005)

However, we need to mention that no specific standards have yet been elaborated for professors in general, or for those who teach languages in particular. Such principles, derived from the educational ideal, can function as benchmarks. Specific formulations for

the field of languages would have to highlight those qualities the professor needs in order to ensure a good language preparation for his/her students.

Conclusions

1. Romanian university education is able to react positively to these preliminaries in the area of standards; it could adopt a comparable model, which could be then adjusted in each university. Our analysis and the ensuing modeling are just attempts to pin down the new issues referring to standards.

2. The main curricular standards could be:

- *University curriculum will be centered on the student*
- *University curriculum will be tested for information quality and teaching methodology*
- *University curriculum will be centered on formative-informative objectives*
- *University curriculum contains content selected by course author*
- *Curricular contents will be managed in relation to a formative-informative approach*
- *Contents will be prospectively assessed for student centeredness*

3. However, standards can be understood differently by every student involved in the professor's day-by-day activity, as the standards' semiotics are decoded according to the quality of teaching. They refer to contents, methods of teaching and the quality of assessment. The other relationships are subsidiary.

4. And yet, the standardization of teaching will remain ineffective if it leaves out the training of newly qualified academics. In Romania, this kind of training is done not by the Ministry of Education, but by the universities themselves.

References

1. Bărboi C., (coord), (1983), *Metodica predării limbii şi literaturii române în liceu,* EDP, Bucureşti.
2. Behling John H., (1984), *Guidelines for Preparing the Research Proposal,* Revised edition, University Press of America, USA.
3. Besser L. (2000), *Heft 2, Methodensammlung*, 2, überarbeitete und erweiterte Auflage, Beltz. Deutscher Studien Verlag, p. 16-96.
4. Bocoş M., (2003), *Cercetarea pedagogică – Suporturi teoretice şi metodice*, eE. Casa Cărţii de Ştiinţă, Cluj-Napoca.
5. Cerghit I., Neacşu I.n, Negreţ-Dobridor I., Pânişoară I. O., (2001), *Prelegeri pedagogice,* Editura Polirom, Iaşi,.
6. Creţu C. *,* (2000), *Teoria curriculum-ului şi conţinuturile educaţiei,* Editura Universităţii "Al. I. Cuza", Iaşi,.
7. Frumos, F., Diac G., (2004), *Investigarea problematicii activităţii didactice în sitemul ID,* în vol. Învăţământul deschis la distanţă. Ghid pentru tutori, Coord. Constantin Cucoş, Editura Universităţii „Alexandru Ioan Cuza" Iaşi, p.117-133.

8. Fuhrmann M., (2004), *Der europäische Bildungskanon Insel*, Insel Verlag, Frankfurt am Main und Leipzig.
9. Gliga L., (coord.), (2002), *Standarde profesionale pentru profesia didactică*, MEN, CNPPP, Bucureşti.
10. D'hainaut L., (1981), *Programe de învăţământ şi educaţie permanentă*, Editura Didactică şi Pedagogică, Bucureşti.
11. Marcu F., Maneca C., (1986), *Dicţionarul de neologisme,* Editura Academiei, Bucureşti.
12. MEN, CNPP, (2002), *Standarde profesionale pentru profesia didactică,* coord. Lucia Gliga, Bucureşti.
13. Portmann-Tselikas P., (1998), *Sprachförderung im Unterricht,* Orell Füssli Verlag, Zürich.
14. Secrieru M., *Bibliografia românească de didactica limbii române*, sub tipar EUAIC, Iasi.
15. Secrieru M., (2004), *Didactica limbii române*, Iaşi, Editura Ovi-Ert, 410 p.
16. Vlăsceanu L., (coord.), (2002), *Şcoala la răscruce. Schimbare şi continuitate în curriculumul învăţământului obligatoriu.* Studiu de impact, vol. I, II, Editura Polirom.

FROM EDUCATIONAL POLICIES TO CURRICULAR POLICIES WITHIN THE ROMANIAN PRE-UNIVERSITY EDUCATIONAL SYSTEM

LIANA TĂUŞAN
Universitatea "1 Decembrie 1918", Alba Iulia

Abstract: Among the priority objectives of the Romanian educational policy, highlighted after 1990, which are convergent with the objectives of the European dimension, we may note: the democratization of the Romanian educational system, the improving quality of education, special focus on the social role of education, the development of Romanian cultural values, promoting Romanian culture identity in the world culture, training responsible active citizens to contribute to the development of a democratic society. The compatibilization of the Romanian educational system with European structures and systems involve the following lines of action: reducing the amount of information and educational programs in the European curriculum, converting reproductive education to creative education, improving infrastructure and widespread electronic communication, building partnerships between educational institutions and the economic, administrative and cultural environment, educational management oriented towards competitiveness and performance. Among the lines taken into account in the reform of Romanian education, the reform of the curriculum is an essential segment and this is now a distinct theme in the sciences of education. The program of the curricular reform is a coherent approach to the national education policy, designed and developed according to current European trends and practices.

Key words: present educational systems, postmodernity in education, the European dimension of education and training, key skills, curricular policies, the priorities of reforms in pre-university education, reformation of the curricular system, the factors of the curricular reform, permanent learning.

Zusammenfassung: Durch die vorrangige Ziele der rumänischen Erziehungspolitik, herausgehoben nach 1990, übereinstimmend mit Ziele der Europäischen Dimension sind anzumerken: Demokratisierung des rumänischen Erzienhungssystems, Verbesserung der Schulungsqualität, Wertung der sozialen Bedeutung des Erziehungs, Entwicklung rumänische Kulturwerte, Beförderung, rumänischer Kulturidentität als Teil universeller Kultur, Formen verantwortungsvollem Bürger, als mitgestalter einer demokratischer Gesellschaft. Die Vereinbarkeit rumänischen Erziehungssystems mit europäischen Systemen und Strukturen hineinzieht folgende Verfahrensrichtungen: Reduzierung der Information Quantität in den Unterricht Programme und die europäische Vereinbarkeit in Kurrikulum Wirkungsbereich, Konvertierung vom reproduzierenden, ins kreatives Lernen, Verbesserung der Infrastruktur und Verallgemeinung elektronischer Kommunikation, Errichtung von Partnerschaften zwischen Schulinstitutionen und

Wirtschaft, Verwaltung und Kultur, Erziehungsmanagement gezielt an Kompetitivität und Leistung. Unter die geplanten Richtungen in die rumänische Studiumsreform, die Kurrikulum Reform ist der Wesentliche Abschnitt, das Mittelpunkt, welcher zur Zeit als eine distinktive Thematik in die Erziehungswissenschaft gebildet. Das Programm der Kurrikulum Reform bedeutet ein kohärentes Vorgehen von Erziehungspolitik, projiziert und abgerollt in Zusammenhang mit den gegenwärtigen europäischen Tendenzen und Verfahren.

Schlüsselbegriffe: gegenwärtige Erziehungssysteme, Postmodernität in der Erziehung, Europäische Dimension der Erziehung und Formen, Schlüsselkompetenz für alle, Kurrikulum Politik, Vorrangigkeit von Vor-Hauptschulstudium Reformen, Reformierung des Kurrikulum Systems, Faktoren der Kurrikulum Reform, Ununterbrochenes Lernen.

The evolution and the development of a society, of the contemporary world, depend on how the educational system meets the economic and social requirements, by converting them into an educational approach, and the extent to which they produce skills, develop human resources, both in terms of training and in terms of training and development of creative capacity, self-training, to enable continuous integration and adaptation to constant scientific-technological developments. The development of a society can be identified not only by economic indicators, but also by those related to education, referring to the quality of education, the organization of knowledge and learning.

Education adequate to modern democratic societies must be based on the idea that school is not only a tool for transmitting knowledge, but also a social institution in which students build up their knowledge and social skills that will allow them to integrate and successfully adapt to changes in society. It is a place of social learning and personal development that take place in close contact with family, local community and society as a whole.

The third millennium education projects aim at transforming traditional educational practices to pracices based on new principles specific to the contemporary education and pedagogy: global education, lifelong learning, inclusive education, education for all, equal opportunities, partnership in education. In-depth learning, based on action and empowerment of the learner, vocational skills, integration of application knowledge structures, interactive teaching, inter-and transdisciplinary curriculum are just some concepts and ideas on which modern pedagogy has been based. These have been generated by switching European societies towards globalization and the knowledge society, by the need for synchronization between society and the development of education, by the new assessment results in the education systems, by the need of education integration and globalization.

Current educational systems, adapted to specific educational requirements of various school population, have been built according to contemporary pedagogy's ideas and principles, an interactive pedagogy which stresses the importance of developing vocational skills and is characterized by the following dimensions:

- Reconsidering the role of the student, who becomes the subject of education;

- Using computer technology in education (the computer, the Internet, the virtual classrooms) in: designing teaching, guiding learning, monitoring the teaching activity
- Transition from hierarchically organized school systems to educational systems organized according to the network model
- Learning through problem solving, stimulating critical thinking;
- Concern for skills training;
- Trend exploration, prediction, reconstruction of learning structures;
- Dominance of interactive experiences, which generates in-depth learning: cooperative learning and teaching lessons based on life experience, confrontation of views, action models
- Reconstruction of school space to foster interaction, cooperation, exchange of experiences, opinions, active listening;

In a comprehensive book that examines and presents the results of recent assessments in education systems, V. Chiş (2005, p. 32) summarizes the following characteristics and future trends in education: focus on performance, organization according to goals and results ; deep intense learning, special accent on the process of learning and on learning skills, learning problem solving, critical thinking, monitoring performance, success, design and management in school-community partnership; study at any time and any place at the recipients' option, education centered on students/adults; rhythms and varied learning styles, personalized instructional and educational activities, adapting school to the student's characteristics, inclusive education, integrated education for all.

The paradigm of postmodernism in education, materialized in new perspectives and solutions in educational theory and practice, developed according to the line of continuity and restructuring of the paradigm of modernity, has been designed taking into account new directions and educational projects, as a response to the need to adapt the school to changes and to the problems of the contemporary world.

E. Paun (2002) highlights the following characteristics of postmodernism in education in a study dedicated to the analysis of theoretical developments in terms of the postmodern pedagogical paradigm:

- Learner-centered education, the student being seen as a person with individual, different characteristics that should be valued and used to the maximum (an idea situated at the center of the existential-humanistic paradigm, subsumed to the postmodern perspective);
- Upgrading of the subjective-emotional dimension in relation to education, to the subjects' actions and behaviors of subjects who have a unique, situational, contextualized character
- Considering the relationship of education as a teacher-student interaction. Both the teacher and the student are engaged in a process of cognitive and emotional investment, and the teacher works with students so that they develop and acquire the status of being students

- Creating a balance between promoting competition and cooperation in school;
- Overcoming the prescriptive normative formalized vision on the curriculum theory and integrating it into the classroom space (cultural space) in order to analyze the cultural contexts in which curriculum is structured and to re-elaborate and to continuously process it.

The end of the 20th century and the beginning of the 21st century marked numerous changes in European education and training policies, generated both by the directives and recommendations of the European Councils, the European Commission or the European Parliament and by the education and training programs they initiated.

A major factor in creating a modern European society in its economic and social development is the European cooperation in education and the development of the European dimension of education and training. The European dimension, as the basic component of education policy represents a finality which aims at overcoming the national particular elements specific to the European education systems, respecting diversity, emphasizing pluralism and interculturalism. Making the European dimension at the level of education and training involves linking two factors: increased cultural identity of each nation and affirmation of cultural diversity, which generates tolerance, interculturalism and respect towards each other.

At the level of educational policy, the European dimension involves the following:

- Emphasizing the importance of vocational skills required by a democratic society (cultivating creativity, the ability to make decisions, problem-solving, being able to choose, to take responsibility, to argue and support their views, to communicate, analyze and evaluate critically, to participate in collective activities, to establish constructive relationships);
- Focus on language courses, on the study of their literature and social sciences;
- Special emphasis on computer use in education;
- Decentralization of decision making in the curriculum and establish the aims, structure and content of education especially in the light of student interests and skills relative to social context;
- Providing a school environment consistent with the ideals of a democratic society, favorable to growing its specific values (mutual respect, tolerance of other views, accountability, ability to respect promises);

The future development of education in Europe and placing education in the broader measures of improvement in employment and economic reform constituted the performance benchmarks of the Lisbon Conference of the European Council in March 2000. During this conference the role of education as an integral part of social and economic policies was revealed, strengthening European competitiveness in the world and ensuring cohesion of our societies. The European Council set as a priority (Lisbon, 2000, then repeated and completed in Brussels in 2005) for 2010, the European Union to become "the most competitive and dynamic knowledge-based economy in the world capable of

sustainable growth with more and better jobs and greater social cohesion, placing the core of education in each EU member state. Benchmark set by the Lisbon European Council was to set future objectives of education for the next decade. The operative findings were: education and training system to adapt to the challenges of knowledge society, a substantial increase in investment in education, learning throughout life, halving by 2010 the number of those who do not exceed compulsory education, creating a European framework defining the key competences for lifelong learning (ICT, languages, social skills, entrepreneurial culture, technological culture), increased mobility and recognition, European CV, as a means for assessing the capacity of persons of finding a job in Europe. The development of a system of quality education and training is a key element of this strategy.

Based on consultation with EU member countries about the current problems of national education and training, the European Commission in 2007 identified and promoted solutions embodied in eight key competences of the child/adult needs for optimal integration into society (Vasile , 2008, p. 32-40):

1. Key skills for all - involve changes in the curriculum of compulsory education in the transition from printing purposes, the list of knowledge to be transmitted, assimilated to identify and define learning outcomes in the form of skills and values: skill training to learn assimilation methods by intelligent access to the knowledge era, the cultivation and development of the scientific spirit, ability to establish correlations between knowledge and their significance in real life (learning to learn, learning to know), creativity, capacity to put knowledge into practice (learning to do), involvement, participation to collective life, respect the rules governing relations in a community, promoting cross-cultural trans-religious, trans-national, trans-political attitudes (learning to live together with others), the ability to identify the harmony/disharmony between one's own inner life and social life, responsibility, solidarity (to learn to be).

2. Training Europeans for lifelong learning - by adaptability and mobility on the labor market, demand for compatibilization skills/qualifications of the labor market with the offer of skills/qualifications offered by the educational system. Forming this competence aims at training the skills of responsible, creative, participatory, adaptive behavior, whose base is formed during compulsory education and assures socio-professional integration.

3. Learning should contribute to a sustainable economic growth - by improving the competences of the working population: initiative, cooperation and collaborative teamwork, adaptability, assuming responsibility, entrepreneurial skills, communication, applied markets and internationalization of technological progress in terms of economic globalization.

4. Learning should respond to changes in our societies - by reducing inequalities in education, by offering equal opportunities, through a policy of integrated education so that graduates have the capacity to adapt, to be able of performance under changing conditions.

5. A school for all - in which education is flexible, responding to the individual

needs of each child. Promoting inclusive education by organizing inclusive classes or schools for children with special educational needs ensures equality and it eliminates the discrimination factor.

6. Preparing young Europeans for active citizenship - through the contribution of school and other institutions and the formation of values and behaviors that promote and support: tolerance, citizenship, transculturalism, participation to democracy, communication.

7. The teachers – the key agents of change in education - because the success of the educational process depends on the professional qualities of their services.

8. Supporting school communities to develop - by promoting an efficient, effective management: the school in community service through school partnerships - Agents/organizations, including parents and other people able to support the development of institutions, assessing the quality of educational institutions through transparent systems, international cooperation in solving problems of national management.

After 1990, there were a lot of changes within the Romanian education, which referred to the shift from an authoritarian and centralist education system to a democratic system and the connection to the European education. As a result, the reform priorities in school education, after 1990, focused on the following dimensions:

- Reforming the curriculum (focusing on skills, abilities, flexibility and individualization of educational paths, adapting the educational offer to individual needs, matching content with social and economic needs);
- Creation/development of continuing education for adults;
- Restoring links between school - community, school - the economic environment;
- Improving access and quality education for groups at risk;
- Increasing participation in education;
- Matching education in Romania with European standards and objectives;
- Development of guidance and counseling systems;
- Decentralization.

The compatibilization with the European structures and systems involves the following courses of action (Marga, 1999, p.10):

- Reducing the amount of information of the education programs in the European curriculum and their compatibilization
- Converting reproductive education into creative education;
- Improving infrastructure and widespread electronic communications;
- Creation of productive partnerships between the educational institutions and the economic, administrative and cultural environment
- Educational management oriented towards competitiveness and performance.

Taking into consideration the common characteristics and tendencies of the European education systems is a must if we aim at connecting to them (Bunescu, 2007):

- Extension of primary school, both to young ages and adult period

- Focus on capacity and skills assessment at the end of a stage/level of education;
- Professionalization on broad areas in upper secondary education and not on narrow sections which are uncertain on the labor market in the future;
- Organizing both academic orientation as part of the educational process,

and the principles and the openings which mark the beginning of the millennium: global education, lifelong learning, inclusive education, equal opportunities, partnership in education.

The democratization of the Romanian education system, the improvement of the quality of education, the valorization of the social role of education, the development of Romanian cultural values, the promotion of Romanian cultural identity in world culture, the formation of active, responsible citizens, contributing to the development of a democratic society, are priority objectives of the Romanian education policy and these have been highlighted after 1990, being convergent with the objectives of the European dimension.

Current educational policies aim at developing school education (basic education, vocational education and upper secondary education), modernizing higher education and national qualifications levels, matching them with those in Europe. The strategic documents of the educational policy that harmonize the national priorities with the European priorities are: The Post-Accession Strategy 2007-2013 (Ministry of Education and Research, January 2007), the National Development Plan 2007-2013 (Government of Romania, December 2005) and The Strategy of Pre-University Education Development during 2001-2010 (The Ministry of Education and Research, 2002).

The Post-Accession Strategy 2007-2013 is part of the public policies aiming at implementing a new vision of education, training, research and development and having as main dimensions: improving quality and effectiveness of education and training, facilitating access to education and training; opening the education and training system to Europe.

Emphasizing the need to form within the education and training system a culture that promotes skills development and educational offer compatibility with the requirements of socio-economic environment, we may state the following objectives and courses of action, which focus on the pressing needs of the system:

- Ensuring equal opportunities and increasing participation in education by encouraging participation of all young people in compulsory education, post-compulsory and developing university professional routes for young adults
- Development of compulsory education;
- Decentralization and autonomy for the pre-university education system;
- Special focus on economic competitiveness, innovation and research;
- Modernization of rural education;
- Development of continuous education from an institutional perspective;
- Linking the education system and the research, development and innovation systems with the European objectives and landmarks;
- Increased quality in education and research to develop creative human resources

by monitoring school progress and socio-professional insertion, by objectivity and relevance in the national assessment, by recognition of competences on the national and European labor market.

Amid the global objective of ensuring socio-economic development of European type, and the swift reduction of significant differences from the European Union, by connecting to the EU Cohesion Policy and the Lisbon agenda, the *National Strategy Plan Development for 2007-2013*, includes some national development priorities such as human resources development, promoting employment and social inclusion and strengthening administrative capacity. This priority is possible under the following conditions: promoting lifelong learning as a principle of development, ensuring key skills and coherence between the contexts of formal and informal learning, implementing a National Qualifications Framework; ensuring equal access to education and initial and continuous training to facilitate insertion into the labor market, higher rates of transition from compulsory education to the post-compulsory education and reducing dropout rates, by measures to improve guidance and counseling services; promoting entrepreneurial spirit and culture in education and initial and continuous training to obtain managerial and entrepreneurial skills.

The overall objective set to achieve this priority is the development of human capital and increase its competitiveness in the labor market by ensuring equal development opportunities throughout one's life and developing a modern flexible and inclusive labor market. Among the specific objectives set out in the documents we may mention:

- Development of initial and continuous education by promoting reform and providing quality educational offers and relevant labor market to ensure equal opportunities for lifelong learning and employability;
- Human resource development in education through the development of new professions;
- Development of flexible and personalized learning routes and career, by providing integrated information, guidance and advice;
- Promoting partnership in education to facilitate the inclusion of young people on the labor market;
- Providing specific continuous training programs, which provide skills and competences required on the labor market;
- Developing a modern flexible, labor market which should allow increased employment opportunities/sustainable integration.

Currently, the Ministry of Education continues the school education reform, the promoted policies being focused on providing integration for every child and young person on a form of education, developing educational programs for adults, key skills necessary for integration into an information society, substantiating the educational act on personal and professional development needs of students, improve the classroom educational act of raising the quality of teaching and learning.

The strategic priorities for further reform of education and training in Romania are based on the recommended goals OECD, World Bank, UNESCO and UNICEF, and are consistent with the strategic objectives set by the European Commission for 2001-2010 to develop educational systems and those specified during conferences organized by the Ministers of Education.

The policies of the Ministry of Education, Research and Innovation under the *Pre-University Education Development Strategy for the period 2001-2010,* focus on the following strategic priorities:

- Providing basic education for all citizens, key skills training;
- The foundation of the educational act on personal and professional development students' needs, from the perspective of sustainable development and ensuring economic and social cohesion;
- Achieving equity in education;
- Increased quality of teaching, learning and educational services;
- Ensure the complementarity of formal, non formal and informal lifelong learning as a major dimension of the educational policy;
- Opening education and training to the society, to the social economic and cultural environment.

Providing basic education for all will be achieved through: a periodic review of training in basic skills, introduction of the preparatory group - as part of the pre-primary education, compulsory education, ensure continuity in the objectives and content of programs between primary and secondary school, using modern methods, interactive achievement of basic education, ensuring access for all students to study at least two foreign languages, promoting the study methods and modern techniques and styles of effective "learning to learn", "the learn to know what to do", "permanent learning".

The focus of the educational act on developing the personal and professional needs of the students is based on: analysis of interests and educational needs of students, providing counseling and educational and vocational guidance, adequacy of investment in education to the needs and interests identified, correlating the school curriculum with the human resources development priorities envisaged by the National Development Plan.

In order to ensure equity in education, one should consider the following directions: the teaching-learning process centered on the student, ensuring equal access opportunities in higher education, eliminate all forms of discrimination, social and educational programs appropriate for vulnerable groups, programs to prevent and combat early school leaving, and ensure mobility of students and teachers within the educational system.

The first key message of the Memorandum on Lifelong Learning, launched by the European Commission in 2000, provides new basic skills and basic aims for all: universal access and continuous learning to form and renew the skills necessary to a sustained participation in developing the knowledge society. Lifelong learning has to create new

pathways to learning for all, throughout one's whole life, depending on personal needs and social requirements.

Intensifying concerns for lifelong learning at the European level, is reflected in the strategic priorities of the reform of education and training system in Romania and this is accomplished through: diversification and expansion of the lifelong learning by the school, increasing the number of adults enrolled in programs of continuous education through school, alternative programs of education for those who abandoned or did not attend school; complementation of formal, non formal and informal learning and validation of competences acquired in non formal and informal learning environments.

The transition from a centralized economy to a market economy after 1989, required profound changes in the economic and social environment (new economic demands of labor, changes in various professions, mutations in the social structure), but also the need of regeneration, restructuring of education in line with a society based on private property, individual liberty, rule of law, European integration, thus requiring urgent need to reform the Romanian education system.

The real process of school education reform was launched after the ratification, in 1994, by the Romanian Parliament, of the Loan Agreement concluded between the Government and the World Bank, and it included the following components:

- Designing and developing a new national curriculum, according to a new conception of curriculum;
- Conducting, publishing textbooks appropriate to the new educational plans and programs, creating an alternative textbook market;
- Restructuring and ongoing training of teachers;
- Evaluation and examination of school modernization, improving quality and objectivity by introducing national standards and criteria for evaluating performance in all disciplines;
- Introduction of occupational standards and certification requirements based on market economy, the direction and content foundation for technological training courses, the procedures for testing and evaluation;
- Improving management and financing mechanisms for schools.

In 1997, based on national and international expertise, the government opted for a comprehensive reform, comprehensive education, designed as a set of six chapters of measures (Marga, 2005):

- Curricular reform (curriculum, programs, textbooks) and European compatibility of the national curriculum;
- Transition from reproductive to the creative learning through problem solving and re-launching research in universities;
- A new connection to the school community (economic, cultural and administrative);
- Upgrading of school infrastructure, connection to IT systems;
- Reform of school management and academic units to have institutional autonomy;

- Initiation of advanced forms of international cooperation.

The Undergraduate Education reform program has provided:

- modern forms of a new National Curriculum (1998) for primary and secondary schools, implemented since 1998-1999, to review the list of subjects and optional subjects, development of new curricula;
- Restructuring education and training of teachers in terms of introducing new curriculum and new textbooks, based on a rigorous methodology;
- Development of alternative textbooks for all subjects and all classes;
- Improving the quality and objectivity of the assessment and examination system by establishing standards for assessing and linking knowledge assessment with professional standards;
- Definition of new occupational standards through a new collaboration between the Government, employers and trade unions;
- Organization structure of the school year in semesters;
- New systems of financing and management in education.

Among the directions envisaged in the Romanian education reform, the curricular reform is an essential segment, which is now a distinct theme in the sciences of education. The Curricular reform program represents a coherent approach to the educational national policy, designed and developed in line with current European trends and practices.

The current curricular reforms are designed to optimize for a long-term the dynamics of society, the social development in general, accompanied by developing a theory of curriculum and *curriculum reform*, which allows structuring systematic empirical data and meanings based on their instructional activities and educational guidance. The curriculum reform must reflect the overall objectives of social development because the structures involved, beyond the education system and the medium and long term effects result in changes in all social subsystems.

R. Seguin (1991) identifies and examines three levels of decision in designing a national curriculum:

- The macro decisions, i.e. educational policies, expressed in ideal and purpose of education and human material and financial resources;
- The macro structural pedagogical decisions involving the following: setting goals for the system, the objectives of training on types and levels of education, training of the personality profiles of students and general education development plans;
- The political and educational decisions at the micro, including formulating curricula (goals, content, and methodology of teaching-learning-assessment), implementing and evaluating educational action curriculum.

Addressing the issue of curricular reform factors, D'Hainaut and Lawton (1981) identify the following dimensions of their manifestation: the evolution of society and values, economic development and labor requirements (the transition to industrial and computerized society) political developments (obviously influence particularly centralized

education systems), development of knowledge and culture, development of the sciences of education (the findings in the sciences of education research influence curriculum development).

In drafting the new National Curriculum, considered one of the main intellectual works of the last decade of the 20th century (Marga, 2005) its creators have considered the following basic parts (the White Charta of the education reform, 1998):

- Reporting to the dynamics and the current needs and the future finalities of the Romanian education system, generated by developments in society
- Reporting to the trends and the generally accepted international criteria in the curricular reform;
- Reporting to those traditions of the Romanian education system that are relevant in terms of reform progress.

The new approach to the national curriculum has generated a different type of culture curriculum characterized by: centering the process of teaching on skills training objectives and skills, focusing on transforming the school teacher in a school by promoting student-centered interactive learning methods, cultivating students' creative skills and the creation of various learning situations (the teacher is responsible for the organization of the learning programs, student performance efficiency infirming or confirming the teaching activities) an inter and trans-disciplinary approach to school curriculum, the curriculum approach correlated with school performance and evaluation issues of initial and ongoing training of teachers (Korka, 2000, p. 35).

The framework plans for primary, secondary and pre-university education, are based on a set of principles of educational policy (cf. National curriculum for compulsory education. Reference Framework, 1998).

1. The principle of decentralization and flexibility in the curriculum, according to which the structure is given the possibility of differentiated learning pathways through the school curriculum, while also ensuring consistency and an educational approach to national unity, through the curriculum core site. The framework plans for compulsory and secondary education provide the minimum and maximum weekly hours for each year of study program, on which each school (with the parents and representatives of the local community) will develop their own timetable scheme.

2. The principle of selection and cultural hierarchization determines school subjects and their grouping into categories of disciplines, called subject areas, to ensure a multi-and interdisciplinary vision of the objects of study. The benefits of structuring education on curricular areas are as it follows:

- The possibility of integration the monodisciplinary approach in an interdisciplinary approach;
- Ensuring a balance of areas and objects of study;
- Concordance with current theories on the process, style and learning rhythms;
- Continuity of the didactic approach

3. The principle of functionality aims at correlating functional the educational

content to age particularities. Compliance with this principle, and with each level finalities led to the curriculum structure on curricular cycles. Introducing curricular cycles which have in common specific objectives and group school years that belong to different school levels is motivated by;

- The need to focus major goal of each phase of school;
- The need for adjustment of the educational process through interventions such as curriculum (changes in curricula for grouping objects of study, when placed in the framework plans of certain disciplines, disciplines share);
- Create continuity in the transition from one school to another step (kindergarten-primary, primary-secondary school, secondary school-college) through: transfer methods, establish explicit connections to the curriculum;
- Need to structure the education system so that it could be better correlated with the psychological age.

4. The principle of coherence aims at the homogeneous character of the school course, at providing its balance by the percentages between subject areas and disciplines of study (both vertically and horizontally).

5. The principle of equality of opportunity provides each student with the right to education, the requirement of a general education and the existence of a common core.

6. The principle of social connection ensures an optimal connection between school and social requirements, promoting various types of output from the system at every level of schooling.

7. The principle of decongestion implies ensuring a balance in terms of knowledge conveyed in educational approaches, to ensure inter-and trans-disciplinarity, and it stimulates student's creativity and the ability to use knowledge in real and varied situations.

Besides education framework plans, the curricula as basic components of the national curriculum were developed under new curricular concepts and cultures, on the following indicators (The White Charta of the reform of education, 1998):

- The variety and complexity of the educational interests of students;
- The permanent multiplication rate of knowledge;
- Training requirements of the student's personality in a changing world.

Ph. Perrenoud shows that the approach in terms of skills as part of the educational reform, makes sense, when done in conjunction with other approaches on (cf. Bunescu, 2007, p. 105, 106): reverse relationship between knowledge and action (focus on problem situations); reconsideration of the general knowledge (waiver of a number of knowledge that the school deems necessary), change schedules disciplines and scales (by combining the curricula of several disciplines to vocational skills through work in project teams); amendment expectation that a course of study to prepare especially for the next cycle of study, the predominant use of teaching-learning-problem situations, increasing the share of formative assessment (which compares student performance with threshold of success expressed in the objectives, not to judge students or classes), to the detriment of the

normative (a student's performance is judged by reference to the performance of the others), highlighting the importance of team cooperation in the educational activities, including those for training.

The modernity and the innovative character of the national curriculum can be derived from the following defining features: placing learning in the center of educational approaches, orientating learning to capacity and skills, using interactive methods, development of critical spirit, questioning, stimulating creative thinking, structuring education according to flexible routes for each school by adapting content to the learning interests and to the students' abilities, empowering agents involved in the educational act.

Bibliography

1. BUNESCU, GHE., 2007, *Politici şi reforme socio-educaţionale. Actori şi acţiuni,* Ed. Cartea Universitară, Bucureşti
2. CHIŞ, V., 2005, *Pedagogia contemporană. Pedagogia pentru competenţe,* Ed. Casa Cărţii de Ştiinţă, Cluj-Napoca
3. CODOREAN, G., 2006, *Politicile educaţionale şi sistemul de învăţământ românesc contemporan,* Ed. Mirton, Timişoara
4. DELORS, J., 2000, *Comoara lăuntrică. Raportul către UNESCO al Comisiei Internaţionale pentru Educaţie în sec. XXI,* Ed. Polirom, Iaşi
5. D'HAINAUT, L., LAWTON, D., 1981, *Sursele unei reforme a conţinuturilor axate pe educaţia permanentă,* în: *Programe de învăţământ şi educaţie permanentă,* coord. D'Hainaut L., EDP, Bucureşti
6. KORKA, M., 2000, *Reforma învăţământului de la opţiuni strategice la acţiune,* Ed. Punct, Bucureşti
7. MARGA, A., 1999, *Educaţia în tranziţie,* Ed. Dacia, Cluj-Napoca
8. MARGA, A., BABA, C., MIROIU, A., 2005, *Anii reformei şi ceea ce a urmat,* Ed. Fundaţiei pentru studii europene, Cluj-Napoca
9. PĂUN, E., 2003, *Practici educaţionale în învăţământul românesc, actualitate şi perpective,* în *Ghidul programului de informare/formare institutorilor/învăţătorilor,* MECT, Bucureşti
10. PĂUN, E., POTOLEA, D. (coord.), 2002, *Pedagogie. Fundamentări teoretice şi demersuri aplicative,* Ed. Polirom, Iaşi
11. SEGUIN, R., 1991, *Elaboration et mise en oeuvre des programmes scolaires. Guide methodologique,* UNESCO, Paris
12. STANCIU, M., 1999, *Reforma conţinuturilor învăţământului – cadru metodologic,* Ed. Polirom, Iaşi
13. TALPAZAN, V., 2006, *Reforma sistemului de învăţământ preuniversitar românesc,* Ed. Princeps, Iaşi
14. VASILE, V. (coord.), 2008, *Restructurarea sistemului de educaţie din România din perspectiva evoluţiilor pe piaţa internă şi impactul asupra progresului cercetării,* Ed. Institutul European din România, Bucureşti
15. VRĂŞMAŞ, T., 2004, *coala şi educaţia pentru toţi,* Ed. Miniped, Bucureşti
16. ***1996, UNICEF, *Pachetul de resurse pentru profesori, UNESCO, cerinţe speciale în clasă,* Bucureşti
17. ***1998, MEN, *Cartea albă a reformei învăţământului*, Bucureşti

18. ***1998, MEN, Consiliul Național pentru Curriculum, *Curriculm național pentru învățământul obligatoriu. Cadru de referință,* Ed. Corint, Bucureşti
19. ***1999, MEN, Consiliul Național pentru Curriculum, *Curriculum național. Programe şcolare pentru clasele a V-a – a VIII-a,* Ed.Cicero, Bucureşti
20. ***2001, *Memorandum cu privire la învățarea permanentă (Memorandum of Lifelong Learning),* document elaborat de Comisia Europeană, sub îngrijirea Institutului de □tiințe ale Educației, București
21. ***2003, MEC, *Reforma învățământului obligatoriu din România,* Bucureşti
22. ***2005, MEC, *Raport asupra stării sistemului național de învățământ,* Bucureşti
23. www.edu.ro
24. www.cnr-unesco.ro

CURRICULAR PARADIGMS OF TAXONOMY - THE DIACHRONIC AND SYNCHRONIC

HORAȚIU CATALANO
"Babeş-Bolyai" University, Cluj-Napoca

Zusammenfassung
Taxonomien zur Erreichung spezifischer Lehrplan sollte berücksichtigt werden, die Komplexität der Moderne und Postmoderne-Konzept. Der Versuch, eine umfassende Definition des Begriffs, als Lehrplan educabilul erreichen kann nicht unterlassen, die Tatsache, dass in die Ausbildung und Entwicklung der Persönlichkeit Erfahrung mehrere Arten von Lehrplänen.
In der pädagogischen Praxis finden Sie alle Arten von Unterricht in der taxonomischen Ebene angeboten, einige relativ formalisiert und verallgemeinert andere. Die relativ formalisiert Körper der Dokumente, die Bildungsangebote aufgezeichnet werden und Lernerfahrungen, die einer bestimmten Schule educabililor im Einklang mit den Erwartungen schlagen können.
Key Nutzungsbedingungen
Curriculum, synchrone und diachrone Ansatz, Taxonomien postmodernen Lehrplan, praktische und theoretische Bedeutung der modernen Lehrplan.

Key words
Curriculum, diachronic and synchronic approach, types of curriculum, postmodernism in the taxonomy of the curriculum, the theoretic and practical importance of the curriculum in modern school.

The incentive approach basis

Holistic analysis of curriculum experimentation requires a more complete and accurate taxonomy of terms and epistemological gnosiology without comprehensive claims.

Addressing such issues is entertaining having into consideration the concerns of many specialists in the field of education sciences related to the curriculum in general and to the development of taxonomies in this area in particular. The reason to establish complete and comprehensive curriculum classifications and types is based on theoretical and practical-applied arguments which fit the inertial need felt by all emerging scientific courses.

Achieving curriculum specific taxonomies should take into account the complexity, the modernity and post modernity of this concept. Trying to achieve a comprehensive definition of the term curriculum can not omit the fact that the teachable, in the training and personality development, experiences several types of curriculum.

Although specialty literature abounds with definitions, currently there is no universally accepted definition. The concept of curriculum is defined having into consideration the opinions that each theorist or curriculum-concerned practitioner have. In an attempt to delineate the area of responsibility, we can say that all learning experiences and educational processes experienced by the teachable, all school documents that record and monitor these experiences and processes, all contents and specific purposes, are parts of a whole which may be called curriculum.

Synchronic and diachronic analysis of the types of curriculum

Glatthorn (1987) defines the concept of curriculum as "plan developed for the guidance of the educational process in schools, usually represented in official documents made at several levels of generality and also the classroom implementation of this plan ...." The author proposes the following types of curriculum:

a) the recommended curriculum: a document in which a committee, an individual or an institution describes what is believed to be a useful curriculum for a course or an institution.

b) written or mandated curriculum: officially prescribed curriculum. It may be a list of objectives to be achieved or a syllabus for examinations.

c) taught curriculum: the material that teachers actually teach in class.

d) support curriculum: manuals, schedules and equipment used during classes.

e) tested curriculum: curriculum issues covered by tests or exams.

f) taught or achieved curriculum: what students actually learn.

Most taxonomies found in literature are organized around criteria such as educational, psychological, philosophical or social.

Another type of approach to curricular taxonomy is offered by Andrew Barna and it reconsiders the curriculum types proposed by Dorel Ungureanu and Carmen Cretu:

No. unit	Classification criteria	Types of curriculum outcome
I.	**Criteria of coverage area of the whole curriculum realities**	• explicit/official curriculum • implicit/informal curriculum • occult/hidden curriculum • missing/null curriculum
II.	**Perspective of approach** a) curriculum theory	• general curriculum • specialized curriculum • subliminal curriculum • informal curriculum
	b) curriculum development	• recommended curriculum • formal curriculum • written curriculum • support curriculum • taught curriculum • learned curriculum • tested curriculum

III.	**Design model** (Philosophy, theory and education policy)	• curriculum based on subject • curriculum based on interdisciplinary structures • curriculum based on competency • curriculum based on full learning • curriculum based on student work • curriculum based on correlation educator/educated
IV.	**Research strategy necessary in curriculum analysis** a. fundamental	• general curriculum • specialized curriculum • curriculum hidden/subliminal • informal curriculum
	b. applied	• formal curriculum • written curriculum • taught curriculum • learned curriculum • tested curriculum • recommended curriculum
V.	**Degree of generality**	• general curriculum • specialty curriculum • specialized curriculum
VI.	**Degree of organization**	• formal/official/written curriculum • non-formal curriculum • informal curriculum
VII.	**Degree of constraint**	• compulsory curriculum • optional curriculum • facultative curriculum
VIII.	**Type of project construction**	• basic/main curriculum • complementary/additional curriculum

Semantic analysis of the types of curriculum presented in the taxonomy above allows us to say that most of its components are found in some way relied on the taxonomy of Mrs. teacher (professor) Muşata Bocos (2007):

"1) Depending on the type of education it is correlated with:

o Formal/official, intentional curriculum is officially prescribed having a formal status and that includes all official school documents, underlying instructional design and educational activities at all levels of education system and process.

o Informal/non-formal curriculum aims the objectives and contents of informal/formal instructional and educational activities.

o Informal curriculum comprises all indirect learning and development experiences arising from the interaction of the learner with the means of mass communication (media), the interaction of social cultural, economic environment, family and friend groups, community etc..

2) Depending on the criterion of basic research to curriculum, we can distinguish the categories:

o General curriculum/common curriculum/common core of general education/central curriculum/core curriculum/basic curriculum is associated with the general objectives of education and general education contents - the system of knowledge, intellectual skills and practical skills, attitudinal styles, strategies, actional and basic behavioral models etc. compulsory for the educated during the first stages of schooling

o profile curriculum and curriculum specialized on knowledge and skills (literature, science, music, arts and drama, sports etc..) is focused on enriching and deepening skills, practicing high skills, the formation of behaviors specific for determining performance in particular area.

o Hidden or subliminal curriculum derived from the educational environment and psycho-social and cultural environment of the classroom/school/university.

3) Depending on the criterion of applied research of curriculum, we can distinguish the categories:

o Formal/official/intentional curriculum

o recommended curriculum is supported by education expert groups or by government authorities and it is considered to be a general guide for teachers.

o Written curriculum is also official and is specific to a particular educational institution.

o Taught/operationalized/in action curriculum relates to all learning and development experiences offered by teachers to the trained during current educational-instructional activities.

o Support curriculum includes all auxiliary curricular materials: collections of exercises, collection of texts, teaching guides, atlases, software, multimedia resources etc..

o Taught/done/achieved curriculum concerns what the educated assimilated in result of their involvement in instructional and educational activities.

o Evaluated/tested curriculum refers to learning and development experiences assessed and evaluated through evaluation tests, respectively to the assessed curriculum.

o Hidden/unintentional curriculum refer to what students learn implicitly and non-scheduled, due to the general school environment.

o Excluded/removed curriculum is what was left outside the curriculum intentionally or not.

4) Depending on the epistemological criterion, we can distinguish the following categories:

o formal/official curriculum

o common curriculum/general curriculum/common core of general education/central curriculum/core curriculum/basic curriculum

o specialized curriculum

o hidden/subliminal/implemented curriculum

o Informal curriculum

o informal/non-formal curriculum

o local curriculum includes objectives offers and content of instructive and educational activities proposed by school inspectors (and applicable at regional level) or even proposed by schools according to their needs and identified demands.

5) National Curriculum typology operated within the education system in Romania:

o The core curriculum is the common base, compulsory, meaning the minimum number of hours required under each subject in the curriculum. The existence of core curriculum provides equal opportunities in education.

o curriculum decided by school provides difference of hours between core curriculum and minimum or maximum number of hours per week for each school subject under the framework of education plans (so for both compulsory subjects as well as the optional) on years of study."

The curriculum decided by school and the curriculum developed in school (it completes the core curriculum with a series of subjects and optional themes from the list proposed by the curricula or by the educational institution itself) is found in educational practice in the themes or subjects studied voluntary or optionally, representing 30-35% in middle school and high school and 5-10% in primary schools. These disciplines can design a monodisciplinary framework, in the curricular area or in several areas (National curriculum for compulsory education, 1998).

Curriculum taxonomic approach in the post modern vision

Postmodernism imposes a new paradigm in education, the existential-humanistic one, which places the individual in the centre. Emil Paun (2002) describes the consequences of this paradigm:

• the upgrading of the subjective dimension of the educational activity;

• the organization of an educational space to reorganize the relationship between individual and society based on conciliating the subjective – the objective, the rational – the emotional;

• education centred on the learner viewed as a person with specific, differential characteristics;

• the educational relationship is seen as an interaction with a dominant symbolic and interpretative dimension, a relationship in which teachers and students are "constructors" of meanings and significance that creates and is based on a strong cognitive but also emotional investment;

• "The professor does not work on the students, but with them and for them, this seems to be the basic message of post modern guidelines in education;

• a new way to approach curriculum, the approach in terms of culture, based on the analysis of cultural contexts in which curriculum is structured and institutionalized". (E. Paun, 2002)

In American studies curriculum we can identify curricular taxonomies addressed in postmodernist perspective. In addition to the types of curriculum types listed in the

taxonomy presented we can find curriculum types centred on emphasizing the common curriculum and on describing the components of the learning experiences in formal, official and informal educational environment:

o society curriculum is "solid, continuous, informal curriculum of the family, small groups, neighbours, religious organizations, occupations, media and other social forces" (Cortes, C, E, 1981)

o null curriculum represents that part of the contents that are not taught, those things that are not important because they are not part of the learning experiences of the teachable (Eisner, EW, 1994)

o phantasm curriculum is specific to the informal environment and involves all types of media messages that determine the phenomenon of nonculture specific to the dominant culture and attracting students within subcultures;

o concomitant curriculum is specific to the family environment and includes the experiences of a family. For example, the religious spirit is evident and manifest in some families and absent in others;

o rhetorical curriculum related to political and decision-making side specific to the projects of the specialists, in their educational initiatives, in the work that provides knowledge about teaching;

o curriculum in use is updated and provided and presented by each teacher;

o received curriculum represent those concepts and contents that are understood and learned by students;

o intern curriculum is that part of the curriculum that includes processes, contents and knowledge combined with the experiences and realities of the learner in order to create new knowledge. Teachers have some control on this type of curriculum because it is customized to each student.

o electronic curriculum or E-curriculum takes into account the requirements of a tech society and it refers to learning by computer. The curriculum products of this type of curriculum are focused on: education materials available on CD or DVD, online courses, electronic mechanisms, e-mail and other applications in the field of education technology. Such curriculum has restrictions in what concerns providing specific facilities: laptops, multimedia, projection systems, Internet-connected classrooms. Despite the enthusiasm about the potential of e-curriculum it cannot yet be implemented.

Conclusions

The analysis of the taxonomies presented above highlights the interdependence and complementarity of the criteria taken into consideration. Each taxonomy takes into account the theoretical and practical relevance of the concept of curriculum.

Other taxonomies are based on classification criteria that highlight new types of curriculum resulted from the combination, analysis and synthesis of those already mentioned, although they all revolve around the core, common, compulsory, general, formal, basic, main, official or intentional curriculum.

In educational practice we find all types of curriculum offered at the taxonomic level, some relatively formalized and others generalized. The relatively formalized represent the corpus of documents that is that record the educational offers and learning experiences that a particular school may propose to the teachable in line with their expectations.

The generalized curricular typology must meet the following general curricular circuit that stands as a principle: conception/design - testing/validation - application/ implementation - evaluation/review.

Compliance with such a curricular path can be implemented under close monitoring of specialists in curriculum matters: design, development, implementation, evaluation and curriculum advice. In this sense, the specializations offered by the departments of Education Sciences have to be revised and valued to obtain the appropriate direction towards the development of the general and specific issues of the curriculum.

References

1. Barna, A. (1991), *Pedagogy course. Didactics*, University of Galati, 1991.
2. Bocos, M. (2001) *Curriculum.Content of education*, Ionescu, M., Kish, V. (coord.), Pedagogy, Cluj University Press, Cluj-Napoca.
3. Bocos, M., Jucan, D. (in 2007), *Foundations of pedagogy. Theory and methodology of curriculum. Highlights for teacher training and teaching tools*, The second edition, revised Paralela 45, Pitesti.
4. Cortes, CE (1981) *The societal curriculum: implication for multiethnic educations*, in Banks, JA
5. Cretu, C. (1998), *Differentiated and personalized curriculum*, Polirom Publishing House, Iasi.
6. Cretu, C. (1999), *The contents of the teaching process*, in Psycho pedagogy vol., Polirom Publishing House, Iasi.
7. Cristea, S. (2005), *Theories of learning: learning models*, Didactic and Pedagogic Publishing House, Bucharest.
8. Crisan, A. (Coord.) (1998), *Curriculum and curriculum development in the context of education reform*, NAM
9. Crisan, Al., Gutu, Vl. (1997), *Basic design curriculum. Methodological guide*, Tipcim Publishing House, Cimislia.
10. Cristea, C. (2000), *Dictionary of Pedagogy*, Litera International Publishing House.
11. Dewey, J. (1977), *The child and the curriculum*, in Three writings on education, Didactic and Pedagogic Publishing House, Bucharest.
12. Eisner, EW (1994), *The educational imagination: On design and evaluation of School Programs*, New York: Mackmillan.
13. Glatthorn A. (1987) *Renew Curriculum*, ASCD, UAWA Alexandria.
14. Paun, E., Potolea, D. (2002), *Pedagogy. Theoretical and applied approaches*, Polirom Publishing House, Iasi.
15. Niculescu, R.(2000), *Educational curriculum*, Prohumanitas Publishing House, Bucharest.
16. Stanciu, M. (1999), *Reforming education content*, Polirom Publishing House.
17. Ungureanu, D. (1999), *Education and Curriculum*, Eurostampa Publishing House, Timisoara.
18. *** *National Curriculum for compulsory education.Frame of reference*, in 1998, NAM, CNC Corint Publishing House.

THE ROLE OF INTERACTIVE DIDACTIC METHODS IN THE CONTEXT OF CONTEMPORARY CURRICULAR PARADIGM

CRISTIAN STAN,
"Babeş-Bolyai" University, Cluj-Napoca
ADRIANA DENISA MANEA,
School Center for Inclusive Education, Beclean

Zusammenfassung. Weil das zeitgenössische Bildungsfeld so spezifisch ist, muss man die Rolle und den Platz der interaktiven didaktischen Methoden überdenken. Als Basis dieser Umdeutungsprozesses steht eine Serie von Beobachtungen, wie die Stereotypisierung, dementsprechend die modernen Methoden anders als die traditionellen, diese wäre die Natur und ihre Wesen der Interaktivität erzeugt, oder dass die didaktische Interaktivität wesentlich aus der Perspektive der Beziehung zwischen Lehrer- Klasse angesetzt wird, so werden die andere Dimensionen, wie: die Beziehung Schüler-Klasse, Schüler- Informationen, Schüler und sich selbst vernachlässigt.

Stichworte. Klassenparadigmen, didaktischer Interaktivität, normativer Handlung, handelnde Vorschriften, Interaktivität Lehrer-Klasse, Interaktivität Schüler-Kenntnisse, Interaktivität Schüler mit sich selbst.

Abstract. The features of the contemporary education space involve the necessity to analyze the place and the role of interactive didactic methods. At the bottom of this reinterpretation process are to be found a series of aspects among whom can be mentioned stereotypy according to which modern methods, despite the ones that are considered to be traditional, would be through their very nature and essence able to generate interactivity or the fact that didactic interactivity is mostly approached from the perspective of teacher-students relationship, being ignored its other areas: the student-class relationship, student-information relationship or the student-self relationship.

Keywords: class paradigms, didactic interactivity, actionable normativity, actional prescribility, the teacher-class interactivity, the student-class interactivity, student-knowledge interactivity, student-self interactivity

The majority of nowadays scientific researches put themselves under the sign of revealing the general procedural frameworks that approach and define the studied area. Educational research from the last years develops according to the contemporary epistemological tendencies, according to the tendency of organizing paradigmatic investigations, proposing adequate explanatory-actionable structures for approaching

educational phenomenon. The interest for approaching paradigmatically educational reality were generated both by the more and more increasing complexity of the investigated phenomenon and of the tasks assumed by pedagogy and by the necessity of establishing an improved relationship between the pedagogical theoretic discourse and educational practice.

Used in the specialized literature once T. Kuhn` paper entitled "The structure of scientific revolutions", appeared the paradigm concept names in present an assembly of investigatory theories and methods with an increased normative character that guides and organize, in a certain moment, the actual researches developed in a specific field.

The defining elements for every kind of paradigm are: relying during the investigation process of the reality on a certain theoretical approach, using a certain type of research tools and methodologies during the investigation process and assuming a certain relation between theory and practice. Conceived by certain authors as being a "disciplinary matrix", paradigm concept is valuable at least from two points of view: on one hand it offers the possibility of unitary, coherent and non-contradictory description of the theories and the researches developed in a certain moment within a certain scientific field and on the other hand it allows the possibility to underline the way due to accumulating epistemological inconsistencies "scientific community" formulates its option to pass from a certain paradigm to another one (scientific revolution).

Contemporary curricular paradigm involves major restructuring directions on educational reality level on two distinct coordinates, but interrelated: spatial dimension of educational phenomenon and the dimension of procedural principles on which it is built.

Related to the first aspect, referring to organizing school space according to the most frequent assumed over time pedagogical conceptions, Getzels (Cezar Bârzea, 1998, p.101) distinguishes the existence of four fundamental paradigms for school type educational context: the rectangular class paradigm, the squared class paradigm, the circular class paradigm and the opened class paradigm.

Rectangular class paradigm, specific for the XIXth century, also named as magister-centered paradigm, places under the stress teachers` absolute authority. Placing the teacher`s desk in front of the pupils` desks organized in a rectangular form underlines, almost obsessively, pupils` dependence on the knowledge offered by the teacher, on his tasks and on his guidance. This context, as the above mentioned author underlined, overbid the teaching act in the detriment of pupils` learning activity and induces a rigid hierarchy climate at the level of interpersonal pupils-teacher relationships.

The paradigm of squared class, appeared in the beginning of XX th century, it being the expression of the pupils-centered perspective, of active pedagogies, of the pedagogies centered on the child and on his necessities. This paradigm was proposed by authors such as: Montessori, Decroly, Claparede etc. In the context of squared class, a class where teacher`s desk is placed at the same level with pupils` desks, the stress moves from the teacher to the pupil and implicitly from teaching to learning, and the mobility of the desks allows various grouping of the pupils, in this way offering them more freedom.

Circular class paradigm, promoted in the middle of the XX th century, represents, as the same author underlined, the consequence of passing from associationist theory to the structuralism perspective on learning. This paradigm builds up on the fact that pupil is neither an inactive entity that has to be filled with information, nor an active body that has to be stimulated to learn, but a person placed in a area of reciprocal influences, similar with the model of the barrier zone model, a model proposed by Kurt Lewin . "Every person that studies is a stimulus for the studying activity of the person from the same social surrounding. The stress is, thus, moved from the person`s activity to the collectivity action, and the priority is given to the cohesion and to the dynamism of the learning group, being valorized social learning activity and inter-education" (Cezar Bârzea, 1998, p.102).

The paradigm of opened class, specific for nowadays curricular paradigm is built up on the principles of action and discovery based learning promoted by Bruner and it is orientated towards valorizing curiosity and pupils` natural desire for knowledge and exploring reality under all its concrete forms through education. It is proposed to equip the educational spaces with modular furniture in such a way that the teacher is put in the position of a collaborator and guiding person for the pupil during his effort to get to know the various aspects concerning the studied elements. More than that, pupils are encouraged to get as many pieces of information as possible on a certain theme by themselves previously the theme is approached in the classroom. Based on this information the teacher will elaborate his teaching discourse. The opened class paradigm emphasize the necessity to bring school closer to reality letting learning free from any kind of spatial constraints, being limited in such a way the artificial and the "septic" features of information specific to the instructive-formative approaches based exclusively on teaching.

Referring to the contemporary education features B. Wurtz (Cucoş, C., 1996, p.32-33) comparatively approaches, as it can be seen from the bellow table, more defining principles for the new curricular paradigm.

The principles of classic curricular paradigm	**The principles of modern curricular paradigm**
The stress is put on the content, on acquiring correct and concrete information once for all;	*The stress is put on the connections among the pieces if information, on the receptivity concerning the new concepts, being underlined the necessity of permanent learning;*
To learn is a result;	*To learn is a process;*
There is a hierarchic and authoritarian structure where behaving accordingly is rewarded and the rebellion of the different thinking is discouraged;	*There are anti- hierarchical principles, teachers and pupils being able to compare themselves, especially as human beings not as social roles;*
Rigid learning structure, mandatory analytical syllabuses;	*Flexible structure for developing instructive-formative process, optional subject matters and alternative working methods;*
Knowledge are acquired in the same imposed rhythm for all;	*Accepting the fact that from the point of view of the abilities pupils are different, aspect that claims the approval of different rhythms to acquire information;*

The stress is put on success, on efficacy;	*The stress is put on developing the personality of the one that learns;*
It is given more importance to the exterior world;	*It is promoted the increasing and the activation of imagination and creativity, of pupils` internal potentialities;*
The stress is put on developing linear analytical thinking, on developing cerebral left hemisphere potential;	*It is claimed a type of education that engages in activity the whole brain, being aimed to combine the rationality of left cerebral hemisphere with non-linear strategies, based on intuition of right cerebral hemisphere;*
Pupils` assessment is based on strict labels, aspect that sometimes can lead to stigma, to their cantoning at the label they received limit ;	*Labeling is limited to an auxiliary, descriptive role being unnecessary that it became a definitive valorization, judgment that puts a stigma on the learner`s biography;*
The preoccupation towards norms and standards, in most of the time, is exterior for the pupil;	*Pupil`s performances are reported to his possibilities and to his aiming level;*
The stress is put on theoretical knowledge;	*Theoretical knowledge completed with practical experiences developed within and outside the classroom is promoted;*
Birocracy and resistance towards the proposals coming from community;	*The proposals coming from community are taken into consideration and even supported;*
The classrooms are projected and built according to strict functional criteria;	*Classrooms are designed according to ergonomics criteria (lightening, chromatic, air circulating and physical comfort conditions etc.)*
Learning is done for the present moment, informational recycling being consecutive to the scientific process;	*Education has a prospective character, it being orientated towards future, informational recycling anticipating scientific progress;*
The informational flux is conceived as having a unique direction, from teacher to the pupils;	*Learning reciprocity within teacher-pupils relationship is promoted;*

Tabel 1. The principles of the new curricular paradigm (adapted after Cucoş, C., 1996)

The above mentioned curricular paradigm principles combined with the proposed spatial perspective through opened class paradigm option referring to the way instructive-formative processes are organized and develop imply major changes in didactical methodology area where interactivity becomes a constant preoccupation for teachers.

More than being just a trendy aspect in educational practice or the specific symbol for nowadays pedagogical elitism, didactical interactivity represents sine qua non condition for contemporary education efficacy. Our statement is based on several arguments among which there can be mentioned:

- XXIth century philosophy centered on developing an educational space that is able to allow the pupil actual involvement in the process of his own cognitive, affective-motivating or behavioral evolution;
- Educational phenomenon is not approached as just a process through which human personality is modeled (to model exclusively means to conform with, to

transform in such a way that the copy resembles the original model), but more as a process through which human personality develops according to his own skills, aspirations and interests;

- the manner through which instructive-formative process objectives are formulated nowadays passes through profound restructuring actions, the stress crossing from performances to competences;
- pupils, parents and in many times even practitioner teachers consider that the changes from socio-humane sciences field, in general, and those from psycho-pedagogical field, in special, mainly aim the conceptual dimension and less the practical one, these changes being simple terminological innovations, without having a direct effect on the actual educational activity;
- pupils from nowadays everyday come to school having already acquired a lot of information (due to the internet, to mass-media resources etc), their need for knowledge being a priori diminished;
- contemporary society is a society based on information and knowledge, based on democratic values, aspect that leads to an extended mobility of the person in time and space, and implicitly to his increased exposure to a larger and larger, more various but also more claiming instructional spectrum;

Specialized literature knows a large number of definitions for didactic interactivity, but also a large number of classifications and descriptions for interactive teaching-learning methods. The common aspect for these is represented by situations such as projecting instructive-formative activities in a specific manner so that they can ensure the pupil the very role of educational action subject, changing the focus from teacher`s oratory dimension, to that on pupil`s tasks during lesson, using motivating strategies through which pupils are involved in their learning new information process etc.

Without making reproaches to the theoretical approaches concerning didactic interactivity and interactive teaching-learning methods, from the point of view of their descriptive correctness and validity, but it is considered that they are to be blamed, in most of the cases, by a certain type of superficiality referring to their prescriptive dimension, to their position of guidance and activity coordinators being used by the practitioner teacher. We consider that on the basis of these instrumental inconsistencies there are to be mentioned several incorrect assumptions and/or stereotypes in approaching educational act.

The firs incorrect assumption or stereotypy refers to the fact that modern methods, despite the ones considered to be traditional, would be through their very own nature and essence generating resources of interactivity, by simply using an interactive teaching method being enough for ensuring pupils` active participation in the lesson subject. In other words instrumental values of interactive didactic methods is over-evaluated, ab initio, by reporting it to the content of the lesson, organization aspects or to teacher`s pedagogical skills and his competences for establishing relationships with pupils, all of these being incorrectly shadowed.

A second incorrect assumption from an epistemological point of view referring to the problem of teaching and learning interactive methods would be, in our opinion, the one that didactic interactivity is magister-centered approached, it being conceived, almost exclusively in terms that concern only teacher`s activity in the classroom and not at all pupils` one. Due to this fact, we consider to be necessary, as it can be observed from the bellow figure, adopting an analytically manner in approaching didactic interactivity process, a complementary manner and not a manner that establishes an exclusion relation with the syntactic approaches concerning this aspect.

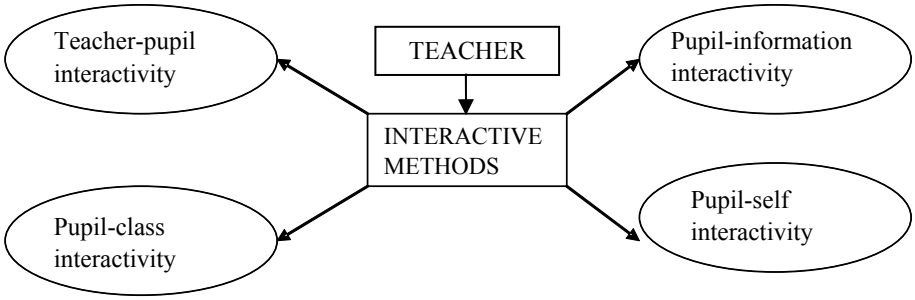


Figure 1. *The structure of didactic interactivity*

Analyzing the concrete ways in which didactic interactivity presents at the level of educational space, interactivity is a result, in the end, of the happy mixture between teacher`s psycho-pedagogical competences and instrumental values of interactive methods. There are to be distinguished four principle situations in which didactic interactivity objectifies, it receiving consistency and substance:

- pupil-teacher interactivity;
- pupil-information interactivity;
- pupil-class interactivity;
- pupil-self interactivity;

Pupil-teacher interactivity, most frequently underlined in specialized literature, mainly aims the direct, bidirectional transfer, sincere and not affected by distortion through information, actions, values, attitudes, skills and abilities between the two actors configuring the educational binom. The actual functionality of this relationship greatly depends on the teacher`s openness in relation with pupils` way of thinking, feeling and acting, on their differentiate treatment. This aspect is perfectly underlined by Aldous Huxley, through the fallowing words *"…our education method is based on two fundamental illusions. The first one is to consider human intellect as a box full with independent ideas, whose number can be increased by opening the box and by adding new ideas. The second illusion begins from the idea that spirits resembles and have the same gains from the same educational system. In every official educational system the same knowledge is inoculated to very different spirits despite the differences." (Salade, D., p. 57, 1998)*

Pupil-information interactivity expresses the necessity of pedagogic altruism in the direction of conceiving and putting into practice didactic strategies able to focus pupils` attention not towards teacher`s personality or even charisma, but towards the knowledge they will acquire. In this context, can be underlined the fact that pupil`s simple exposure to an informational flux is not enough for activating and for beginning learning activity, being necessary for him to feel the desire to mentally interact with these pieces of information. Comprehension process, a process conceived as a way through which there are established functional connections between the new and the old acquired and systematized information, appears only in the conditions of the personalized approaches of the problematic situations. In order to get to fascinate his pupils with the way he is, to make demonstrations of cognitive strength in front of the classroom, often represents a temptation hard to resist for a teacher, but he has to ensure a dynamic equilibrium between teacher-pupil interactivity and pupils-information interactivity, facilitating in this way class interaction with the contents proposed for learning and not only with his own person or personality.

Pupil-class interactivity it has as main objective to overpass those stages from education history in which the pupil, during all the period he attended school, saw only teacher`s face and the back of his colleagues` neck, the colleagues placed in front of him. We refer in this context to the way we can exploit the formative potential of interactive didactic methods in order to, in purpose, facilitate cognitive, axiological or attitudinal interactions among pupils, to reestablish the equilibrium between the existent connections concerning competition and cooperation based learning. By ensuring an environment characterized through security, communion, and communicational solidarity in the classroom we can offer the pupils the feeling of being free and of individual engaging in a certain task, all of these leading to enjoying to learn in a school.

Pupil-self interactivity, seems to be very little present among the teacher`s deliberated preoccupations, it allowing the pupil to place himself in the position of confrontation with himself, sometimes even from a critical perspective. Interactive methods can offer the pupil not only the possibility of an self-reflexive approach orientated towards identifying one`s own abilities and limits, but also can lead towards developing meta-cognitive strategies. Being understood as an assembly of reflections belonging to one person, concerning his own cognitive approaches, to their content, their structure and their efficiency, meta-cognition has an important role in developing one`s personality and one`s cognition. By progressively and systematically training pupil in meta-cognitive activities aiming conscientious reflection upon cognitive processes such as memory, thinking, or problem solving significantly increases the level of cognitive functioning and self-controlling.

In the field of educational environment, valorizing to the maximum the formative potential of the interactive methods can have not only a pragmatic role, but a saving one because as Platon said about Socrate that he was the one that make it possible for philosophy to descend from the sky above on earth, by turning it with the face towards

human beings, in the same way we can state that didactic interactivity is the solution for now and probably also for the future for educational configured systems from nowadays, offering the school the opportunity to turn his face and interest towards pupil and towards his aspirations.

Bibliography

1. Albu, G., (1998) *Introducere într-o pedagogie a libertății*, Editura Polirom, Iaşi.
2. Benga, O., Miclea, M., (2001) *Development and cognition*, Editura Presa Universitară Clujeană, Cluj-Napoca.
3. Birch A., (2000) *Psihologia dezvoltării*, Editura Tehnică, Bucureşti.
4. Bîrzea, C., (1998) *Arta şi ştiința educației*, Editura Didactică şi Pedagogică R.A., Bucureşti.
5. Bocoş, M., Ionescu, M., (2009), *Tratat de didactică modernă,* Editura Paralela 45,
6. Călinescu, M., (1995) *Cinci fețe ale modernității*, Editura Univers, Bucureşti.
7. Chiş, V., (2001) *Activitatea profesorului între curriculum şi evaluare*, Editura Presa Universitară Clujeană, Cluj-Napoca.
8. Cucoş, C., (1996) *Pedagogie*, Editura Polirom, Iaşi.
9. Hăvârneanu, C., (2001) *Cunoaşterea psihologică a persoanei*, Editura polirom, Iaşi.
10. Ionescu, M., (2000) *Demersuri creative în predare şi învățare*, Editura Presa Universitară Clujeană, Cluj-Napoca.
11. Lyotard, J.-F., (1993) *Condiția postmodernă*, Editura Babel, Bucureşti.
12. Salade, D., (1998) *Dimensiuni ale educației*, Editura Didactică şi Pedagogică R. A., Bucureşti.
13. Stan, C., (2001) *Teoria educației*, Editura Presa Universitară Clujeană, Cluj-Napoca.

FUNDAMENTAL DIMENSIONS OF THE NEW UNIVERSITY CURRICULA FROM NATIONAL, EUROPEAN PERSPECTIVE

UNIVERSITY ASSISTANT DOCTOR DANA JUCAN
"Babeş-Bolyai" University, Cluj-Napoca

Zusammenfassung. Dieser Artikel berichtet über den Europäischen und Rumänischen Hochschul-Lehrplan Verlauf seit der "Sorbonne-Erklärung" im Jahre 1998. Durch die Unterzeichnung sowohl der Bologna-Erklärung als auch anderer programmatischen Dokumente, die das Europäische Hochschulgebiet definieren, hat auch Rumänien selbsverständlich die dazugehörende Vorschriften und Massnahmen übernommen und umgesetzt. Der folgende Artikel handelt von der Vorstellung und Analyse der Hochschulreform im Rahmen der nationalen Hochschulkonferenz-Erklärung die im November 2003 statt fand.

Le présent document décrit le parcours des programmes universitaires européens et roumains depuis la Déclaration de la Sorbonne 1998.Signataire de la Déclaration de Bologne et des autres documents de programmation qui caractérisent l'espace européen de l'enseignement supérieur, la Roumanie a assumé et a mis en œuvre, elle-même, les dispositions et les mesures nécessaires à cet espace. Dans ce document, j'ai présenté et analysé les directions de la reforme de l'enseignement supérieur, selon la Déclaration de la Conférence Nationale de l'Enseignement Supérieur de novembre 2003.

Termes-clés: des programmes universitaires (curriculum universitaires), les programmes-cadres, la reforme, l'enseignement supérieur, les crédits transfère, l'apprentissage tout au long de la vie, programmes d'études, mobilité internationale.

In a Europe of knowledge dominated by the exponential increasing of volume information and the quick power of destroying it, by the amazing transformations at economic, political, social, cultural level, Romania could not left outside this area, but it tried and, mostly succeeded, to harmonize itself to the required standards. Obviously, the step was made also by the Romanian education system, priority by the university education, that knows deep transformations from one year to another. The reform of Romanian university curriculum is, certainly, the inherent consequence of a global reform project of the education system, because, we have to mention, changes of the system determinate modifications of the subsystems. The renewing of the university curriculum will pas through and will respect two axes: the tradition and the innovation orientated to individual, social, professional and finding the optimal equilibrium between the two. The

harmonization of the Romanian university curriculum to the international one was determinate, on one hand, by the adhesion of the educational system to Bologna Process and by the orientation to the trends of curricular development on national and international level and, on the other hand, by the necessity of settlement of an optimal continuity between undergraduate and graduate and by the harmonization of the last one to the standards of first professional training.

The key-concepts that dominate today's politics of university reform are: Joint Degrees, Bologna Process, Promoting the European System of Higher Education, European Credit Transfer System (ECTS), Supplement Diploma (SD), etc. (Chis V., 2002, 2005). Our approach will also contain the conceptual clarification of the terms in the following.

The reorganization of the European University Area started in 1998, in Paris when the ministers of education from France, Germany, Great Britain signed "Sorbonne Declaration" on "the architecture harmonization of the higher education system from Europe". The main objectives of the declarations are:

- intensifying the students' and professors' mobility and, in this context, the acknowledgement of the academic specializations and qualifications
- the possibility of achieving the convergence of specializations and study cycles in Europe and, in this context, their acknowledgement at international level
- the uprising of a joint graduation system for university's degree, master's degree, doctor's degree.

The joint statement of the education ministers from Europe, accordingly to Bologna Declaration, June 18-19, 1999, in the purpose of creating a common, European area of higher education and of promoting the European Higher Education System around the world, stipulates the following objectives:

- The endorsement of a easy to compare and recognize diploma system, through the implementation of the idea of Diploma Supplement
- The endorsement of a system based on, essentially, two main cycles: undergraduate and postgraduate. Completing the studies (usually of 3 years) from the first cycle, successfully, will provide continuity and access to the second cycle that will lead to getting the master's degree and doctor's degree.
- The settlement of a credit system – as European Credit Transfer System (ECTS) – for promoting a large enough mobility of students.
- Promoting the mobility of students, teaching staff, researchers
- Promoting European cooperation to provide academic quality to initiate and develop the criteria and comparable evaluation methods
- Promoting European dimensions necessary for higher education referring to curricular development, integrated studies programmes, cooperation between institutions.

At 2 years after signing Bologna Declaration, 32 ministers responsible of higher education signed at Prague, in 19 May 2001, a declaration which had the objectives partly taken from Bologna Declaration and which promoted new ones. The old ones were:

- the endorsement of a comparable and easy to interpret degree system for graduates
- the endorsement of the university education system based on two main cycles
- the settlement of a credit transfer system and the classification of studies in the credit transfer system
- the encouragement of the mobility of students and teaching staff – at European and World level
- promoting the European cooperation to provide academic quality
- promoting the European dimension in higher education and in specific educational politics.

, and the new objectives were:

- promoting lifelong learning. In contemporary society, the lifelong learning strategies are necessary to face the challenges we assist, challenges due to the transformations that are taken place on social, political, economic, cultural level and, in generally, on axiological level
- the participation of higher educational institutions and students to the organization of the education system and the influence of educational contents
- increasing the attractiveness of European Higher Education Area
- follow-up and back-up of the process to put in practice the objectives.

On 19 September 2003, the ministers responsible of higher education from 33 countries of Europe met in Berlin in order to analyze the progress achieved in the area and to decide upon the priorities and new objectives for the next years in order to accelerate the creation of the European Higher Education Area.

The quality of higher education proved itself to be fundamental to EHEA creation (European Higher Education Area). The ministers of education engaged themselves in Berlin to still support the development of the institutional, national and European quality system. It was emphasized the necessity to elaborate mutual criteria and the methodologies to assure quality.

This is the reason why they agreed that until 2005, the national systems of quality to I,nclude:

- the definition of all the organisms and institutions involved in this process
- the assessment of the programs and institutions, inclusively the internal evaluation, the external analyze, the students' participation and the result publication
- an accrediting, certifying system or comparable procedures
- international participation, cooperation and organization of education networks.

Coming back to the planned objectives from Bologna, Prague, Berlin, we will try a short analysis from the interesting points of view for this work, ENQA (2005):

The Endorsement of a Comparable and Easy to Interpret Degree System. This point stipulates that the existing national academic law, the acknowledgement of

modules, of degrees, has to be compatible so that citizens can use their qualifications, skills and abilities on the European Higher Education Area.

The Endorsement of a System Based on Two Cycles. In the basis of the engagement of the education ministers referring to the two cycle system, it began a massif restructure of the European education system. In Romania, it was created the legal framework necessary to restructure on two cycles of higher education through the Law no. 288/24.06.2004 on the organizing of university studies. The implementation of the new structure was made starting with the university year of 2005-2006.

Also, the member states were encouraged to elaborate a framework of comparable and compatible qualifications for higher education system, that would try to describe qualifications in terms of abilities, on levels, accordingly to the process results, skills and profile. It is also stipulated the elaboration of a framework that includes all the qualifications for EHEA. (Tuning Educational Structures in Europe – EU Project, 2003).

Promoting Mobility. The mobility of students, of the academic and administrative staff represents the basis of the EHEA creation.

Credit System Implementation. The European Credit Transfer System (ECTS) has an important role: to ease the students' mobility and to develop international curriculum. ECTS becomes, in time, a general database for the national credit systems.

Diploma Acknowledgement: the Enhancement of a Comparable and Well Definite Diploma System. All the countries that are taken part in Bologna Process have to rectify Lisbon Convention on diploma acknowledgement. We remind you that even from the Berlin Conference was established as an objective the fact that starting with 2005 each graduate will receive the Supplement Diploma, SD, automatically and no charge. This document has to be in a large-scale European language.

Promoting the European Dimension in Higher Education. As a result of the call in Prague, it is continued with the development of additional modules and, especially, of the classes and curriculum with European content, orientation and organization. The undertaken initiatives of higher education institutions from a great number of Europe contributed to the mobilization of the academic resources and cultural traditions in order to promote and develop integrated study programs and joint degrees on one, two and three study. The Law no. 287/24.06.2004 on university syndicates permits to the higher educational institutions from Romania to associate, voluntarily, between state or private universities, with the purpose of increasing the attractiveness of higher education from Romania.

Promoting the Attractive Character of the European Higher Education Area. The attractive and open character of the European higher education has to be intensified, also confirming the availability to develop scholarship programs for the foreign students. In 2004, was launched the program of mobility and cooperation in higher education, Erasmus Mundus, that promotes European Union as a centre of excellence around the world offering high class master programs.

Social Dimension. In Prague, in 2001, European ministers of education emphasized the social dimension especially in relation with the students' mobility. One of the general purposes of higher education is increasing social cohesion and equity. This purpose should have a central role in the creation of EHEA. Meanwhile, there is a well shaped necessity for consulting and consultation within EHEA about the targets and purposes of social policy for students. In 2004, in Romania, the support measurements for students were continued, accordingly to Scholarship Law no. 376/4.10.2004.

Lifelong Learning. In Berlin, it was outlined the contribution of higher education in changing the continuous learning into reality.

European Higher Education Area and European Research Area. The necessity of promoting deeper links between EHEA and ERA in a Europe of knowledge and the importance of research as a part of higher education in Europe implicates expanding the present structure in two cycles of higher education, by including doctoral level as the third cycle of Bologna Process.

Signatory of Bologna Declaration, and of other pragmatic documents that define European Higher Education Area, Romania assumed and implemented, how it's supposed to, the provisions and measurements necessary for this area. The directions of reform the higher education covered, accordingly to National Conference Declaration of Higher Education, November, 2003:

Considering Education a National Priority. To become this objective real, it is needed to: allot an annual subsidy of at least 6% of GDP for education, including education as a priority in European and international programs to reform the Romanian systems, to elaborate a new legal framework for education, especially of the higher one, to encourage investments in education, so to overcome the share of 10-15% of the education budget, how it was provided in the 90's.

Going from a Repairing Reform to a Systemic Reform. Thus, it is necessary to include a continuous learning in development programs, to focus on development of a Romanian knowledge society, to achieve a better correlation between the higher education and labour market, to restructure the state education system, to correlate the university specializations and the occupational list, to monitor the graduates' insertion on labour market.

Organizing the Study Program on Three Cycles, Accordingly to Bologna Declaration. University studies are organized as: university studies completed with a university degree, for 3-4 years (minimum 180 and maximum of 240 credits).To get the university degree, 180 credits are a must for many specializations. University studies will provide many qualifications, on areas of study. The graduates of this cycle can work on labour market or they can continue with the master's degree. The master studies have 120-160 credits. The intensive university qualifications (the specializations) will be placed on master's degree, renouncing to the fragmentation of the university studies in too many, too narrow and too early specializations. Doctoral studies are three years long.

Starting with the university year of 2005-2006, the Romanian university education is organized in accordance with Bologna grid.

Harmonizing the Romanian Education System with the European Education Systems. We can mention the ECTS advantages (Ionescu, M., 2000):

- Credits can transfer from one educational unit to another on disciplines (modules) or on compact periods of study.
- Credits can transfer between structures that belong to a specialization or a different profile
- Assure the flexibility of individual study program of the students within the educational plan
- Facilitates the access to the Romanian and abroad universities' classes.

Also, in this context, we remind you about the promoting of the European dimension of higher education throughout changes of the content and study disciplines orientation.

Promoting Mobility Programs. In this respect, the necessary actions are increasing the compatibility of the education system from Romania with the education systems from UE, increasing the border mobility in the educational system, straightening interuniversity system, especially at European level.

Assuring the Unity of National Education System by the integration of accredited universities, state or private, in only one national system of higher education, with two components.

Financing the Higher Education to a Level that can Assure Academic Quality. This fact can be achieved by increasing the annual real public funding of the higher education, by reducing the administrative and managerial expenses from the public universities, by creating the public and private resource of an "Investment Program in Higher Education", by increasing public and private funds for research system, by reviewing the scholarship and subsidises system, and the study tax regime paid by the students, by prospecting the possibilities of getting loan funds from World Bank and grants (Phare type) for increasing the contribution of higher education and research in developing of knowledge economies in Romania.

Diversifying Funding Resources, Investments Program in Higher Education, Research Investments are measures with the purpose, on one hand, to eliminate the state of chronic under-funding of higher education, and, on the other hand, to diversify the funding resources.

University Focus and Creation of Regional Syndicates is a measure which aims the fact that public and private universities will be invited to associate, through direct and voluntary negotiation, in developing regions. Because of this, in 2004, it was approved the Law no. 287, Law University Syndicates on creating the legal framework for the materialization of this partnerships.

Harmonizing Education with Information and Communication Technologies by teaching specialized teaching staff in information and communication technologies and increasing the use of educational potential in the educational system offered by mass media.

Assuring the Quality of Learning and Educational Services means high performance. Regarding the assurance of internal qualitative, every university will keep in mind the measurement implementation to aim (ENQA Report on Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005): internal and external assessment of universities through an objective system, expanding evaluation also to products: graduates, research, etc., improving standards of learning, shifting the focus from the performance used exclusively in academic work on long-term results, adopting a special law to provide the quality in education etc. Of course, some of this provisions were already approved with the reorganization of National Council of Accreditation and Assurance of the Quality in Higher Education, with consultative status for MECT, developing a management system of qualities in every university, the assessment of higher educational institutions using the self-evaluation procedures, external evaluation, students participation and result publication, publication of national reports about The Quality of Higher Education in Romania. Accordingly to the requirements of Berlin Declaration, in 2005 was set up the Romanian Agency for Quality Assurance in Higher Education (RAQAHE) with a role in the authorization and accreditation of higher education institutions, but also in programs and specializations.

The interest in assuring the quality of the university teaching staff and, default, of the quality teaching-learning, it is not a European problem. All around the world (see Report of the Boyer Commission, 1998), we find in universities the concern in develop improving and training programs of the didactic skills of the university teaching staff. The institutions must have means and procedures to ensure that the persons who are teaching are qualified and competent for this job (see Academic Council Decision of UBB no. 20.235, 2004).

Perfecting Higher Education Management by teaching professionally managerial activities and training managers for all the leading structures.

Assuring Real Equity in Education by the implementation of specific programs.

Autonomy, liberty, funding, values without which universities can't exist, values supported by educational politics.

In Romania, the new university curriculum is organized by Law no. 288 from 24 June 2004, out of which we extract the points of interest for this work. As I have already mentioned, the normal period of university study is 3-4 years and corresponds to 60 transfer credits for a year of study. Completing university studies is certified by a diploma, which is certifying that the holder has acquired, over the three years, general and specialized skills, and "specific cognitive skills of the profession" (Official Monitor no. 614 from 7 July 7 2004, Law no. 288 from 24 June 2004):

■ General knowledge allow a scientific approach in the field of expertise and provide comprehension, innovation and new knowledge. This general knowledge provides

also an effective oral and written communication in the field of speciality and also in different cultural contexts.

■ Expertise refers to: the processes of knowledge, understanding, assimilation specific to the field of study, connecting with the use of knowledge from other disciplines (interdisciplinary, transdisciplinarity), familiarity with the latest developments and applications of knowledge in the area of interest, and knowledge and application of specific research methods.

■ General abilities refer to: a) the collection, analysis and interpretation of data both quantity and quality of various alternative sources, namely from real professional contexts and from the literature of speciality, to formulate arguments, decisions and objective approaches, b) use of written and oral communication methods, including a foreign language, c) use of information technology d) developing a personal program of self-improvement, e) the design and organization of specific processes to this field.

■ Specific cognitive skills involve: a) the concepts, theories and research methods from the chosen field of study to elaborate projects or professional approaches, b) the ability to synthesize and interpret information, solve problems, evaluate findings, c) the independent analysis of problems and ability to support the proposed solutions, d) initiative in solving problems.

Starting with these skills required to get a university degree, the objectives are shaped to project the Romanian university curricula for each specialization. By the way it is designed, structured and implemented the curriculum, it is provided - as I have already mentioned – the training and development professional and general skills in relation to academic objectives (embodied in specialization) and labour market requirements (embodied in qualifications). The general skills can be found in the mandatory curriculum and the specific skills are found in the curriculum of speciality. In building such an approach, the objectives are:

• restructuring specializations taking into account the society requirements

• match between what universities offer and labour market requirements

• establish a block of general skills for graduates

• establish a block of specific skills, of speciality for graduates of each field

• referring to the curricular design, to elaborate packet of classes for the joint body and specific classes for the speciality field

• selecting certain didactical strategies capable to confer a quick and lasting learning of knowledge, abilities, skills.

The expression of the skills conferred by the curriculum to the learning process more accurately and leads to the creation of a curriculum focused on student's profile. General description of skills acquired by completing the studies is required to establish the curricular objectives. Designing academic curriculum is made accordingly to the:

■ leading axes of Bologna Process and European acquisitions in the area of curricular development

■ design experience and application of curriculum in Romania, in generally, and in universities, in particularly

■ application of coherent policies on building curriculum for Romanian education system.

Romanian university curriculum, created so, has the following characteristics:

■ The emphasis is on learning and student (it is not important what the course is transmitting, but what the student can apply)

■ Using specific teaching strategies to ensure intellectual activism

■ Flexibility of the learning offer

■ Content adaptation to specific learning profile

■ Making a pragmatic balance between a culture of academic type and a functional culture adapted to the finalities of each specialization

■ Increasing responsibility of higher education to the beneficiaries of education. Throughout this work, I tried to highlight the progress of the European and Romanian university curriculum, starting with "Sorbonne Declaration", 1998.

References:

1. Bail, D., L., & Cohen, D., K., (1996) *Reform by the book: What is-or might be-the role of curriculum materials in teacher learning and instructional reform?* Educational Researcher, 25 (9), 6-8
2. Bocos, M., Jucan, D, (2008), *Foundations of pedagogy. Theory and methodology of the curriculum. Highlights and teaching tools for training teachers*, Cluj-Napoca, Parallel 45
3. Chis, V., (2001), *Teacher activity between curriculum and assessment*, University Press Publishing House Cluj, Cluj-Napoca
4. Chis, V., (2005), *Pedagogy Contemporary - Pedagogy for skills*, Book Publishing House
5. Cretu, C. (2000), *Curriculum theory and educational contenst*, Course, "Al. I. Cuza " University Publishing House, Iaşi
6. Ionescu, M., Kish, V. (coord.) (2001), *Pedagogy. Supports for teachers' training*, Cluj University Press Publishing House, Cluj-Napoca
7. Ionescu, M. (2003), *Training and education - Paradigms, strategies, guidelines*, *models*, Garamond Publishing House, Cluj-Napoca
8. Stanciu, M., (1999), *Reforming education contents. Methodological framework*, Polirom Publishing House, Iasi
9. Temple, C, (2001), *Strategies for use across the curriculum*, RWCT Project, Open Society Institute, NY
10. Ungureanu, D., (1999), *Education and Curriculum*, Eurostampa Publishing House, Timisoara

RANKING OF UNIVERSITIES AS A THREAT: ADVERSE EFFECTS OF COMPETITION BETWEEN HIGHER EDUCATION INSTITUTIONS

MUŞATA BOCOŞ, GELU GHERGHIN
"Babeş-Bolyai" University, Cluj-Napoca

Abstract: In a knowledge-based society, academic rankings are increasingly important. Compiled worldwide, they measure the availability of new fundamental resources - the knowledge and reflect, ultimately, the wealth of nations. In this context, universities are struggling for reputation and resources, which may cause collateral damage. This article focuses on unwanted impact of rankings at various levels: national systems of higher education, universities, prospective students, current students, graduates, employers. Finally, we propose a systemic approach of the impact of rankings, where each component of the system is influenced by the behaviour of the others. The results show clearly that students, in various stages of their academic path, are most exposed to the influences of rankings.

Zusammenfassung: Die Erstellung akademischer Ranglisten spielt in einer wissensorientierten Gesellschaft eine immer zunehmende Rolle. Die Ranglisten werden überall in der Welt erstellt und messen die Verfügbarkeit der neuen fundamentalen Ressourcen, des Wissens, wobei sie letztendlich auch den Wohlsstand und das Vermögen der Nationen wiedergeben. Universitäten kämpfen in diesem Kontext für ihren eigenen guten Ruf, für ihre Ressourcen und merken nicht, dass es dabei zu Nebenschaden kommen kann. Der vorliegende Artikel beschäftigt sich auf verschiedenen Ebenen mit den ungewollten Auswirkungen der Ranglistenerstellung: das nationale Hochschulwesen, Universitäten, zukünftige und jetzige Studierende, ehemalige Absolventen oder Arbeitgeber. Schließlich wird von den Autoren, für die Untersuchung der Auswirkungen der Ranglistenerstellung, eine systematische Herangehensweise empfohlen, wo jedes Einzelteil des Systems von dem Verhalten der anderen Teile beeinflusst wird. Die Resultate ergeben, dass den Auswirkungen der Ranglisten, vor allem Studierende ausgesetzt sind.

Schlüsselwörter: Rangliste der Universitäten, das Hochschulwesen, Universitäten, Studierende, ungewollte Auswirkungen

Key words: universities ranking, impact, national systems of higher education, universities, student, unwanted effects

Introduction

In the discussions about the knowledge economy and knowledge-based society, universities play an important role in managing this new fundamental resource. They create and transfer knowledge to society, bringing gains and leading to progress. Within this context, the competition between higher education institutions has increased and inevitably, different ranking systems have been created. Many countries have developed national league tables - some of them dating back to the '80s, but with globalization, rankings have become global too. In recent years, several ranking systems have stood out on the international level: Academic Ranking of World Universities (ARWU), made by Shanghai Jiao Tong University, THE-QS World University Rankings (THE-QS), published by Times Higher Education Supplement and Quacquarelli Symonds Ltd, and more recently, Performance Ranking of Scientific Papers for World Universities (PRSPWU), compiled by Higher Education Evaluation & Accreditation Council of Taiwan. They have sanctioned the term "*World-Class Universities"*. These rankings, based on a single score obtained by weighing the sub-scores to indicators have caused many controversies in the academic world. Their methodology has been harshly criticized, diversity being reduced to a "one-size-fits-all" approach. Alternatively, new types of ranking systems have appeared, such as CHE Ranking, which tries to overcome these shortcomings.

Studies on league tables have focused on issues related to methodologies and approaches of rankings, most of the literature dealing with the relevance of indicators, their aggregation into a single score, the weight given to each indicator and other mathematical aspects, statistical accuracy, reliability and validity, whole institution vs. field specific ranking, composite overall indicator vs. multi-dimensional ranking, ranking vs. classification vs. benchmarking, the accuracy of the sources of data, need for transparency, distortion in favour of a particular type of institution or fields, the real meaning of small difference in global score, etc. Following these studies, several conclusions have been drawn. "*Rankings are here to stay*", as it is often said, so we need better ranking methodologies. In this respect, in 2006, the International Ranking Expert Group (IREG) adopted the Berlin Principles on Ranking of Higher Education Institutions, a set of 16 recommendations focused on purposes and goals of rankings, design and weighing of indicators, collection and processing of data. Nevertheless, *the world's best university* is an illusion and a single best ranking method could not exist (Rocki, 2005, p. 180; Mărcuş, 2009, p.10).

"But university rankings are best judged less for their technical accuracy than for the impacts that they have on institutional behaviour and on those seeking to avail themselves of university programmes or products" (King, 2009, p. 166).

Moving past the methodological problems, in recent years new issues have been raised. The usefulness of rankings and their impact on those involved in higher education

began to be questioned. League tables show their influence on the various categories of stakeholders, such as government, politicians, leaders of higher education institutions, parents, students, prospective students, graduates, employers, community, etc. Governments use rankings in funding methodologies, university management take them as strategic management and marketing tools, parents and prospective students use classification in choosing a university, employers in recruiting staff, sponsors in providing sponsorships, etc. Their very primary purpose, to provide public information on the quality of higher education has long been exceeded. In time, academic rankings have become commercial and now they represent a topic of interest for a wide category of public, many of them being published in cooperation with various newspapers (The Times, Die Zeit, The Guardian, La Republica, etc.). Their popularity comes from the "consumer-type" information that they offer, (Hazelkorn, 2007, p. 1) and now they have gained even an entertainment function for the masses. Rankings can also have various unwanted consequences on the stakeholders of higher education.

This article follows a new direction of research, which attempts to establish the impact that rankings can have at various levels. We will examine the effects of rankings on national systems of higher education (funding), on universities (strategic management and marketing tools), on students (choosing a university, entering the labour market) and on other categories of stakeholders.

The impact of ranking on national systems of higher education

League tables have an important influence on national higher education systems. First, global rankings put pressure on governments to adopt preferential funding strategy, in order to create a small group of elite universities and to force the entrance of at least one of them in the international hierarchies. Therefore, globalisation transforms rankings into a policy instrument (Hazelkorn, 2009, p. 50). Secondly, national classifications may be used for distribution of funds by the government, based on institutional performance.

A *World-Class University* is an occasion for national pride as recognition of excellence and also a means for attracting additional foreign investment (Hazelkorn, 2008, p. 207). A good reputation brings international paying-fees students, generous sponsors, research contracts, etc. Rankings create brands, and having at least one university in the world, rankings provide international visibility and can be a vector for future economic development. Today, governments cannot ignore rankings such as ARWU or THE-QS any more. Some governments have created special structures that monitor rankings, analyze the causes of low performance of their own universities and try to find solutions for improvement. Other governments, aware of the limited available resources try to extra fund just a few elite universities in order to have at least one *World-Class University*. The Romanian Government has resorted to such a strategy, adopting the Emergency Ordinance no.191 of November 25, 2008 amending the Law of Education no. 84/1995. The purpose of this measure is "*to set up an institutional development fund designed to support a limited*

number of universities, which have shown potential for excellence and have opportunities to join the elite universities of the world, which would significantly increase the prestige and attractiveness of the entire Romanian higher education".

We have identified two types of responses that can be adopted by governments seeking to accede to international rankings: *the neo-liberal model* and *the social-democratic model* (Hazelkorn, 2009, p. 62).

The neo-liberal model involves additional investment of resources in a few world-class universities, focused on scientific research and post-graduate schools. This option may create stratification and critical differences between higher education institutions from these countries by concentrating resources in the hands of only a few major players. The main criticism of this approach concerns the so-called *Matthew Effect*[1], by which the rich become even richer at the expense of the poor, given the limited funds. Germany started in 2005 the *Exzellenzinitiative* in order to increase competition and provide funding based on performance. Similarly, Japan has proposed to strengthen a limited number of elite universities, twenty higher education institutions receiving additional funding, while others were closed. These two countries have adopted different forms of the same model: in Germany, the competition is open and universities compete shoulder-to-shoulder with *Fachhochschule*, while Japan seeks to preserve the old hierarchies (Hazelkorn, 2009, p. 62). In 1995, China adopted *Project 211*, aiming to strengthen approximately 100 universities in key areas as national priority for the 21st Century. Three years later, *Project 985* was launched, and 9 institutions were selected for additional funding (C9 League), in order to become *World-Class Universities.* The second phase of the project started in 2004, and the number of elected institutions has increased, reaching nearly 40 nowadays (China Education Center, 2009; Liu, 2009). ARWU appeared in 2003 precisely in this context, to determine where Chinese universities are located on the global education market.

The social-democratic model refers to egalitarianism and the financial support for various types of institutions, endeavouring to create a quality higher education system covering all universities across the country with some isles of excellence. This traditional view is (or it used to be) specific to European countries, where competition among universities is lower than in the U.S. The social-democratic model has been adopted by countries such as Ireland, Norway and Australia. Perhaps less dynamic, this vision has proven to be successful too. For instance, Australia has 17 universities in the 2009 edition of ARWU, 25 in THE-QS, and 11 in PRSPWU, with 3, 8, respectively 3 universities ranked in the top 100. Australian higher education is attractive for students, in some institution international students exceeding 50% of total students (Hazelkorn, 2009, p. 58-62).

Like in other European and especially ex-communist countries, an egalitarian model has been applied in Romania for many years, by which universities have been

[1] Matthew's Gospel says, "*For unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be taken away even that which he hath*" (Matthew 25:29). The Matthew Effect means that the rich get richer, and the poor get poorer.

funded strictly on a student number basis. Quality criteria were introduced in the algorithm of funding in 2002 and have developed rapidly since, both in terms of complexity indicators system and weight, reaching 30% of total basic funding in 2008. However, an annual ranking of universities is not published, although funding is made according to a certain classification. In the light of new legislative initiatives, we hear more often about the need for a national ranking and about the transition "*from uniformity and dispersion to differentiation and concentration [of resources]*" (Presidential Commission, 2007, p. 23). As noted above, a formal decision in this respect was made in November 2008, but an additional funding methodology has not been developed yet. In the coming years, we'll probably experience a paradigm shift, from the socio-democratic model to a neo-liberal approach, based on competition.

Educational policies adopted by the Government at the national level have always affected higher education institutions. They seek to adapt to increasing competition in the educational market, themselves having to make a number of options.

The impact of ranking on higher education institutions

"Rankings have the potential to shift institutional behaviours in ways that may negatively affect public policy goals" (Sponsler, 2009, p.16).

Especially in the neo-liberal approach, it can be said that international rankings have both a direct impact on universities (related to the struggle for reputation) and an indirect one, by altering the national context of higher education (leading to a struggle for resources). These two issues are closely related, the reputation is being used eventually to obtain additional resources (e.g. fees from international students), and resources are then used to maintain and increase the reputation. Therefore, both national and global rankings have crucial effects on higher education institutions.

There are two major investigations which have dealt with the impact of rankings on universities. The first, a cross-national survey of senior administrator and leaders of universities, belongs to Ellen Hazelkorn (2007) and was supported by the Organisation for Economic Co-operation and Development (OECD). The research was later continued with extensive interviews in Germany, Australia and Japan (Hazelkorn, 2009). The second, requested by the Higher Education Funding Council for England (HEFCE) was conducted by a team from the Open University and Hobson Research and involved on-line survey and six case studies with focus on English universities only. The findings were published by Locke, Verbik, Richardson and King, in 2008.

The results of these studies clearly indicate a growing influence of rankings on higher education institution (King, 2009, p. 166). League tables are used as management tools and as marketing instruments. In most cases, the institutions use hierarchies as a starting-point for the analysis of their strengths and weaknesses (Federkeil, 2008, p.226).

Attempting to cope with competition, universities are trying to develop themselves and improve quality, seeking new resources and better use of existing ones. Some of them set their strategic goals based on rankings it deems relevant, others boast themselves with the position obtained in different rankings, in order to attract more resources. In Hazelkorn's study, from the 202 responses received from 41 different countries, 57% of the leaders thought that rankings have a "*broadly positive"* impact on their institution's reputation, while 17% believed they had no impact. Though still reluctant to recognize this, 56% admitted they had formal mechanism for reviewing their rank, and most of them had taken certain decisions in this regard. Rankings are important when considering collaboration and partnerships: 76% of the respondents monitored the performance of other universities from their country, 40% considered the rank of potential international partners and 57% believed that their own position influenced the decisions of other institutions to partner with them. About half of them used league tables for publicity and marketing purposes. The common denominator was that all of the respondents wanted a better rank: 58% admitted they were not happy with their position and 92.8%, respectively 82% wanted to improve their national and international position (Hazelkorn, 2007).

The study of Locke et al., focused on English universities, had similar results. Half of the 91 respondents considered that league tables played an important role in creating institutional reputation, identities and perceptions. About 60% admitted rankings influenced behaviour in the higher education sector. Over 70% disagreed that rankings provided a valuable means of public accountability for universities. Most agreed that league tables reflected idiosyncratic views of what constituted "a good university" and there were some variances from institutional and government policies. Almost all of the respondents believed that higher education institutions could not influence the compilers of rankings and their methodologies. Rankings were seen by 78% as possible threat on reputation. The main beneficiaries of rankings were considered to be even those who published them, followed by prospective students/parents/advisors. Higher education institutions and academic staff were those who benefitted the least from league tables. Achieving good ranking was important for most of the participants, in terms of general reputation, student recruitment, impressing employers, building networks and alliances, etc. Fifty-two percent believed that their institution was ranked below their expectations in the national ranking, most of the people dissatisfied wishing for at least 10 places above the held position. Regarding the institutional response to ranking, only 5 respondents stated that they had not responded at all. Most survey participants had created structures that analysed their position in different league tables and the methodologies behind these. When asked what measures had been taken based on this analysis, some refused to answer the questions, while others said they had not made any change in strategies or policies, or if they had made some, it had not been on account of league tables. The main areas where ranking-related changes occurred were promoting/marketing activities and media relations. The domains least affected were staff recruitment policies, and course offering and content (Locke et al, 2008 – Report and Appendix D. Detailed finding of the survey of higher education institutions).

A USA study published by Levin in 2002 revealed that 76% of university presidents considered USNWR ranking important for their institution, 51% had attempted to improve their positioning and 50% used rankings as internal benchmarks. 20% of the respondents claimed they ignored them and 35% announced the results in press or on the web (Levin, 2002, apud Hazelkorn, 2008, p. 195).

"*However, the avid quest for prestige triggers a phenomenon called "academic drift" – institutions forgot their original, unique missions and blindly mimic the structure, organization and process of "successful" institution ranked above them. Therefore, institutions become increasingly alike*" (Chun-Mei, 2007, p. 326).

On the other hand, what leaders of higher education institutions do not say is that universities learn to adapt to the new ranking-shaped context. They understand the weakness of the various ranking systems and seek to act in order to win as easily as possible some higher position in hierarchies. It is well-known that improved scientific performance is the shortest way to achieve higher positions in most national or international league tables. Scientific research can receive extra funds at the expense of teaching and learning. Professors are especially dedicated to research and grant application, and tend to neglect the teaching activities (Chun-Mei, 2007, p. 327). The universities are looking to buy talent, both students and academic/research staff, providing facilities that are not directly related to quality of education (Dill & Soo, 2005, p. 517; Clarke, 2007, p.62) and offer merit-based student aid at the expense of needs-based aid (Marginson & van der Wende, 2007, p. 321; Clarke, 2007, p.62). Ranking pressure leads to changes in curriculum, encouraging the development of English-language programs, in areas attractive to international students. The arts, humanities, social sciences and professional disciplines (engineering, business, education), which do not have a strong tradition of peer reviewed publications are threatened (Hazelkorn, 2009, p. 61).

In Romanian higher education, the first signs of the influence of rankings on universities have begun to appear. Justified, they have started to show mainly in the case of old comprehensive universities, enjoying good national reputation and which stand the chance to be included in international rankings. In early 2006, Babeş-Bolyai University launched the "BBU 500" programme, aiming to become a World Class University until 2012. Therefore, it now uses a time-sanctioned ranking system in targeting strategic goals. Press releases and internal reports inform the local community and internal stakeholders about the evolution of the university in various classifications. The website of the University of Bucharest informs its visitors on the first page that the institution has recently entered the Times hierarchy. The website of the "Alexandru Ioan Cuza" University of Iasi refers to the first position obtained by this university in the Ad Astra Association - Romanian Universities Ranking. Therefore, higher education institutions in Romania are beginning to use their position in rankings for advertising purposes. If universities have already adopted specific behaviours, we can assume these changes will generate some

effect on students, as often studies have shown.. It remains to be seen whether they are congruent with those cited in the literature and how great their impact are.

The impact of ranking on primary beneficiaries of higher education (prospective students, current students, graduates)

The main concerns about the negative effects of ranking refer to their impact on students, as primary beneficiaries of higher education. Although it is often said that rankings have been developed to inform prospective students about the quality of education offered by various institutions and to help them make a choice, there are a number of views that deny both the informational function of league tables and the fact that they reflect quality. Even student organizations have taken positions against rankings, adopting quite extreme positions and seeing the different hierarchies as threats to the quality of education. Referring to CHE Ranking which provides user-centred facilities and however is more oriented towards informational aspects than other systems, The National Union of Students in Flanders claims: "*Do we really want to reduce student choice to counting the number of green dots for a programme? Or are there better ways of providing students with relevant information?* [...] *One thing is already very clear to us*: *we are not interested in yet another university hit parade*" (Vlaamse Vereniging van Studenten, 2008, p.1-2). At the 2009 Conference of European Ministers Responsible for Higher Education, European Students' Union (ESU) published a statement against ranking and classifications: "*ESU opposes the development of rankings and "transparency" tools in the European Higher Education Area (EHEA) and calls upon Ministers responsible for Higher Education gathering in Leuven/Louvain la Neuve to concentrate their efforts on quality assurance and true information for students. […] The development of rankings threatens the current emphasis on quality assurance in the EHEA. […] Quality assurance and rankings are not complementary but rather contradictory. […] Rankings bring distrust to quality assurance, taking a mere snapshot of HEIs without supporting quality enhancement and without involving stakeholders"* (ESU, 2009, p. 1-2). As an ESU member, The National Alliance of Student Organizations in Romania (ANOSR) adopted this statement and adapted it to Romanian context (ANOSR, 2009). The students want to be considered partners in the educational activity, not clients, consumers or customers.

The ranking of universities can put its marks on the primary beneficiaries of higher education at least in three moments of their academic life: as prospective students deciding on a future faculty, as current students using certain university resources and as new graduates entering the competitive labour market. In each of these moments, unwanted effects can occur.

One of the research directions concerns the extent to which students even use ranking results when deciding on the institution to which they apply. In the context of tremendous developments of the information and communication technology it is expected that prospective students and their parents have easy access to various rankings. In the 2007

edition of the UNITE Student Experience Survey, 29% of the over 1,600 students mentioned league tables as being important in choosing a university. Although the proportion of respondents citing rankings as important in their decision has increased in recent years, the results are erratic (Locke et al, 2008, p. 12-13). Clarke (2007, p. 63) mentions the findings of McDonough et al. (1998): only 11% of over 200,000 undergraduate students saw league tables as very important in their choice, while 60% found them not at all important. Some studies showed that only certain categories of students were using the rankings when choosing their university. It was suggested that students from advantaged social classes (high-income families, graduate parents) and performance-oriented ones gave high importance to rankings. The Asian-Americans and those who want to get doctoral, medical or law degrees manifest the same pattern of behaviour. Low-income and students with no-higher-education-experience parents do not take into account the reputation of the institutions (Clarke, 2007, pp. 63-64). Federkeil (2008, p. 226) reported some results that were partially in conflict with those stated above: about 60% of the questioned students had knowledge of the ranking and used them for information among other sources. However, it is noted that the use of hierarchies is characteristic for achievement-oriented students and is mainly found in legal science, medicine and engineering and less in humanities, a common finding with previous studies. It seems that things are different in Japan: rankings are commonly used by middle and low achieving students (Hazelkorn, 2009, p.60). Rankings are especially important for international students, particularly for the postgraduate ones, in law, medicine and business. A UK study shows that 92% of international students consider UK league tables important and very important to inform their choice. There is some evidence that lower ranked universities loose applicants (Clarke, 2007, p. 64) and many studies have demonstrated a strong correlation between high ranking and the increasing number of applications (Hazelkorn, 2008, p. 202-204).

On the other hand, even if students are saying they use rankings when choosing their university and take into account the reputation of the institutions, it is well-known that the rationality of the decision-maker is always limited. With limited time and computing resources, the subject appeals to various heuristics and simplifications of alternatives, uses a more or less arbitrary chosen set of criteria. From his temporary-space proximity, the decision-maker elects the first option that meets those minimum criteria, actually choosing from a limited set of alternatives. Only by chance, the chosen option may be the optimal one (Miclea, 1999, p. 271-273). League tables enable users to pre-sort a group of institution prior to more in-depth investigations (Hazelkorn, 2008, 202). In addition, market research suggests that the more complex the information provided, the poorer the resulting consumer choice. It seems that parents prefer detailed information in accessible formats, information which answers their questions and meets their needs (Dill & Soo, 2005, p. 514-515). In this respect, the facilities offered by CHE Ranking, where any user can define their own set of relevant criteria, may be the best practice.

Another criticism of rankings claims that they promote the stratification of educational systems based on race, ethnicity and socio-economic status. Trying to improve their position in charts, universities recruit high-achieving students using pre-registration strategies (early-decision programs in the USA), providing financial aid and fee discounting on merit-basis not according to real needs (merit vs. social scholarship), and heavily investing in consumption benefits (high-speed computer networks, dormitories, recreational facilities) not necessarily related to the quality of education. They seek to enhance image in order to attract the best students (Clarke, 2007, p. 61-62). This type of criticism is specific to rankings based on input indicators such as selectivity (acceptance rate, overall score of the applicants), quality of the staff or material base. Some schools from the U.S. encourage applications from students that they have no intention to admit, only to reduce their acceptance rate, an indicator of the USNWR Ranking (Dill & Soo, 2005, p. 517). Quality of the incoming students is an important dimension for many league tables. On the other hand, output indicators such as graduation rates can lead to other unwanted effects such as excessive indulgence in scoring and awarding degrees, resulting a university grade inflation and inflation in degree award (Dill & Soo, 2005, p. 509).

That is, few ranking systems cover the most important issues for students, namely teaching (Dill & Soo, 2005, p. 504; Marginson & van der Wende, 2007, p. 320). The authors of ARWU deemed impossible to compare university education worldwide, given the diversity of education and technical difficulties involved in obtaining data (Liu & Cheng, 2005, p. 133). Most rankings are not capable of measuring success in educating students, the "value-added" by university, but rather the ability to recruit "*assets*". They do not reflect the quality of education offered to students. Prestigious universities attract best students/professors/researchers better, which in turn will maintain and enhance reputation (Dill & Soo, 2005, p. 505; Clarke, 2007), p. 66). But reputation depends heavily on ranking. This leads to a vicious circle, recycling the reputation, prestige and resources too (already mentioned "the *Matthew Effect"*) at the expense of diversity (Guarino et al., 2005, p. 149).

Do prestigious (research) universities provide the best education for their students? Some empirical research suggests a low correlation between research productivity and undergraduate instruction. A strong research orientation involves less time for teaching and advising, less commitment to student development and less interest to improvement of pedagogical skills. Research orientation has a negative impact on student satisfaction with faculty and on student relational skills (Dill & Soo, 2005, p. 507). In research universities, undergraduate education competes with research activities (Chun-Mei, 2007, p. 327), in terms of time, human and financial resources. Probably, things are different in the case of postgraduate degrees, where PhD students work closely with their professors.

Effects of rankings on students do not stop with graduation. It seems that the reputation of the completed school follows the former students after graduation. The prestige of a university can influence the success of graduates in the labour market at least

at the beginning of their careers. We discuss about two aspects: employment opportunities and earnings. Research concerning various academic degree, from bachelor to doctoral studies, show that graduates of better-ranked universities are preferred by employers. This phenomenon has not occurred in new or very specialized areas that are in high demand (Clarke, 2007, p. 64-66). In terms of employment on graduate level jobs, it appears that significant differences exist only between graduates of the universities placed in extreme positions (Dill & Soo, 2005, p. 509). Rindova et al. (2005, p. 1043) note that "*in terms of MBA salaries, business schools may benefit more from overall stakeholder recognition than from recruiters' direct perceptions of student quality*". The perceived prestige of an institution is more important than the real quality of the education provided, and altering public perception of the universities league-table can influence the earnings of the graduates. Other studies reveal that only the most selective institutions may have an impact on earnings. Variables such as the students' major field of study and some typical characteristics of the students who apply to more selective institution (such as personal ambition) are involved in the selectivity-earnings relation (Dill & Soo, 2005, p. 508; Clarke, 2007, p. 65). However, selective universities give an extra advantage to their students as early career earnings and future opportunities for being admitted to elite graduate schools (Hazelkor, 2008, p. 203). Students are aware that the value of their diploma in the labour market depends somewhat on the issuing institution's position in league tables. In the rankings involving student surveys, they seek to positively distort the evaluation of their university, attempting to force a better rank, and eventually, to increase their own employability after graduation (Clarke, 2007, p. 65).

A systemic approach of the impact of rankings on higher education stakeholders

"*Stakeholders include a wide 'non-consumer audience' who account for sales of 40% more than the traditional prospective student cohort market*" (Hazelkorn, 2008, p. 202).

Not only those people directly involved in higher education are sensible to league tables, but a number of other stakeholders too. They use rankings in their own decision-making, regarding higher education institutions. We have already discussed about the pressure put on governments in terms of higher education funding policies. As we have noted above, employers are influenced by the reputation of the school completed by candidates when recruiting new staff. Few years ago, British Treasury decided to waive regular visa requirements for graduates of top fifty MBA programmes in the world, in order to stimulate their employment in Britain (Clarke, 2007, p. 67). The position of a university in various hierarchies is important also to sponsors, alumni and local community. Everyone wants to associate their image with winners and success, so, a good rank will attract more money. Obtaining research contracts depends, to a certain extent, on the institution's

reputation on the scientific research market. Leaders of universities consider that a high position in relevant league tables increase opportunities to establish partnership and collaboration with industry and other higher education institutions (Hazelkorn, 2008, p. 196-198).

In the table below, we summarize the most cited effects that rankings can have on different levels, with their positive and negative consequences. The levels are strongly interconnected, so an action that takes place at certain level will have direct impact in other levels (e.g. Governments decision on higher education affect universities and, eventually, the students).

Table 1. *The effects of university rankings at different levels*

Effects of the rankings on national systems of higher education	**Positive and negative consequences**
Governments use some national classifications for funding universities	- Quality is rewarded and encouraged
Governments adopt preferential funding strategies, with extra funding a few elite universities in order to have at least one *World-Class University*	- Performance is encouraged - The gap between top universities and mass institutions becomes bigger at the national level - Stratification of higher education and concentration of the resources in the hands of a few elite universities - So-called *Matthew Effect,* by which the rich become even richer at the expense of the poor - The competition for resources and reputation increase
Effects of the rankings on higher education institutions	**Positive and negative consequences**
Universities are struggling for resources	- Universities improve the quality of programs offered , in order to receive money for satisfying quality criteria and to attract extra funds - Higher education institutions are trying to diversify their funding sources (e.g. they are looking to attract more international fee-paying students) - Resources are used more efficiently - More resources are consumed more quickly, for better performance, so the total cost of education could increase
Universities are struggling for reputation and they learn to adapt to the various ranking systems, seeking shortcuts to the top of the hierarchies.	- Universities are looking to buy talent, both students and academic/research staff, in order to maintain and increase their prestige, heavily investing in consumption benefits that are not directly related to quality of education - Universities intervene in modifying certain input indicators (e.g. they artificially increase the acceptance rate, overall score of the applicants)
Universities allocate additional resources (financial and human) for scientific research at the expense of teaching and learning	- In strongly research-oriented universities, undergraduate education competes with research activities

Universities use rankings as management tools, setting strategic goals in terms of certain rank achievement	- University management is improved by including a real strategic dimension - Resources are used more efficiently - Rankings work like agents of modernisation and institutional change
Universities use rankings as marketing instruments, in order to attract students and other resources (sponsorships, grants)	- The marketisation of higher education - Students are seen as consumers rather than stakeholders - Extra funds are earned on performance-based criteria - Sponsors wish to associate their image with winners, so the rich universities become even richer - The graduates of the top universities have some advantages in the labour market, at least at the beginning of their careers.
Institutions forget their missions and blindly mimic the structure, organization and process of "successful" institution ranked above them	- Institutional diversity and differentiation are threatened
Some universities try to establish collaborations and partnerships only with institutions having a similar rank	- Low-ranked universities are isolated and cannot beneficiate from the experience of the higher ranked ones
Effects of the rankings on prospective students	**Positive and negative consequences**
The access to the best universities is limited for certain categories of students, because these institution are trying to recruit high-achieving students (or "*assets*") rather than educate the *"normal"* ones.	- For students coming from disadvantaged social groups it is difficult to accede to top quality higher education
Prospective students are pressured to take hasty decision, on incomplete information basis. By pre-registration/Early Decision Programmes they are forced to choose without considering all offers.	- Universities that not use this kind of strategy have low chances to attract good students and their existence is threatened
Effects of the rankings on current students	**Positive and negative consequences**
High-achieving students have access to consumption benefits such as high-speed computer networks, dormitories, recreational facilities offered by too universities	- High life standard for advantaged categories of students - Social stratification is maintained by a vicious circle
Financial aids and fee discounting are highly offered on merit-basis, not according to real needs (merit vs. social scholarship)	- Performance is rewarded and encouraged - Social stratification is maintained by a vicious circle - Students coming from low-income family have less chances to obtain a diploma from a top university
In strongly research-oriented universities undergraduate students report low satisfaction with faculty and they have poor relational skills	- The lack of relational skills may affect the efficient integration of the individual into society and labour market, and, eventually, the quality of his life

In the context of institutional isolation, the students of the low-ranked universities cannot benefit from mobility to a better ranked school.	- Students of the low-ranked universities have limited possibility to enlarge their cultural development
Effects of the rankings on graduates	**Positive and negative consequences**
Graduates of the top universities have advantages, at least at the beginning of their careers, in term of employment opportunities, earnings and access to elite graduate schools	- Graduates from middle and low-ranked universities may be disadvantaged - Social stratification is maintained by a vicious circle

Linking various data from literature, we propose an integrative approach on the effects of league tables. In a systemic view on higher education, the response of each entity affected by rankings influences the behaviour of other components of the system. Relations between components are represented in the figure below.

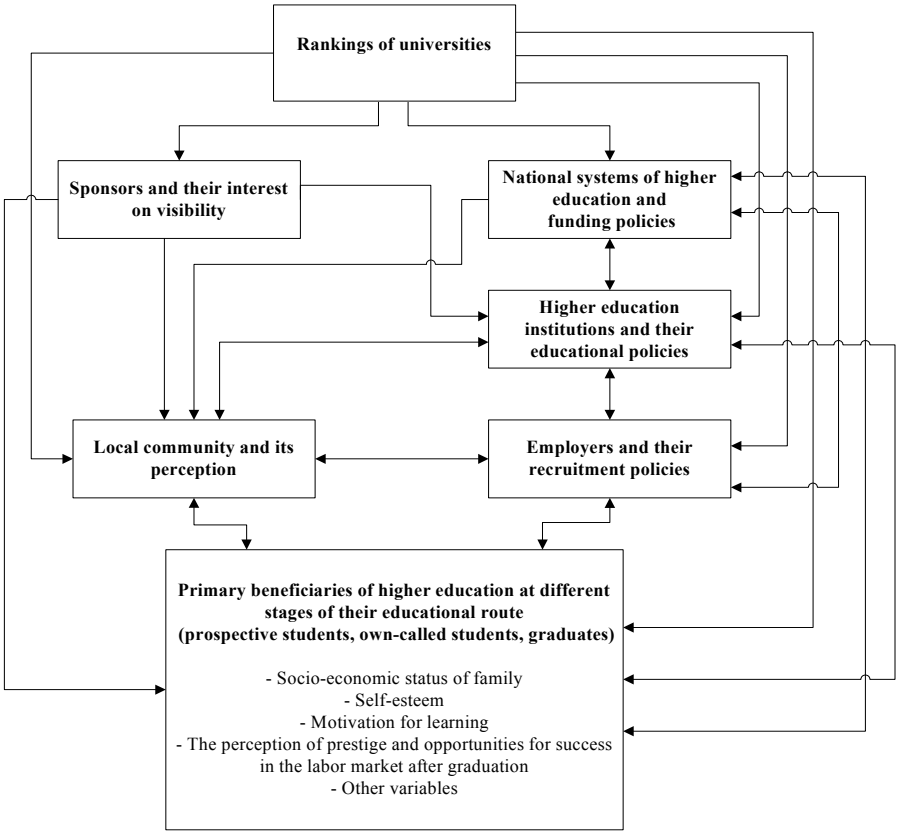


Figure1. *The systemic approach of ranking impact on higher education stakeholders*

We do not claim that the relations presented in this model are the only ones to be established between the elements of the system. Most of them are based on literature, while others, such as the relations between sponsors and local community, are rather inferred. In addition, some components of the system can play multiple roles in relation to the same other components: for example, a company may be employer for graduates of a university, sponsor for the same university, or, in some circumstances, member of the local community.

Despite these limitations, it clearly results that students, in various stages of their academic path, are most exposed to the influence of rankings. League tables have a direct impact when prospective students decide on which university to apply to, and indirect effects through education funding policies adopted at national level and through various behaviours of universities trying to adapt to a competitive environment (increasing fees, extra funding of research at the expense of teaching, etc.). Naturally, not all the influences of rankings are negative and not to all the students from all universities to the same extent.. However, having in mind these considerations, radical statements adopted by some student organizations (VVS, ESU, ANOSR) can be interpreted as defensive positions against possible threats. They want to make sure that they will not be collateral damage in the battle of universities for resources and prestige.

Conclusion

Academic rankings are not essentially a bad thing. We are not among the authors that consider them to be absolute evil. League tables were started with good intentions, but, like any other phenomenon, they also produce unwanted effects. Measures taken by governments or by institutions in order to achieve a good rank can be positive too. Rankings have lead to an improvement of the quality of programmes offered to students, to an increase of the amount of money spent per student, to struggling for the employment of high performing staff, to stimulating scientific productivity, etc. A fair and open competition stimulates progress and change, which is a good thing for higher education institutions, usually quite resistant to transformations. Because no one can afford not to react to hierarchies, rankings are agents of modernisation (Hazelkorn, 2009, p. 73). They can also serve as an instrument for public accountability (Dill & Soo, 2005, p. 504). Comparisons between institutions help them determine their weaknesses and can provide a basis for decision-making and a starting point for corrective actions. Rankings have various customers and a wide variety of functions, including:

- informing actual and prospective students, parents, academics, government, employers, sponsor, society about the performance of universities and helping them to make decisions;
- informing higher education institution regarding their relative position;
- informing higher education institution regarding the performance of the direct competitors;

- informing higher education institution regarding the performance of the actual and future partners;
- monitoring the evolution of universities from one year to another;
- documenting funding policies at national level;
- documenting fund allocation at institutional level,
- setting priorities and strategic objectives;
- attracting students, especially international ones;
- attracting resources;
- identifying trend in higher education and in scientific research;
- reason for national and local pride.

Using a figure of speech, we can say that league tables accelerate the metabolism of universities, bringing added impetus to institutions and to whole higher education system. Hence both benefits and adverse effects arise. Universities consume more resources, more quickly, for better performance.

Special attention is necessary when speaking of the relationship between rankings and the quality of education. Common sense says that the relationship between quality and ranking is simple and close causal: the quality of services offered by the institution determines the position in the hierarchy. Such an approach does not take into account the relativity of the quality concept, the many facets of it, and the diversity of those who use it. Behind each ranking system lies an implicit definition of quality (Usher & Savinio 2006, p. 27, 37). This becomes visible through the selection of indicators, through aggregation algorithm, through weight allocated to each indicator, through the choices and methods of data collection, etc. "*[...] each ranking system combines an available set of observable indicators – each of which serves as a rough proxy for some factor notionally tied to quality – in a formula that can be questioned both on the basis of its contributing elements and the manner in which the elements are combined*" (Guarino et al., 2005, p. 149). The authors of ARWU and PRSPWU implicitly suggest that quality means for them top scientific research, and only by remarkable scientific performances one can achieve the status of *World Class University*. THE-QS links quality to reputation. CHE Ranking gives the power of defining educational quality to users-customers. They can select indicators according to their own interest, create custom charts and make personal comparisons between institutions (Usher & Savino, 2007. p. 14). There is a huge diversity of quality definition behind league tables, some of the difference being geographic or cultural (Guarino et al., 2005, p. 149; Usher & Savinio 2006, p. 37), but also a consensus, at least in some Anglophone countries. In a comprehensive study focused on league tables, Dill & Soo analyzed five ranking systems from Australia, Canada, the USA and the UK. They found a common approach of measuring academic quality in terms of input indicators. Process and the output measure had proved to be more diverse and, as a common feature, with lower weights in each system (Dill & Soo, 2005, p. 499, 525). Despite the methodological and conceptual differences, there seems to be an agreement between the

authors of rankings regarding the top of the hierarchy. Variation occurs as it descends the scale (Usher & Savinio 2006, p. 37).

Giving high importance to scientific research, most league tables favour traditional universities focused on research and (English language) postgraduate programmes. Institutional diversity and differentiation are threatened (Hazelkorn, 2008, p.199). The stratification of higher education systems increases in this way, leading to elite research concentration (Marginson & van der Wende, 2007, p. 326). The gap between top universities and mass institutions becomes bigger. Results of some ranking systems focused on scientific production shows a coagulation of research in specific geographical areas. In the 2009 edition of ARWU, 17 of the top 20 universities are from the U.S. In 2009 Performance Ranking of Scientific Papers for World Universities ("*Taiwan Ranking*"), which is purely made on research basis, the USA has 15 institutions in top 20, Canada 1, Japan 1, and the UK 3 - placed after the 15th position. All universities ranked in the top 10 are American. There is no doubt that leading global research is concentrated in North America.

No doubt, rankings will not disappear, despite the negative opinions regarding some conceptual and methodological aspects. *"Whether or not colleges and universities agree with the various ranking systems and league table findings is irrelevant; ranking systems clearly are here to stay"* wrote Merisotis in 2002, before even ARWU or THE-QS appeared, consecrating a phrase that became famous in ranking literature (Merisotis, 2002, p.361). Despite huge methodological criticism and with all the negative effects discussed above, this expression is still valid today. The number of ranking systems and their influence has even increased in the last years, both nationally and internationally (Locke et al., 2008, p.7) and, according to some estimates, will increase even further. Rankings are successful because they "*satisfy a public demand for transparency and information that institutions and governments have not been able to meet on their own*" (Usher & Savinio 2006, p. 38). It comes to a vicious circle: achieving a good rank requires massive investments that increase the total cost of education; as Usher & Savinio noted, a more expensive education for families means more demand for comparative information, so the league tables will thrive.

If rankings are here to stay, then everything that can be done is to improve them. Some steps have already been made. In recent years, a literature dedicated to rankings has been developed, which covers both methodological aspects and impact studies on various stakeholders of higher education. The authors of some league tables have started to take into account *The Berlin Principles on Ranking of Higher Education Institutions* adopted by IREG in 2006. *"The Webometrics Ranking formally and explicitly adheres to the Berlin Principles of Higher Education Institutions. The ultimate aim is the continuous improvement and refinement of the methodologies according to a set of agreed principles of good practices"* state the authors of Webometrics Ranking of World Universities[2] describing their methodology (http://www.webometrics.info/methodology.html, 2009).

[2] Webometrics Ranking of World Universities is a unique ranking of higher education institution, based on assessment of their web-sites. The original aim of Webometrics was to promote web publication, not to rank institutions (http://www.webometrics.info/about_rank.html, 2009).

Numerous articles have pointed out that a minor difference between the scores of two institutions leads to different ranks, although these differences are not meaningful (Guarino et al., 2005, p. 149; Dill & Soo, 2005, p. 510). The global league tables reacted to pressure coming from literature and began publishing, beyond a certain position, not individual ranks but classes. So, in the 2009 edition of ARWU after position 100, follow the groups 101-151, 152-200, 201-302, 303-401 and 402-501. THE-QS adopted the same solution, but only starting with the 400 positions.

The development of the Internet offers many hopes about better ranking systems, allowing increased interactivity between user and database. CHE Ranking activity is salutary in this respect, enabling users to select their own evaluation criteria, and, eventually, using their own implicit definition of quality. Transferring the power of decision to actual users is an important condition for a comprehensible league-table (Dill & Soo, 2005, p. 515). "*[...] the spread of the World Wide Web provides collectors of institutional data with an opportunity to democratize rankings and put the power of ranking in the hands of the consumer*" (Usher & Savinio 2006, p. 37-38). Ideally, this will be the future of academic league tables: former authors of rankings will be transformed into data collectors which provide relevant data and interactive facilities to users-consumers, for this to create custom hierarchies according to personal criteria. However, considering that no one wants to become from decision-maker a simple data collector, such a vision may be unrealistic. Even if this does not happen, it seems that rankings have exceeded the early stage and nowadays there are concerns for their improvements.

References

1. Alianta Naţionala a Organizaţiilor Studenţeşti din România (2009) *Poziţia ANOSR privind dezvoltarea ranking-urilor şi clasamentelor în Instituţiile de Invăţământ Superior din Romania* [ANOSR statement on ranking and classification development in higher education institution in Romania] http://www.anosr.ro/index.php/pdf/pozitia-anosr-privind-dezvoltarea-ranking-urilor-si-clasamentelor-in-institutiile-de-invatamant-superior-din-romania.pdf, accessed on 20 December 2009
2. China Education Center Ltd. (2009) http://www.chinaeducenter.com/en/cedu/ceduproject211.php, accessed on 20 December 2009
3. Chun-Mei, Zhao (2007). *Building World-Class Universities: Some Unintended Impacts of University Ranking*, in Sadlak, Jan & Liu Nian Cai (editors),.The World-Class University and Ranking: Aiming Beyond Status, Cluj University Press, Cluj-Napoca, p.320-331
4. Clarke, Marguerite (2007). *The Impact of Higher Education Rankings on Student Access, Choice, and Opportunity,* Higher Education in Europe, Vol. 32, No. 1, 59-70.
5. Comisia Prezidenţială pentru analiza şi elaborarea politicilor în domeniile educaţiei şi cercetării (2007). *România educaţiei, România cercetării. Raportul Comisiei Prezidenţiale pentru analiza şi elaborarea politicilor în domeniile educaţiei şi cercetării.* [Romania of Education, Romania of Research. Report of The Presidential Commission for analysis and policy making in education and research], *Bucureşti, 6 iulie 2007*

6. Dill, David, & Soo, Maarja (2005). *Academic Quality, League Tables, and Public Policy: A Cross-National Analysis of University Rankings,* Higher Education, Vol. 49, No. 4, 495-533.
7. European Students' Union (2009). *Statement on the development of rankings and classification in the EHEA,* http://www.esib.org/documents/statements/ESU%20rankings%20statement.pdf, accessed on 20 December 2009
8. Federkeil, Gero (2008). *Rankings and Quality Assurance in Higher Education,* Higher Education in Europe, Vol. 33, No. 2/3, 219-231.
9. Guarino, C., Ridgeway, G., Chun, M., & Buddin, R. (2005). *Latent Variable Analysis: A New Approach to University Ranking,* Higher Education in Europe, Vol. 30, No. 2, 147-165.
10. Hazelkorn, Ellen (2007) *The Impact of League Tables and Ranking Systems on Higher Education Decision-Makin*', Higher Education Management and Policy, Vol. 19, No. 2, p 81-105.
11. Hazelkorn, Ellen (2007). *How Do Rankings Impact on Higher Education?* IMHE Info. www.oecd.org/dataoecd/8/27/39802910.pdf, accessed on 20 December 2009
12. Hazelkorn, Ellen (2008). *Learning to Live with League Tables and Ranking: The Experience of Institutional Leaders, Higher Education Policy,* Vol. 21, No. 2, 193–215
13. Hazelkorn, Ellen (2009). *Rankings and the Battle for World-Class Excellence: Institutional Strategies and Policy Choices,* Higher Education Management and Policy, Vol. 21, No. 1, p. 55-76.
14. King, Roger (2009). *Governing Universities Globally Organizations, Regulation and Rankings*, Edward Elgar Publishing Limited, Cheltenham, UK
15. Liu, Nian, & Cheng, Ying (2005). *The Academic Ranking of World Universities*, Higher Education in Europe, Vol. 30, No. 2, 127-136.
16. Liu, Nian (2009). *The Story of Academic Ranking of World Universities*, in International Higher Education, in The quarterly publication of the Boston College Center for International Higher Education, no. 54, winter 2009
17. Locke, W., Verbik, L., Richardson, J. and King, R. (2008) *Counting What Is Measured or Measuring What Counts? League tables and their impact on higher education institutions in England*, Report and Appendix D. Detailed finding of the survey of higher education institutions, Bristol, Higher Education Funding Council for England
18. Mărcuş, Andrei (2009). *On the Mathematics of Ranking Universities and Scientific Products,* Paper presented at the International Conference Academic Cooperation and Competitiveness. University Ranking Methodologies. September 17-20, 2009, Cluj-Napoca http://conference.ubbcluj.ro/competitiveness/files/marcus_math-of-ranking.pdf, accessed on 20 December 2009
19. Marginson, Simon & van der Wende, Marijk (2007). *To Rank or To Be Ranked: The Impact of Global Rankings in Higher Education,* Journal of Studies in International Education, Vol. 11, No. 3-4, 306-329.
20. Merisotis, Jamie P. (2002) *On the Ranking of Higher Education Institutions*, Higher Education in Europe, 27:4, 361 - 363
21. Miclea, Mircea (1999). *Psihologie cognitivă. Modele teoretico-experimentale* [Cognitive Psychology. Theoretical and experimental models], Editura Polirom, Iaşi.
22. Rindova, V., Williamson, I. & Petkova, A. (2005) *Being Good or Being Known: An Empirical Examination of the Dimensions, Antecedents, and Consequences of Organizational Reputation''*, The Academy of Management Journal 48 6 (2005): 1033–1049.
23. Rocki, Marek (2005). *Statistical and Mathematical Aspects of Ranking: Lessons from Poland,* Higher Education in Europe, Vol. 30, No. 2, 173-181.

24. Guvernul României (2008). *Ordonanţa de Urgenţă Nr. 191 din 25 noiembrie 2008 pentru modificarea şi completarea Legii Învăţământului Nr. 84/1995* [Emergency Ordinance no. 191 of 25 November 2008 amending the Law of Education no. 84/1995]
25. Sponsler, Brian (2009). *The Role and Relevance of Rankings in Higher Education Policymaking*, The Institute for Higher Education Policy
26. The International Ranking Expert Group (2006). *Berlin Principles on Ranking of Higher Education Institution* www.che.de/downloads/Berlin_Principles_IREG_534.pdf, accessed 20 December 2009
27. Usher, A. and M. Savino (2006). *A World of Difference: A Global Survey of University League Tables*, Educational Policy Institute, Canadian Education Report Series
28. Usher, Alex & Savino, Massimo (2007). *A Global Survey of University Ranking and League Tables*, Higher Education in Europe, Vol. 32, No. 1, 5-15.
29. Vlaamse Vereniging van Studenten (2008). *Ranking: University Hit Parade or Student Information System.* http://www.vvs.ac/files/ranking%20speech%20students.doc, accessed on 20 December 2009
30. Webometrics Ranking of World Universities (2009). http://www.webometrics.info, accessed on 20 December 2009

VISUAL ARTS CURRICULUM AS A SUPPORT FOR CREATIVE BEHAVIOUR CONFIGURATION IN PRIMARY SCHOOL CHILDREN

LECT. RAMONA RĂDUȚ-TACIU PHD
"Babeş-Bolyai" University, CLuj-Napoca
ADRIANA CÂMPEAN MA STUDENT
"Babeş-Bolyai" University, Cluj-Napoca

Zussammenfassung: Die Welt in der wir leben, zeigt oft, dass Menschen ihre täglichen Aktivitäten unter dem Einfluss von zwischenmenschlichen und, vor allem, sozialen Faktoren organisieren.
Das Erkennen von Einflussmethoden auf die menschliche Persönlichkeit führt zur Bestimmung der persönlichen Merkmalen jedes Individuums. Das angeborene oder das erworbene Talent materialisiert sich zu neuen, originälen Kreationen, zu welchem Gebiet sie auch immer gehören. Der schöpferische Prozess beinhaltet eine Folge von Schritten, die zur Entwicklung des kreativen Produktes führen. Um aber dieses Produkt, diese einmalige Finalität zu erreichen, werden viel Aufwand, Konzentration, aber auch Phantasie, Intelligenz, Flexibilität des Denkens, Willen und wesentliche Motivation benötigt.
Es wäre für jeden Lehrer oder Professor für Kunsterziehung wünschenswert, anhand der speziellen Techniken und Werkzeugen dieser Bildungsdisziplin sich mehr um die Art und Weise, wie die Schüler ihre Gefühle ausdrücken möchten, zu kümmern.

Keywords: arts curriculum, inventics schools, creative personality, visual arts

Schlüsselwörter: täglichen Aktivitäten, originälen Kreationen, Einfallsreichtum, kunstlerisch-kunstlisch Erziehung

1. Stimulating creative behaviour in primary school

Creation has long been seen as the ownership of a limited minority.

Today, we say that any valid individual can improve his/her work or activity by a small innovation or invention. To reach such a performance, it is necessary to show a special concern and to have favourable conditions to develop one's imagination. We often see new courses or schools opened as "creativity courses" and even "inventics schools".

To develop a creative personality requires a good blending of internal and external factors. However, there are specialists in creativity that stress the role of non-intellectual factors in creativity. For instance, Teresa M. Amabile (professor at Brendies University)

emphasises intrinsic motivation for stimulating general creativity and creative behaviour mainly for the primary school. Moreover, inhibitive factors for the pupil's creative behaviour should be removed, as follows:

a) Factors dependent upon *certain features of the pupils:*

- intolerance to peer opinions;
- devalued self/perception, often found in statements such as "I am not a creative person" or "I have never made anything interesting";
- fear of being ridiculed that has a paralysing effect, as they do not want to make mistakes, to be criticised, so that the children favour not acting or staying in the shadow;
- conformism and excessive dependence on somebody else's opinion, the wish to adjust to social models and values;
- the tendency to interpret any structure as closed. This tendency is often the result of the manner of presenting teaching materials, mainly when the material is static, sufficient, or does not asks for interpretations or questions.

b) Factors dependent upon *certain features of the teacher:*

- certain behavioural patterns: sanctioning the daring uncomfortable questions, exaggerated stress on class competition or premature critical attitude;
- the emphasis on copying/reproduction in school, not enough appreciation of originality. In this respect, we can distinguish between *stimulating teachers*, that encourage self expression, teachers available outside the classroom and *inhibiting teachers*, lacking enthusiasm, very critical, stiff and conservative;
- the induction of the need of sure, doubtless aspects by insisting until the teacher anticipated answer is obtained in the wished form.

c) Factors depending on *features of the education system**:***

- pupil overload;
- heavy manuals, organised deductively, with extracts of science in concise and systematised forms, but lacking dynamics and giving the pupil the impressions that mankind made all discoveries at the same time.

Thus, the frequent assessment during classes, the stress on competitivity, the restriction of potential answers, the encouraging of conform ism can diminish the creative tendencies of the child.

Opposite to these barriers in front of creativity, are placed those who stimulate creativity. In tight connection are the *creative attitudes*, defined by Gary A. Davis as "dispositions, orientations influencing sentiments and actions of persons in relation with creativity". Creative attitudes include features that predispose the person to creative thinking and productivity in creativity". Here are some *creative attitudes*: capacity of being amazed, to concentrate, to understand the Ego as the initiator of own acts, the will of "being born every day again", capacity to admit one is different, the trust in own feelings and thoughts. From these one can define the *profile of the creative personality*: an intelligent,

independent, original, open, intuitive, sensitive, energetic, dominating, possessing the sense of humour person preferring complexity and ambiguity and having confidence in the self.

The teacher can stimulate creativity in the classroom in the following ways:

a) accepting and encouraging the divergent thinking (for instance, the teacher puts the following type of questions during an activity: „Can anyone suggest another way of understanding what I said?");
b) tolerance for nonconforming opinions (for instance, asking children to give arguments in favour of opposing opinions);
c) encouraging pupils to trust their own judgments;
d) emphasising that anyone can be creative to a certain extent (for instance, the teacher admits and appreciates the creative efforts of all activities made by children, underlining the positive not the negative aspects of their activities).
e) encouraging children to think, to discover and not threatening them that assessment will come on the spot. Continuous assessment, mainly during initial education, makes children become afraid of using creative learning means. It is important to accept errors and to recognise them as components of the creative process.
f) encouraging curiosity, exploring, experiments, putting questions, testing and developing creative talents. It is necessary that pupils are taught to explore, to visualise problems, to invent or modify some of the procedures learnt, to listen, define aims and cooperate in teams;
g) stimulating the pupil in his own social environment;
h) aiming at quality creation, not only at performing;
i) rewarding the expression of a creative idea or action;
j) not imposing the teacher's solution to problems;
k) challenging pupils with new, original ideas;
l) providing open evaluations, controversial ideas that challenge and set problems to children;
m) encouraging pupils to write down their own ideas in diaries and notebooks.

Consequently, one can notice that the creative activity is on e of the most challenging things in one's life that implicitly draws about the biggest awards. Primary school children can show vivid imagination, mental flexibility and good intuition, sense of humour, playful attitude as well as maximum freedom in associating ideas.

In order to assess the creative potential of primary school children, novelty, originality, rareness, productivity, demonstrability and social value of developed products are used as criteria.

2. Role of visual arts in developing primary school children's creative capacities

Children's receptivity and curiosity, their rich imagination, the spontaneous tendency to the novel aspects, the passion to imagine, the desire to construct, all these can be fed and fulfilled effectively and can be capitalised properly by making requirements and

training children to respond to these requirements, that will finally be positive supports for the stimulation and cultivation of the creative potential of the young school goer.

The mental representation capacity to create a concrete image of reality and to graphically reproduce it represents an index for the psychological maturity of the child. In this respect, it is unanimously admitted that the drawings made by children represent a privileged manner of getting to know his personality. The drawings are also a communication means. They narrate graphically the feelings of the child that he cannot always express verbally. The same creations can be a means to get acquainted with his own body and the social cultural context of origin as well as a way to explore the child affectivity.

It is necessary for the teacher to be aware of the fact that drawing unveils the developing personality, his level of intelligence, his affective vibrations, the relations with his family, some of his dramas (if any), the difficulties to adapt to the social environment. The teacher can also find out from drawings if the child is gifted for drawing or painting and if so, the teacher can orient the child to develop in this sensitive sector with a view of becoming a future artist.

The education of creativity first supposes a that adults develop a climate and make varied actions to remove factors that could stop the creative potential of the child, be they internal – dependent on the personality of the child, or external – that is based on the physical and mainly human environment. In this way the child will be given a free way to release his own potential and to self-express. The release of the creative potential requires adult help and support, in the form of a permissive climate that could, for instance, recognise and encourage children manifestations, production of physical or material situations and conditions for the experiments of the children. The training and education for creativity in school consists in developing specific activities and attitudes where exercises and teaching-learning activity are mixed with attention to each child, to his personality, to being concerned as a teacher not to stop the creative potential of the child, but to establish a supportive environment.

The eye needs colour as the world needs light. The world is colourful! A world without colours would be sad, would even seem dead. We realise this when we com pare a sunny summer day, lighted in the blue sky, and with flowery fields and a rainy late autumn day, dominated by grey. Even when preparing for the arrival of winter, colours exist though in a limited range. Absolute darkness lacks colours at all, in it a weak ray gives birth to colours, so that colours depend on light. Light is their very source.

Some researchers have demonstrated and evidences that the human perceives first colour and then shape in objects. Occupying an important place for the human world, colour is met in the everyday life and activity of the people in every moment. From traffic signs to clothes, the colour of the objects and industrial facilities, from flowers and home interiors to facades, advertisements, posters, books and magazines, from the natural environment to painting, symbols and significances, from the psychological diagnosis to the

psycho-chromatic treatment, chromotherapy has installed both as a research team and a common practice of hospitals treating various diseases of people.

It was proved that in an agreeable colourful environment with well chosen and blended orange, light blue and yellow shades, our children's intelligence and creativity substantially increases. Then, another finding shows that the differentiated sensitivity of children raised in the rich and colourful countryside is higher than with children raised among the grey walls of cities.

In the learning-teaching process, colours have a positive effect upon perception, attention, memory, increasing the level of understanding and learning by acquisition. The study of the influence of colours upon the psychological processes showed that children using to learn colourful materials obtain higher performance than those working on black and white materials.

Colour brings about joy or sadness, cures soul injuries, develops intelligence and imagination, provides improved product at work, removes tiredness and establishes well being. The child benefiting from arts, acquires the "grammar" rules of the language used to understand art or can create it and the facilitator and mentor of this acquisition can only be the teacher. That is why being a teacher who masters arithmetic or Romanian or other basic subjects is not enough, it is compulsory for the teacher to master the grammar of arts too.

It is our duty to teach children the basic notions and knowledge related to science, but also to make them understand artistic messages, to cultivate their spirit, taste, and aesthetic sense.

Since old times, people have painted, drawn, and sculpted. Cave paintings are a proof of this statement. They belong to late paleolithic age that existed over 30 000 years ago. They demonstrate that art used to be for our ancestors too a way of expression and living their own sentiments and feelings.

If the game is the reason of being a child, then arts can take the form of the game. Playing while producing art means to teach to children plastic arts elements (points, lines) with the purpose of getting them familiar with the main features of these elements.

Through exercises, pupils improve their visual acuity, their sight, spirit of observation and they especially acquire skills related to getting to know various procedures in work techniques.

By direct observation of nature, children can choose elements that could be rendered by points and lines. The exercises of this kin d shall be:

1. Observe and exemplify:
    a) small points: flowers, sand, seeds, stones;
    b) orderly arranged points: bee swarms, flocks of birds etc;
    c) disorderly arranged points: stones, stars, poppies in the wheat;
    d) horizontal lines: the road, the railway, the river;
    e) vertical lines: the well, the derrick;
    f) thick lines: the tee trunk, pylons;
    g) thin lines: twigs, electricity lines.

2. Observe and group: pupils receive a set of pictures with animals, birds, insects that they have to classify after the criteria given (points on skin or feathers, lines on skin, small points, eye points, orderly points, disorderly arranged points).

One can use various techniques to find a point. For instance, for the lesson "Flowers and bees" points shall be made with the brush tip and fingers introduced in paint, where flowers will be the fingerprints with paint , the rest of the points the bees; for the topic "Sunny day", „Rainy day" stamping and spraying shall be used as methods.

Another plastic language element studied in primary school is the line. To produce a line, there are used various means. On a white background, children draw vertical lines with the pencil, pen, brush, stick, rubber or paper edges. After lines are drawn, children will observe them carefully, will analyse them, compare them and group them according to the following criteria: thick lines, thin lines, fine lines. "The small fir tree" shall be draw as follows: the twig is drawn with the brush tip, on both sides fluid paint points are placed, and air is blown through a tube over these points orienting them to the main line.

In arts classes, complementary activities related to the rest of topics can be used to achieve interdisciplinarity at the same time. To recognise colours, games like: „Let us enlarge colours!", „Do not let colours come into touch!" can be used.

For the constructive and spatial role of the line, games like „Build from sticks and draw!", „Draw with geometrical figures!" can be applied. Short stories can also be used with respect to: drawing the sun, the magic box, painters, magic, seasonal colours as well as other stories that have staged content to explain signs and shapes: „The snowdrop", „The tulip", „The apple", „The chicken", „The stork", „The fir tree", „The ship".

Puns of words or riddles to be answered by drawings represent an accessible and pleasant activity. The mixing of games, poems, stories, exercise and practice in drawing help children learn gradually specific terms, improve visual acuity, and spirit of observation and some skills related to work methods and techniques as well.

The children that benefit from a proper artistic and plastic education and training are prepared to understand later on works of art, finding satisfaction in their decoding. They will be able to set their own artistic space, to value folk art wealth, to appreciate really valuable works of art, that is they will be able to formulate artistic taste and value judgements.

The worth of these methods lies in that the pupil is freed from patterns that have developed because of routine. Released, the child starts thin king and working freely, can easily find new ways, and this will be evident in his everyday life too. In this manner, the pupil is stimulated to try, to discover, to become aware of all constructive and expression possibilities of all instruments and materials used. Only in this way he gets the right to choose what is most proper for a certain topic, to emphasise availabilities possessed for one vision or another. To the extent skills and capacities are formed, the child can work with larger and larger units in a independent, creative, pleasant and attractive activity.

Assessment criteria used to apply these methods could be creativity (what is unexpected, singular, imaginative), pleasant design, composition/product personality.

All these methods challenge the child's spirit, his mental and artistic and plastic habits. The capacity of the children to express themselves artistically and plastically can be seen as the first step for the manifestation of their being, facilitating live, straightforward, personal and impressive communication with life. When the child paints a flower, he also expresses in it a part of his soul. When he shows it and gives it to the world, he awakens the interest and admiration of the others, and sets a dialogue related to image and beauty. In this way, he individualises his feelings (to the flowers), makes them personal and communicates with the others, based on emotions, discoveries and feelings.

In conclusion, we can say that we are convinced that visual arts is part of he sphere of knowledge and creativity, i.e. the education of senses related to creative thin king and intelligence that promotes flexibility, critical spirit at the same time the latter being important functions of creativity.

The content provided by proper formulations in the form of problems, rules or play instructions are the most adequate for the primary school child where „the play with the creation" is the basic teaching method related to heuristic learning. That is why the teacher has the duty of finding the children that are highly creative while working in contexts developed with this specific purpose.

Creativity should not be made equal with the specific characteristics of isolated individuals, but rather with the optimal interaction resultant of the cognitive system of a person and the social and cultural context in which one develops. Consequently, a harmonious environment that stimulates free expression can contribute to developing the creative potential of he child. Such an environment is defined by the following components (also mentioned in the present work): the allocation of substantial time resources on behalf of the teacher with the aim to develop the children's creative thinking; reward for creative ideas and products, encouraging risks to provide unprecedented answers; tolerance for wrong and unexpected answers, imagination of other viewpoints, environment exploring, queries upon well known facts or assumptions, generation of multiple hypotheses, focus on general ideas rather than on specific facts, reasoning on the thinking process. Let all these actions be performed only in a warm and relaxed affective atmosphere so that the child's personality develops permanently.

Developing pupils' creativity to improve their performance means a change in paradigm, in the pedagogical practice, dependent upon moving from teaching with the purpose to learn and reproduce what is learnt, to pupil-centred learning; the latter is the real challenge for the teacher, that will not simply convey knowledge, but will organise and favour education and practice in creativity; the promotion of cooperative learning as the optimal modality of reaching knowledge and developing, by practising oral and written communication abilities and skills, of abilities to receive written and oral message; creativity stimulated by cultivating a diversity of opinions and experiences, as the basis for

acquiring personal independence and autonomy; increasing responsibilities to assume opinions is supported by logical arguments; the implementation of interactive teaching strategies, that place children in real communication, learning, problem solving, original product development situations, having a creative support.

Bibliography

1. Amabile, T., (1997), *Creativitatea ca mod de viaţă – ghid pentru părinţi şi profesori*, Ed. Ştiinţă şi Tehnică, Bucureşti.
2. Călcîi, M., Cemortan, S., (2001), *Dezvoltarea creativităţii la preşcolari*, Chişinău Universitas
3. Cristea, M.; Nițescu, V.; Panait, D. H.; Stănescu Surdu, E., (1997), *Ghid metodic de educaţie plastică. Pentru clasele I-IV şi pentru activitatea metodică din şcolile normale*, Ed. Petrion, Bucureşti
4. Roco, M., (2001), *Creativitate şi inteligenţă emoţională*, Ed. Polirom, Iaşi
5. Şuşală, I., (2000), *Estetica şi psihopedagogia artelor plastice şi a desenului*, Ed. Sigma, Bucureşti

ENVIRONMENTAL EDUCATION IN THE KINDERGARTEN, A NEED IN THE ROMANIAN CURRICULUM

HELENA MARIA SABO, RUDOLF SPAN***
**Facultatea de Psihologie şi Ştiinţele Educaţiei, Cluj-Napoca*
***European Advisor Brüssel/Germany*

Abstract: Nature protection is increasingly becoming one of the most important concerns of contemporary society and of three major issues: deterioration prevention, environmental remediation actions and environmental reconstruction, which consist mainly of remedies, and preservation or maintenance of the de-polluted areas.
Interest and love for nature are at the most children instinctively. In addition, attitudes and beliefs of children formed an early age are those retained for a better life. Therefore, the education made in kindergarten has to start from children's natural interest for plants and animals, for what is, in general nature to them. This project is supported by Rector Ms Heidi Reithmeier/Germany, having in mind that Germany was the first that has implemented such guidelines at the International Conference in Stockholm-under Agenda 21- introduced in school curriculum.

Keywords: ecology, love, instinct, interest, involvement

Zusammenfassung: Naturschutz wird immer mehr zu einem der wichtigsten Anliegen der modernen Gesellschaft unter mindestens der drei wichtige Aspekte: Verschmutzung der Umwelt zu verhindern, Maßnahmen zur Sanierung der Umwelt, Erhaltung der Natur. Die Interesse und die Liebe zur Natur sind für die meisten Kinder instinktiv. Darüber hinaus Kindern müssen schön sehr früh, im Kindergarten überzeugt werden für ein besseres Erhaltung des Umwelt. Deshalb müssen in der Bildung schön im Kindergarten , eine Interesse zeigen für Pflanzen und Tiere , für das was in der Regel " Natur bedeutet " für die Kinder.
Dieses Projekt wird unterstützt von Konrector Frau Heidi Reithmeier/Deutschland. In der Tatsache, Deutschland wahr als erstes die, die Internationale Richtlinien von Stockholm umgesetzt hat im Rahmen der Agenda-21 und Eingeführt in der Schule Lehrplan.

Schlüsselwörter: Ökologie, Liebe, Instinkt, Interesse, Engagement

1. Introduction

The preschoolers must realize that environmental problems are worldwide, of everyone and of each of us and our every negative action; however insignificant it is may affect in a destructive way the nature.

The alarm signals released by experts, the explanations and statistics compiled by them undoubtedly have a role, but effective action involving and training in environmentally sensitive reached through awareness and training emotional and volitional components of children's.

Therefore, environmental education activities must be conducted in a relaxed atmosphere, where the interest and communication to encourage the initiatives, but also the each one options.

The main purpose of environmental education is to give to every individual the opportunity to express a personal attitude, responsibility towards the environment they live. Environmental education is as a specific skill and a way to understand the relationship between man and living environment, which is not only his, but of plants and animals.

The starting point of this exercise is the optics you need to express our respect for the natural environment that benefits all and they will inherit the future generations. So it is important that we, who have the task of educating the little ones to have a better environmental conscience, so that the actions we are carrying out to be effective and credible in front of children.

2. Material and method

The main purpose of environmental education is to give to every individual the opportunity to express a personal attitude, responsibility towards the environment they live. Therefore, education must start from children's natural interest for plants and animals, for what is, in general nature to them and in particulary the forest. It is important that we, who have the task of educating the little ones to have a better shaped environmental conscience

The preschoolers must realize that environmental problems are of the entire world, of each of us, and every action of ours can negatively affect the nature.

Environmental education activities must be conducted in a relaxed atmosphere, where interest and communication encourage initiatives.

Given that the "**forest**" is the environment where they spend all their lives, here are protected and safeguarded and that almost all stories, poems and songs in the planned joint action occurs in the forest - in all seasons - we have proposed, and had agree with parents and children from the group, to achieve the optional: "THE SMALL ECOLOGISTS" (Project developed by the Clearing Forests Nursery, Jud. Satu Mare, conducted in 2007-2008)

Thus, children will be educated and directed into the mysteries of the forest - as a group - to do so that their powers remain forever fresh in environmental powers and can stop the damaging of the giving laboratory of air, life, health, recreation and good humor.

Through stories, readings, poetry, readings after pictures, songs, talks, practical work of planting trees, flowers, plays, dramatization, hiking and mountain tours in various locations close or distant, will seek to objectives, this optional and involve both children and parents, but also the community. The involvement of this, have made a partnership with

the Department of the Forestry of Crucis municipality, to complete the green space in the period: March 15 to April 15 (Forest Moon) with juveniles of various species: pine, spruce, larch and realization of flower roundels.

Addressing the environmental education in kindergarten has certain methodological features; the ultimate goal of this approach is adequate training and sequencing of environmental behavior of concrete actions to protect the environment.

The logic diagram approach to environmental education has certain formative stages that describe a route that can be followed by any teacher, making use of careful discipline specific content and methodology:

1. Perception and observation of nature. This first step may be best achieved through the exits in nature, excursions, and camps. The first step of direct contact with environmental elements constitutes the premises of the next steps.

2. Determination of living and awareness of sensations and feelings on their children. Following collection of environmental issues, children are attracting attention pleasure of looking at the clear sky, to inspire fresh air of a forest, listening to the murmur of a brook, etc... At this stage it is the role of teacher to discuss and draw attention to these issues and to highlight the benefits of a clean, healthy, and our membership in the natural systems of life and communication between us and the natural environment.

3. Involvement. Through discussion, having established the place and role of each in space and time in office may be relevant ways of involving the individual, how we can help.

4. Accountability. This step is essential in forming an appropriate behavior structure. If there is involvement, there must be accountability. The steps referred to environmental education conduct at this level show the environmental performances. The default reasons is that information accompanies and supports the sensory perception, sensations analysis, employment in natural living system, defining the role of staff, respectively, individual involvement and accountability.

5. The composition of a strategy for action. This step is a next move to a concrete action. The fact that, as teachers, organizing various activities with children's is not enough. Achievement, indeed important, would be to form that interest to the children's and those skills which enable them to understand how to organize such actions and to act on their impulse.

In order to form an environmental conduct to children's as we start from a simple idea but quite effective in terms of emotions and feelings: the transposition of the element instead of the wild child who has suffered from human aggression. The child put in the position of the assaulted one and of that which can not defend himself, the child will realize that he has to give "right to exist" to all the environmental elements around him. Gradually he will understand that any action of destruction or extermination of any kind is very damaging because it spoils the balance of nature.

Given that at least in our area the forest starts "at the side of the house begins and ends at the edge of heaven", the motivation was strong and we have proposed that in an

organized manner, "to penetrate the mystery of the forest" and try to stop the mutilation of the "laboratory of the Earth".

To preserve and improve the environment for the whole society is a primary goal, a task whose performance should be coordinated and harmonized well in education.

In support of this educational behavior comes educational program "Eco-Kindergarten" which has the aim to increase children's awareness on environmental issues, thereby putting the foundation aims to clarify the development of children belonging to the environment. I encouraged discussions and group work, and any initiative taken to protect the environment. This program outlines the strategy for action in environmental education, our unit level. The benefits that we believe that kindergarten in the area of *Clearing Forests* (the continuation of Eco-Kindergarten program) are:

• Raising children in the problem of maintaining a clean, healthy and aesthetically environment;

• Growing in children's the love for earth, for all elements entering into its composition: water, plants, animals, etc.

• Educating children for the purpose of preserving the health of the environment in which they live;

• Acquiring specific rules of conduct to ensure balance between human health, society and environment;

• Forming disapproving attitudes toward those who violate the rules specific to preserve environmental hygiene;

• Promoting our kindergarten to the rank of Eco-kindergarten, according to EU standards as a result of educational activities carried out and running the said program.

Purpose:

• to educate children's and local community to maintain a cleaner and healthier environment for rational use of natural resources and maintaining ecological balance and to preserve nature for future generations.

Objectives:

• To sensibly and awareness the local community, children's and parents towards environmental issues;

• Creating in the kindergarten and in his surroundings of a pleasant ambient environment, through planning and landscaping;

• Formation of ethical behavior, citizenship;

• The formation of some conservation habits;

• Involve children's in the collection of recyclable materials - Paper and Bottles.

Example of a didactic project:

GROUPS: Large

Category of activity: integrated activity

(Environmental Knowledge, Education Language, Mathematics Activity)

Unit Content: Nature-Wild Animals

THEME: 'little explorers'

Means of implementation: Training Game

Type of business: Better knowledge

Fundamental objectives: the assessment of skills acquired by children in the project "wild".

Operational objectives:

• *Cognitive:*

- to describe a wild animal.
- how to classify animals after feeding.
- to narrate briefly about loved pet.
- to guess a animal by a description or a riddle.
- to count the animals and to compare them quantitatively through the mail.

• *Psycho-motor:*

- to handle the materials properly for the duties.

• *Affective:*

- to love and protect animals.

Teaching strategy:

Methods and procedures: conversation, explanation, the cube method, brainstorms, riddles and role play.

In computer education: Plane with wild animals, plastic cube, plush animals, and coins.

Forms of organization: individual, side by group.

Game rules:

- Children respond to teacher questions,
- They handle the teaching material (divided into 3 groups),
- Wins the team that accumulates the most points.

Teaching load:

Children will group animals by the place where they live, will describe the animals, they do count and make up sentences about your pets.

Elements of game: surprise, race, applause, riddles.

Framework Objectives:

• Training and exercise habits of care, protection and environment protection in order to foster a positive attitude towards it.

• Develop interest in achieving a balanced environment:

• Acquiring rules/rules aimed at ensuring an ecological balance character of human health, society and environment and an attitude disapproving training than those who violate these rules.

Reference Objectives:

• To know the components of the surrounding world: plants, animals, birds, wind;

• To conduct some simple experiments to discover the operations side of the environment pollution factors (natural and artificial);

• Identify forms of relief - hills, valleys;

• Charge/differentiate the existence of interactions between humans and the environment;

• To explore reactions of plants, animals in different situations under the influence of environmental factors;

• To observe a period of time - a specific topic - the development of a plant, to investigate;

• To collect and observe nature through tours, trips in the wild;

• You live in a natural sensations and feelings,

• To become personally involved in the protection and conservation;

• To take responsibility;

• To develop an interest in such shares.

3. Conclusions

In extension, the fundamental "equation" to life on this planet is to find a balanced ratio between economic needs and ecological capacity of the planet, understood as a real capital of nations, clearly limited and easily perishable in terms of poor management. The man is an active factor in the spatial and temporal dynamics of the biotic environment in general and forests in particular. Anthropogenic factor actions can be only positive conclusions, especially since today the growing number of scientists consider environmental degradation in general, and forests, in particular, as the most dramatic crisis of mankind.

The curiosity of children's leads to the accumulation of knowledge about the environment, about his protection, which contributes to the development of children's to think logically and correctly and to interpret the issues around them.

References

1. Drucker P.F., (1999), *Realităţile lumii de mâine*, Editura Teora, Bucureşti.
2. Johann D. (2006), *Sustainable development,* Report of the IUCN Renowned Thinkers Meeting, 29-31
3. Ciubotaru M., (2005), *Educatia ecologica in gradinita*, Editura: CD Press.
4. Mazilu M., (2004), *Ecologie şi protecţia mediului înconjurător*, Editura Mirton, Timişoara.
5. McKercher B., (2003), *Sustainable Tourism Development: Guiding Principles for Planning and Management*". Hong Kong Polytechnic University.
6. Sabo H., (2008), *Umwelterziehung - Eduaţia environmentală în Şcoli*, Editura Casa Cărţii de Ştiinţă, Cluj-Napoca.
7. Sabo H, Mac I., (2009), *Umwelterziehung-Educaţia environmentală în Universităţiile de Ştiinţe Aplicate*, Editura Druck Zentrum, Nurnberg/ Germania.

RESULTS OF THE DIFFERENTIATED INSTRUCTION BY USING EDUCATIONAL SOFT APPLIED FOR A TEACHING UNIT FROM THE 10TH GRADE PHYSICS CURRICULUM

LILIANA DANA LUNG
Grup Şcolar Material Rulant "Unirea", Cluj-Napoca

Zusammenfasung: Die vorliegende Arbeit soll darauf hinweisen, die qualitative und quantitative Ergebnisse einer didaktischen Experiments in einem interindividuellen Design an Proben der Schüler in der 10 Klasse von Grup Scolar Material Rulant "Unirea", Cluj-Napoca, für den differenzierten Unterricht angewendet wurde mittels eines pädagogischen Soft konzipiert von dem Lehrer der Physik. Die erzielten Ergebnisse zeigen signifikante Fortschritte in den Subjekten der psycho-pädagogischn Experiment, nicht abhängig von dem Rang der Gruppe. Das hohe Niveau der Aktivierung, die Entscheidung der Lehrroute, die Art und Weise der Interaktion mit dem Programm beinflűsen die Entwicklung der Schülerinteresse an dem Studium der Physik.

Stichwort: differenzierter Unterrich, interindividueller Design, pädagogisches Soft.

Abstract: The present paper is meant to point out the qualitative and quantitative results of a didactic experiment within an intersubject design on samples of students in the 10th grade from Grup Şcolar Material Rulant "Unirea", Cluj-Napoca, for which differentiated instruction has been applied by means of an educational soft conceived by the teacher of physics. The obtained results show a significant progress in the subjects of the psycho-paedagogical experiment, non-dependent on the level group they were included in. The high level of activization, an implication in the decision of the instructional route, the way of interacting with the program has brought about developing the students' interest in the study of physics.

Keywords: differentiated instruction, intesubject design, educational soft.

1. Scenario of the didactic research

1.1. Researched problem

By studying the official curricular documents like general curriculum, syllabuses, textbooks, auxiliaries and taking the pedagogical practice, into consideration the identified problem under didactic research is presented. At present, there are some difficulties in studying nature science, especially physics, at the pre-university level in Romania. Among the causes of the above difficulties are: the unequal ratio between the content stipulated by the school curriculum and the number of classes assigned for this science, the quantitative and

qualitative contents of the textbooks which do not correlate with the intellectual abilities of the students, the lack of didactic materials and means in general and of the modern ones in special, or the use of some auxiliaries inadequate from a qualitative point of view, the reduced degree of implication of the students in the process of instruction, due to the use in a great proportion of some classical teaching methods and of the frontal organization of the group of students, the mathematical language, which is sometimes difficult or is deficient, due to the disagreement with the school curriculum in maths, the reduced degree of the applicability of knowledge in physics within the students' professional training.

The development of competences as stipulated by the school curriculum is not possible just by using the classical strategies of teaching-learning-assessing. The individual differentiated instruction on level groups by means of the educational soft conceived by the teacher of physics can represent a successful alternative.

1.2 The objective and hypothesis of the didactic research

Objective: to estimate the level of developed competences stipulated by the curriculum for the 10^{th} grade, as a result of the differentiated instruction by means of the educational soft and to compare the results obtained by the students in the experimental and control class.

Hypothessis: The students who are to use the educational soft for the differentiated instruction will obtain significantly better results than those for which frontal instruction will be used.

1.3 Methodology of the didactic research

For the proposed research, the method of the **psycho-pedagogical experiment** has been used. The technique of the equivalent parallel samples (within an experimental intersubject design) to see to what extent the independent variable (the differentiated instruction by means of the educational soft used in one teaching unit during the class of physics) has an influence on the dependent variable (the results obtained by the students in the applied tests). The results obtained in the posttest and the pretest and the result obtained in the retest and the pretest for the experimental class and the control one have been compared.

The test of assesment applied in the pretest , posttest and retest were equivalent, containing items with a closed answer, of filling in, of association, of multiple-choice, answer as well as items with an open answer, with upgraded difficulty, as knowledge, application and analyzing are concerned. Only these taxonomic levels were aimed at having in view the fact that the subjects of the experiment are students at a technical schooling group and their instructional level is medium or low.

1.4 Samples

1.4.1 Sample of subjects

The subjects of investigation were 40 students from Grup Şcolar Material Rulant "Unirea" from Cluj-Napoca. Class samples have been used with stratification according to

the previous level of knowledge, to their cognitive capacities, rhythm of working, to the activism of the students, on two level groups (bad and good students).

We have chosen two level groups because a preselection had already been done by the computerized system of distribution of the students and their entrance grade, thus a selection at the lower high school level having already been done.

Two equivalent parallel classes (10^{th} grade) have been chosen, whose "Gauss curve" was nearer to the demands of the statistical treatment found in the specialized literature (a normal distribution of the grades, near values of the mean, median and mode). To analyze the equivalence of the 10^{th} grade we took into account the final average mark in physics obtained by the 9^{th} form students and to establish the composition of the level group we also analyzed the results obtained at the pretest applied for a teaching unit and the observations made by the teacher on the students' behaviour while passing trough that teaching unit. Passing from one level group to another while developing the experiment has been done dynamically (during the experiment the student can take the decision to "migrate" from one level group to another, according to the route of learning he has chosen).

1.4.2 Sample of contents

The teaching units from table 1 have been chosen for a methodical processing with view to a differentiated instruction and a transposition in IT language sample of sample of contents:

Sample of contents: *Table 1*

Class	Teaching units	No. of lesson	Lessons
a X-a	Thermodynamic processes	7	Defining the thermodynamic processes
			Classification of the thermodynamic processes
			The model of the ideal gas
			General transformation
			Isotherm transformation
			Isochor transformation
			Isobar transformation

We chose to process these subjects because the abstracting degree of the contents is higher and the mathematical modelling of the concepts is used. On the other hand, the acquired concepts get an interdisciplinary value, operating while studying technical subjects and those of high practical application. The methodical processing of the contents on level groups, their change into an IT program with an attractive interface, the mode of interacting with the program, the permanent feedback the student receives within the teaching-learning process have made these contents more accessible.

"Thermodynamic processes" represents the educational soft realized as a collection of web pages, which control the student, with links to the LabVIEW interactive applications, executable files and to an Access data basis in which the student systematized the acquired concepts in physics, as a result of the instruction. The soft is meant to the individually differentiated instruction on two level groups.

2. Data analyzing, processing and interpretation

The research at this stage implied: the analysis, processing and quantitative interpretation of the results obtained the analysis and qualitative interpretation and exploitation from a psycho-paedagogical and methodical perspective.

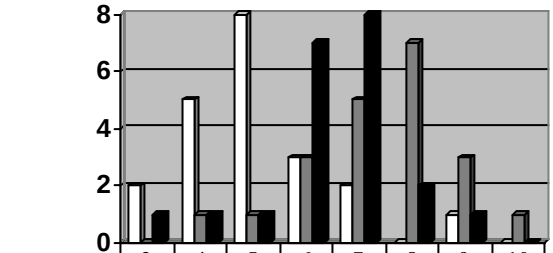
The result obtained while pretesting, post testing and retesting were organized as synthetic tables; distribution curves, comparative diagrams and statistical indicators were computed: central tendency/value (mean, median, and mode). The difference between means was followed using the t criterium. Following the evolution of the results, also statistically reflected in the graphics, comparisons were made and conclusions were drawn.

For the experiment based on intersubject design the results obtained by the two groups of students were compared, while to applying the independent variable-differential instruction with the help of educational soft to only one group.

For the content unit "Thermodynamic processes", the class X A was chosen as the control group. The statistical results are shown below (See Tables 2 and 3 and Diagram 1, 2 and 3)

Diagram 1

The distribution curves registered for the experimental class X A, in pretest, posttest and retest for the content unit "Thermodynamic processes":



	3	4	5	6	7	8	9	10
pretest	2	5	8	3	2	0	1	0
posttest	0	1	1	3	5	7	3	1
retest	1	1	1	7	8	2	1	0

TABLE 2

Statistical results of the experimental class XA, in pretest, posttest and retest for the teaching unit "Thermodynamic processes":

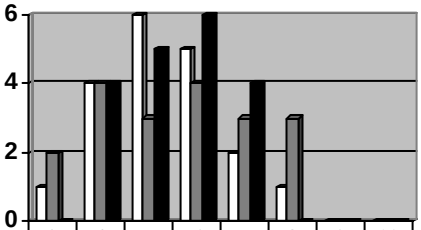
	Pretest	Posttest	Retest	**Mean difference between** the mark in posttest and the mark in pretest	**Mean difference between** the mark in retest and the mark in pretest
				+2.24	**+1,23**
MEAN	**5,09**	**7,38**	**6,43**		
MEDIAN	**5**	**8**	**7**	**t =8,23**	**t =3,51**
MODE	**5**	**8**	**7**		

Table 2 contains the means of the differences between the marks in posttest and pretest and retest and pretest, the mean, median and mode for the marks registered in pretest, posttest and retest, the t value for establishing the statistical signification between the mean for pair samples, for the experimental class X A.

- ✓ A mean difference of 2.24 extra points was computed for the marks registered in posttest as compared to the pretest for the experimental class. For 19% of the students differences from 1 to 4 points in the posttest and pretest were registered, for 24% a difference of 2 point was noticed, while for 28% a difference of 3 points was registered.
- ✓ The differences are maintained for the retest too, but they are less, maximum 3 points, what means that the results of applying the experimental variable were maintained.
- ✓ The result is significant, the differences were determinate by applying the independent variable "differentiated instruction by help of the educational soft", t value 8.23 for the posttest and 3.51 for the retest is higher than the value for the significance level of 0.01, 2.84.
- ✓ The values of the mean, median and mode are equal or very near, corresponding to a normal distribution, which was maintained during the experiment for the experimental class. (Diagram 1)
- ✓ The curve of the mark distribution moves its maximum to the area of higher marks in posttest, and remains at a little difference for the retest too.

Diagram 2

The distribution curves registered for the control class, X B, in pretest and retest for the content unit "Thermodynamic processes":



	3	4	5	6	7	8	9	10
pretest	1	4	6	5	2	1	0	0
posttest	2	4	3	4	3	3	0	0
retest	0	4	5	6	4	0	0	0

TABLE 3

The results of the control class, X B, in pretest, posttest and retest for the teaching unit "Thermodynamic processes":

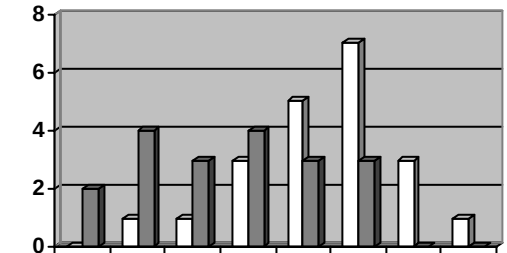
	Pretest	Posttest	Retest	**Mean difference between** the mark in posttest and the mark in pretest	**Mean difference between** the mark in retest and the mark in pretest
				+0,26	**+0,21**
MEAN	**5,31**	**5,57**	**5.52**		
MEDIAN	**5**	**6**	**6**		
MODE	**5**	**4, 6**	**6**		

Table 3 and diagram 2 present the statistical results for the control class, X B:

- ✓ The mean of the differences between the marks registered in posttest and pretest, and retest and pretest is almost 0. Keeping up the teaching-learning strategy did not produce significant changes of the results in the tree experimental stages.
- ✓ The value of mean, median mode were equal or very near, the mark distribution became bimodal for the stage of the posttest.

Diagram 3

The comparative diagram of the results obtained in the posttest for the content unit "Thermodynamic processes":



	3	4	5	6	7	8	9	10
X A	0	1	1	3	5	7	3	1
X B	2	4	3	4	3	3	0	0

In the comparative diagram (diagram 3) the evolution of the experimental class is represented related to the control class in the posttest stage.

Comparing the results registered in tables 2 and 3 and in diagram 3 for the two classes, experimental and of control, the following could be noticed:

- ✓ Within the present stage the classes were equivalent: the values of the mean, median and mode were almost equal.
- ✓ The application of the independent value on the experimental class determined the increasing of the process of actively developed competences, an increase of the general mean, median and mode by 2, 3 points was registered. In the case of the control class the values changed very little in the three stages.

3. Conclusions

Taking into account the observations made on the behavior of the group of students during the psycho-paedagogical experiment, some qualitative appreciations can be expressed:

- Each student was actively and consciously implied in the process of self- instruction and of discovering new knowledge.
- The students were able to take the best decision concerning their identification with the appropriate level group, the lesson being adapted to the general capacities of the identified group.
- Initially, the subjects needed and asked for more guidance from the teacher and then, during the experiment their implication became more independent
- The mode of interaction with the IT application, the immediate feedback offered after reaching each operational objective of the lesson and the formative evaluation at the experimental stage determined the increase of interest in the study of physics, the students expressing their whish for the future lessons to develop the same way.

On the basis of the statistical data from the previous chapter the following conclusions have been drawn:

The results obtained indicate a significant progress of the subjects of the psycho-paedagogical experiment, no matter the level group they were included in, the hypothesis is checked up: **The students who used the educational soft for a differentiated instruction have reached significantly better results than those for which the frontal instruction was applied.**

The differentiated instruction by means of the educational soft aims at changing the instruction focused on the information provided by the teacher to self-instruction, during which the student actively and consciously acquires knowledge, develops skills and abilities. The student receives an immediate feed-back after passing through each sequence of learning. In this case the teacher has the role of guiding and assisting the student in discovering knowledge or he may answer to questions concerning the use of new knowledge in different contexts. As the conceiver of the educational soft the teacher can dynamically modify the educational soft according to the cognitive capacities of the level group and the evolution of the group of students, continually adapting it.

The differentiated instruction by means of the educational soft combined with frontal instruction offers new possibilities to stimulate the cognitive interest, as well as new ways of active implication of the students in the cognitive process, proving to be a successful teaching-learning-assessing strategy.

Bibliography

1. Bocoş, M., (2005), *Teoria şi practica cercetării pedagogice*, Cluj-Napoca, România, Editura Casa Cărţii de Ştiinţă.
2. Bocoş, M., Jucan, D., (2007), *Teoria şi metodologia instruirii şi Teoria şi metodologia evaluării. Repere şi instrumente didactice pentru formarea profesorilor*, Cluj-Napoca, România, Editura Casa Cărţii de Ştiinţă.
3. Chiş , V. (2005), *Pedagogia contemporană-pedagogia pentru competenţe*, Cluj-Napoca, România, Editura Casa Cărţii de Ştiinţă.
4. Ionescu, M. (coord), (2005), *Preocupări actuale în ştiinţele educaţiei*, Cluj-Napoca, România, Editura Eikon.
5. Ionescu, M., (coord.), (2006), *Schimbări paradigmatice în instrucţie şi educaţie*, Cluj-Napoca, România, Editura Eikon.
6. Ionescu, M, (2007), *Instrucţie şi educaţie, ediţia a III-a*, Arad, România, Editura "Vasile Goldiş" University Press.
7. Perniu, D., (2003), *Aspecte psihopedagogice şi metodice ale utilizării calculatorului în predarea şi învăţarea chimiei*, Teză de doctorat, Universitatea "Babeş - Bolyai", Cluj-Napoca, România.
8. Trană, D., (2002), *Instruirea asistată de calculator în studiul informaticii,* Teză de doctorat, Universitatea "Babeş - Bolyai", Cluj – Napoca, România.
9. *** (2004), *Programe şcolare pentru clasa a X-a, Ciclul inferior al liceului*, *Fizică,* Bucureşti, România.

PARTICULARITIES OF THE PREFERRED METHODS USED IN THE IMPLEMENTATION OF THE INTERCULTURAL SCHOOL CURRICULUM

IONUȚ VLĂDESCU,
"Petre Andrei" University, Iaşi

Zusammenfasung: Die Verwirklichung einer interkulturellen Erziehung in den Schulen setzt ein Zusammenpassen des Curriculums zu den Koordinaten der Interkulturalität voraus. So müssen die Einrichtungen, die interkulturelle Erziehung machen wollen, spezifische Methoden anwenden, die Respekt vor kulturellen Unterschieden entwickeln und unterschiedliche Lernstile adressieren sollen. In diesem Zusammenhang ist die interkulturelle Erziehung auf dem Niveau der formalen und nonformalen, interkulturellen Erziehung mit derer zugehörigen Methoden, Verfahren und Mitteln zu verwirklichen. Die Genese des Curriculumkonzeptes ist auf amerikanischem Gebiet aufzufinden, indem dieses vom englisch-sächsischen Raum schnell zu übernehmen und später auf dem ganzen erzieherischen Areal auszuweiten war.
Vom etymologischen Standpunkt her stammt das Wort aus dem Latheinischen (im Singular : Curriculum, im Plural : Curricula) und bezeichnet Lebenslaufen, Wettlauf). Das Curriculumkonzept hat sich in den Jahrzenten des vorigen Jahrhunderts als Schlüsselkonzept in den Erziehungswissenschaften durchgesetzt, obwohl dieses eine viel längere Geschichte hat; es hatte eine interessante und konsistente Evolution. Mehr noch, mit dessen Eingehen in die theoretischen Anschneidungen gelang es diesem in die Erziehungspraxis zu kommen, worin es eine wichtige Stelle einnimmt, obwohl es manchmal nicht ausreichend gut verstanden oder mit verschiedenen , nicht immer dem betreffenden Kontext konformen Bedeutungen verwendet wird. Eine Definition des Curricullumkonzeptes wird wegen dessen Komplexität als äusserst schwierig betrachtet. Deshalb gibt es auch bis heute keine exhaustive, einstimmig akzeptierte Definition und es ist nicht vorauszusehen, wie dies realisierbar wäre. Es wurden jedoch mehrfache Definitionen für das Wort „Curricullum" gegeben, von den metaphorischen zu jenen, die versuchen, echte „ epistemischen Juwellen" zu sein.

Achieving the intercultural education in schools is based on the adaptation of the curriculum to intercultural coordinates. Thus, the institutions aiming to achieving intercultural education must embrace the specific methods of such an education, built on the respect for the cultural differences and addressed to different educational styles. In this respect, the intercultural education must be achieved on the level of formal and non-formal intercultural education, taking into consideration the specific methods, proceedings, and means.

1. General Aspects of the Curriculum Concept

The Curriculum Concept occurred in America, has been taken over very quickly within the Anglo-Saxon area, and later on it has been spread within the whole educational community.

Etymologically, this word comes from the Latin language (singular: *curriculum;* plural: *curricula*), meaning run, race (Cretu, 2000, p. 10). The Curriculum Concept has been considered as a key one in the educational sciences during the final decades of the last millennium, although its history is much longer. At the same time, its evolution was interesting and marked of events. More, once adopted by the theoretical approaches, the concept has been more and more taken into account by the educational practice where it takes an important place, though sometimes it is not understood and is used with different meanings that do not always fit into the context (Niculescu, 2003, p. 25). It is considered that the definition of the Curriculum Concept is very difficult, taking into consideration the complexity of the term. This is why no exhaustive definition has been formulated so far, unanimously accepted and it is hard to foresee how such a task could be completed. However, the concept has been defined in many ways, ranging between metaphoric descriptions and genuine "epistemic jewels" (Ilie, 2005, p. 43).

The "National Curriculum" published by MEN presents the following two definitions:

"*Curriculum* represents the key-concept not only for the educational sciences, but also for the present day educational practices".

Generally and considered as a process, the curriculum includes the aggregate of educational processes and learning achievements acquired by the student during his entire school experiences. The term "Intercultural" has in view different cultural and national groups that live together within the same territory, maintain open relationships of interaction, exchange, and mutual recognition, and respect each other's values and lifestyles. In this respect, we can talk about active tolerance process and maintaining equitable relationships, where every person has the same importance, there are neither superior nor inferior human beings, and the persons are neither better nor worse.

Restrictedly, the Curriculum includes the regulatory school documents that provide basic data regarding the educational processes and learning experiences offered by the school. Usually, such documents are included in the term "formal or official curriculum" (Potolea, 2006).

Thus, we can talk about the following acceptations of the concept: (1) curriculum considered as process and connected to the sequential activity of young students formation; this concept is equivalent to the broad meaning of school education, which includes the attitudinal training and formation characteristic to the young generation; and (2) curriculum considered as product that does not include only contents, but also aspects found in the didactics or training theory (finalities, contents, strategies and modalities of organizing of learning activity, strategies and references of evaluation).

2. Specific Aspects of the Intercultural School Curriculum

Changing the common curriculum into the intercultural one usually aims to improving the academic, psychological, and social education outputs. The intention of improving the education outputs can be motivated on economical needs, technological improvements on local or national scale, social preoccupations, or other issues as public health and safety or natural threats on national or international level.

A. Jeffecoate (1981, p. 45-47) made the first attempts to define the curriculum along with respecting and promoting the diversity. The multicultural curriculum is the one where "the selection of the contents reflects the pluri-cultural nature of the society, based on the experiences of the racial or other minorities".

In his work "Transforming curriculum for a culturally diverse society" (1996) Schwab considers that planning the curriculum should take in consideration the four following elements: the teacher, the student, the contents, and the environment. The transformation of the curriculum for one specific diverse cultural society should essentially be based on developing the whole structure of curriculum planning, where the group experience differs in terms of educational goal, values and outputs. The individuals as representatives of separate populations must be informed about the aspirations, expectation, experiences, perceptions, practices, and values of the group. The individuals can be members of representative groups or associated to such groups. Bringing together diverse cultural populations should not influence the quality of the planned curriculum. For example, a number of teachers that take part in the elaboration of the curriculum can belong to different cultures or social layers and can represent the values and interests of the specific groups.

Schwab considers that it is important to understand how the educator's perceptions, students' group relations, their receptivity for the study matters, and school practices are related to the values and practices of the culture within their own community.

Planning the curriculum must be based on the following questions:

- Who is the best-trained person to take part in the planning process and what psychological aspects should be considered?
- To what extent the local values and the cultural, ethnical, and social specific aspects of the social groups should be included in the planning?
- What modalities of planning are the most acceptable in order to obtain one productive curriculum?
- What relationship should be considered between the product of the curriculum, its construction, the policy of achievement of the goals, and the purpose of education in the society based on different cultural aspects?

The work "Curriculum Guidelines for Multicultural Education" (1991) presents a number of requirements that should be considered when planning the curriculum for one

specific context based on diversity. The school education and the educative programs should be restructured and elaborated based on the representation of the cultures and education methods of the students belonging to each ethnic and social group. According to the studies carried out so far, "the most common educative strategies and methods in schools are not compatible with the cognitive methods, as well as the cultural orientations and characteristics of certain groups of afro-American students". These studies give important guidance and principles that the educators can use in order to obtain changes and to make themselves more responsible for the students belonging to different cultural groups. The educators should not ignore the racial and ethnic differences when "planning the education".

The curriculum for diversity must provide the students with adequate opportunities to better develop their own image. This development must be an ongoing process during the school education of the students. They must learn how to develop positive feelings about their own identity and ethnic particularities. The curriculum must help as well the students to develop deep respect for their original cultures and languages.

3. Strategies for Achieving the Intercultural Education

In the long run of time the diversification of educational situations has resulted in the diversification of the didactical methodology, which at its turn has produced the extension of this field of investigation. A number of authors e.g. Ioan Cerghit, Constantin Moise, and Ioan Nicola considered the classification of education methods according to different criteria, and they have seldom used the same criterion in order to obtain the classification of certain methods. Therefore, the classification of education methods should be put under the sign of question the must be clarified. Understanding these classifications reveals the dynamism of the didactic methodology and the evolution of the pedagogical investigation. However, we should answer the question: "How does this ambiguity impact the educators and the students?"

The utility of such classifications is obvious as they help the school personnel to put order in the ideas, vocabulary, and didactic activity according to the above-mentioned issues; even the valuable judgements are based on these concepts. Nevertheless, the concrete and thorough knowledge of the nature, place, role, and status of each concept can only be achieved from the analytic presentation of every single one, considering all implications presumed in the various situations of application.

Cerghit (2006) has also taken into discussion the classification of education methods and considered that the main difficulty consists in finding the most adequate criterion of such classification, because the extremely numerous criteria that could be taken into account, along with their strengths and weaknesses. The author mentions the specific polyvalence of certain methods, which makes difficult establishing their belonging to one category of another, as long as the function of each method differs from one situation to another. For example, Cerghit considers that the exercise method belongs to the category of

learning based on practice, while Nicola (2000) considers the exercise as one of the algorithmic methods.

4. Methodological Drawbacks of Intercultural Curriculum Implementation

In order to obtain the better management of the methods aiming to intercultural education their utilisation should reflect a number of aspects connected to the methodology. Are the methods in line with the achievement of the general goals of the activities? Do we assign enough time to the method? How much space is assigned for the method within the activity? Does the method fit to the available resources? The answers given to these questions could represent drawbacks in the utilisation of the methods considered for certain activities aiming at achieving the intercultural education.

The time considered as resource for achieving intercultural education represents a drawback in the utilisation of methods and activities specific for formal and non-formal framework. Certain methods need longer periods of time for application. For example, the role-play and the simulation-play take between 50 minutes and one hour and half. Thus, such plays cannot be used during the school classes because the time restrictions. The successful simulation-play is bounded by the time allocation including the preparation and analysis. Enough time should be assigned for this play in order to have the participants actively involved and eager to take part in the play. At the same time, the participants must have enough time to abandon their roles before the analysis starts.

The time is also a problem for extra-class activities. Organizing visits and meetings students belonging to ethnic groups, as well as watching play-shows need time assignment that is not always compatible with the schedule of the persons involved in educational process. Certain non-formal activities, e.g. field trips, take long periods of time, resulting in high economic costs that cannot be covered by the beneficiaries.

The shortage or lack of adequate space for undertaking activities with students belonging to different ethnic groups is another obstacle that should be taken in consideration. We have in view school institutions that have not large classrooms and large student groups that exceed the space available for optimal achievement of the tasks. This problem is more striking in socially disadvantaged environments.

A number of schools face with insufficient or lacking equipment, e.g. classroom furniture, handbooks, documents, specialized bibliography treating the intercultural education, documents, photos, slides, video cassettes, TV, magazines, over-head projector, etc. Obviously, the lack of intercultural education equipment is mainly produced by the shortage of financial resources.

Certain cultural factors restrain the proper utilisation of the methods in the groups with students from different cultural environments. In these situations the student does not always welcome the education centred on himself. At first, the students can be uncomfortable with the participative activities. For example, the interactive lectures, the classes based on participation and the teamwork can represent for them new education

methods compared with the educational experience acquired in the schools where they come from, resulting in some difficulties. Other students refuse the active participation because the timorousness or simply because in their original cultural environment the reticence and avoiding disputes are considered virtues.

Most students belonging to different ethnic groups refuse to take part in the class debates because they are afraid to be misunderstood or (at extreme) to be considered ridicule (Glauco de Vita, 2000).

The inefficient management of the methods by the educators can also result to isolation. This is the situation of the group work where the minorities act as separate groups within the majority. When using the role-play method it is possible that the student is not familiar with the culture of the characters that he intends to play. Therefore, it is quite difficult to use this method is such cases.

The conflict represents one of the interpersonal relationships within a specific student group. The conflict mostly occurs when the students are strongly characterized by their specific cultural features, values, and opposite points of view. The cultural pluralism creates numerous opportunities for mutual cultural development. On the one hand, the conflict could be advantageous in heterogeneous student groups as it is constructively solved; on the other hand, the ethno-centrism, racial and ethnical preconceived ideas, as well as the stereotype behaviours enhance the cultural conflict within the class group. These negative interactions involving different cultures are disadvantageous for school education and are usually characterised by hostility, rejection, and clique behaviour. The way the conflict would be solved depends on educator's capacity of managing his class diversity (Roux, 2001). All uncomfortable situations determined by the conflicts within the class could make difficult the utilisation of intercultural education methods.

Using the written and spoken language that is considered as having high priority in one specific school represents a problem that the students face with very often. Obviously, this problem reduces the achievement of school intercultural education, no matter what method the educators use in this purpose.

Objectives – Component of Intercultural Curriculum

The intercultural education aims at warning the individuals and the whole society to pay more attention to the cultural dimension of their existence. Hannoun (quoted by C. Cucos, 2000) considers that two main sets of intercultural objectives could be defined: (1) maintaining and defending the cultural diversity of school population, and (2) preserving the school unity.

- *Maintaining and defending the cultural diversity of school population.* This objective has in view the fact that the school as instance that conveys values must take into account the plurality of cultures that the multicultural society is based on. The prevalence of one culture over another is not allowed. Therefore, on the one hand, the school aims at adapting the educated person to

the social environment of the particular region or locality, considering the specific features of the culture; on the other hand, this type of school intends to ensure the adaptation of the educated person to the social environment as coexistence of numerous cultural groups.

- *Preserving the school unity*. This objective regards the fact that the intercultural school intends to privilege all existing cultures, and to bring all of them into attention along with all differences and specific features. The civilization built up by school does not act as motionless entity having irrevocable structure. The culture conveyed by the school has to be understood in dynamic and endless perspective.

These two sets of objectives allow the translation into intercultural behaviours:

- Opening to the foreigner person next to us and to the unusual. Although difficult, this opening allows enhancing the capacity of adapting to new experiences.
- The aptitude of understanding the uncommon, based on the tendency of considering the foreign person through our manner of feeling or thinking.
- Accepting the foreign person as "another", as in encountering the alterity we usually consider him either our similar or our enemy, resulting in rejection.
- Facing the ambiguous and equivoque situations. The ambiguity frightens, but such experiences could be the starting point for accepting the different.
- The favourable aptitude of experimenting and exploring different ways of existence in order to be close to the other person.
- Rejecting the fear of "the other" to accept and get closer to him.
- The capacity of questioning our own standards.
- Rejecting the unrealistic "oration of equal communication", which involves the agreement with the other on certain aspects and denies the prevalence of one's power over the other.
- The aptitude of assuming the conflicts in productive manner. There are two types of behaviours in diverging interests: (1) refusing the reality and placing it between brackets; and (2) transforming the divergent opinion into hostility.
- The capacity of recognizing and considering relative our own ethnic and socio-centric elements, and not to consider our traditions and customs as sacred.
- The performance of gaining new identities and develop new types of loyalty, e.g. the identity of European citizen or belonging to the whole world (Cucos, 2000, pp. 177-178).

The educators that know the best the school community and the cultural particularities of the students and last but not least the school institution itself should revise all these aspects. In this respect, the educators should focus their activity on the following issues:

- Ensuring the democratic organisation of the class and group allowing each student to learn, express, discuss, reflect, and take into consideration the person next to him, preventing the isolation.
- Giving each student the opportunity to assign various roles in the activities carried out.
- Encouraging and supporting the students to learn the prevalent language of the school (Rey, 1999, p. 186)
- The educator must create the proper atmosphere in order to stimulate each student for feeling he has significant contribution.
- The educator must encourage the participation of the student involving them in class activities.
- The schools must find sponsors and submit projects in order to obtain funds for achieving non-formal activities, e.g. fieldtrips, museum activities, experience exchange, watching play-shows, etc.

INVESTIGATIVE APPROACH

1. Design of Investigation

The present paper aims at identifying the existence of variations between educators as regards the utilisation of the methods specific to intercultural education, the frequency of utilisation of extra-school activities for intercultural purpose, the frequency of encountering obstacles in efficient utilisation of methods aiming to achieving intercultural education, and the frequency of achieving the intercultural objectives according to environment, professional status, or educational experience. At the same time, the paper attempts to identify the activities carried out by educators for intercultural purpose.

1. In this goal, the following objectives have been established:

O1: Identification of the way the environmental variable influences the utilisation frequency of intercultural education methods, the utilisation frequency of certain extra-school activities for intercultural purpose, and the frequency of achieving intercultural objectives as result of didactic activities.

O2: Identification of the way the professional status variable influences the utilisation frequency of intercultural education methods, the utilisation frequency of certain extra-school activities for intercultural purpose, and the frequency of achieving intercultural objectives as result of didactic activities.

O3: Identification of the way the education experience variable influences the utilisation frequency of intercultural education methods, the utilisation frequency of certain extra-school activities for intercultural purpose, and the frequency of achieving intercultural objectives as result of didactic activities.

O4: Identification of the way the environmental variable influences the obstacle frequency in efficient utilisation of intercultural education methods.

O5: Identification of the way the professional status variable influences the obstacle frequency in efficient utilisation of intercultural education methods.

O6: Identification of the way the education experience variable influences the obstacle frequency in efficient utilisation of intercultural education methods.

O7: Identification of activity types carried out by educators aiming to achieve intercultural education objectives.

2. Investigation Hypothesis:

1. According to the environmental variable there will be differences between the two groups of subjects, i.e. urban environment and rural environment educators for the following issues:

1.a Utilisation frequency of intercultural education methods.

1.b Utilisation frequency of extra-school intercultural activities.

1.c Frequency of achieving intercultural objectives in didactic activities.

2. According to the professional status variable there will be differences between the two groups of subjects, i.e. professors and schoolteachers for the following issues:

2.a Utilisation frequency of intercultural education methods.

2.b Utilisation frequency of extra-school intercultural activities.

2.c Frequency of achieving intercultural objectives in didactic activities.

3. According to the educational experience variable there will be differences between the two groups of subjects, i.e. educators with more than 10 years experience and less than 10 years experience for the following issues:

3.a Utilisation frequency of intercultural education methods.

3.b Utilisation frequency of extra-school intercultural activities.

3.c Frequency of achieving intercultural objectives in didactic activities.

4. There will be difference between the rural environment and urban environment educators as regards the frequency they face obstacles in efficient utilisation of intercultural education methods.

5. There will be difference between schoolteachers and professors as regards the frequency they face obstacles in efficient utilisation of intercultural education methods.

6. There will be difference between educators with more than 10 years experience and less than 10 years experience as regards the frequency they face obstacles in efficient utilisation of intercultural education methods.

3. Investigation Variables:

• Independent variable #1 - environment - rural
- urban

• Independent variable #2 - education experience - more that 10 years
- less than 10 years

• Independent variable #3 - professional status - schoolteacher
- professor

• Dependent variable #1 - utilisation frequency of intercultural education methods
1.a – Utilisation frequency of cooperative learning methods
1.b – Utilisation frequency of critical thinking development methods

• Dependent variable #2 - utilisation frequency of extra-school activities
2.a – Frequency of participation in cultural events of the community taken into discussion
2.b – Frequency of artistic activities
2.c – Frequency of sport activities
2.d – Frequency of fieldtrips
2.e – Frequency of partnerships with other class/school belonging to another cultural context
2.f – Frequency of meeting other students belonging to different cultures
2.g – Frequency of requesting the students to produce intercultural outputs
2.h – Frequency of inviting a member of another community

• Dependent variable #3 - frequency of facing obstacles (time, space, didactic tools, conflicts between the students, insufficient knowledge of the methods)

• Dependent variable #4 - frequency of achieving the intercultural education objectives
4.a – Frequency of acquiring knowledge about other cultures
4.b – Frequency of obtaining skills of intercultural communication
4.c – Frequency of obtaining tolerant attitudes
4.d – Frequency of obtaining cooperative behaviour
4.e – Frequency of actions against negative stereotypes, prejudice, and discrimination

Investigation Methodology
Description of Investigation Tools

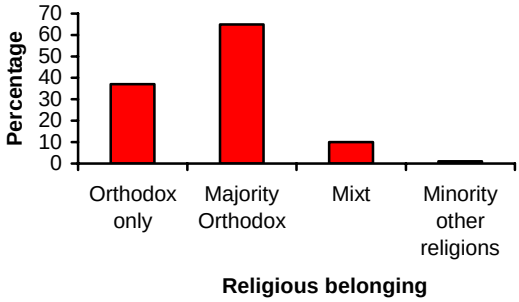
The Questionnaire

Pre-testing. The questionnaire has been applied on 30 subjects, obtaining an Alpha Crombach coefficient 0.70.

The questionnaire contains 7 items. Item #5 is an open-answer one. For the rest of items the subjects have to select the answer they consider the best fitted to their situation: not at all, seldom, often, and always. Item #7 has in view the identification of the prevalent religious belonging of the students in the classes where the educators carry out their didactic activity.

Research Sample

A number of 109 educators have been included in the investigation. They activate in primary schools and gymnasiums, according to their education activity, professional status and social environment in Neamt County. The following graph presents the religious belonging of the students in the classes the educators worked with.



Carrying out the investigation

The questionnaire has been applied to all 109 subjects, in order to identify the problems raised by the intercultural education methods.

Results and Interpretation

Below we shall analyse the main impact of each independent variable on each dependent variable.

Hypothesis

1.a *According to the environment variable there will be difference between the two groups of subjects, i.e. urban environment and rural environment educators as regards the utilisation frequency of intercultural education methods.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Cooperative methods	Rural environment Urban environment	2.06 2.06	t(58)=0 p=1.000
Critical thinking developing methods	Rural environment Urban environment	1.96 1.90	t(58)=0.339 p=0.736

The statistical analysis emphasized that there are not significant diferences between the two groups of subjects, i.e. urban environment and rural environment educators as regards the utilisation frequency of intercultural education methods.

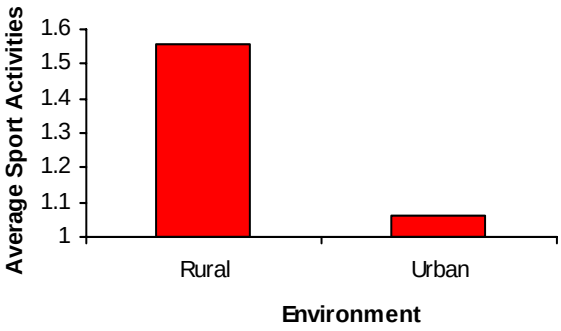
The t test for independent samples, $t(58)=0$, $p>0.05$ and $t(58)=0.339$, $p>0.05$ proves that the hypothesis is not confirmed.

Hypothesis

1.b *According to the environment variable there will be difference between the two groups of subjects, i.e. urban environment and rural environment educators as regards the utilisation frequency of extra-school intercultural activities.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

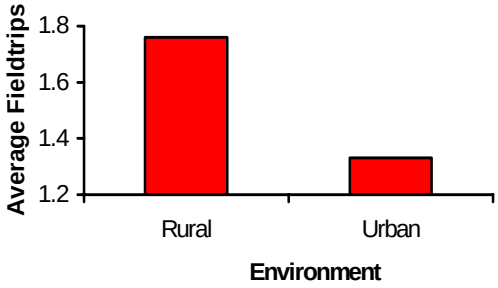
VD	VI	Average	t test
Participation in cultural events of the community taken into discussion	Rural environment Urban environment	1.50 1.20	t(58)=1.329 p=0.189
Artistic activities	Rural environment Urban environment	1.73 2.06	t(58)=1.938 p=0.058
Sport activities	Rural environment Urban environment	1.56 1.06	t(58)=2.355 p=0.022
Fieldtrips	Rural environment Urban environment	1.76 1.33	t(58)=2.258 p=0.028
Partnership with other class/school belonging to another cultural context	Rural environment Urban environment	1.10 0.96	t(58)=0.582 p=0.563
Meetings students belonging to different cultures	Rural environment Urban environment	1.03 0.96	t(58)=0.311 p=0.757
Requesting the students to produce intercultural outputs	Rural environment Urban environment	1.23 1.63	t(58)=1.733 p=0.088
Inviting a member of another community	Rural environment Urban environment	1.10 0.80	t(58)=1.408 p=0.164



The statistical analysis carried out has resulted in finding significant difference between the two groups of subjects, rural environment and urban environment educators as regards the utilisation frequency of extra-school intercultural activities (sport).

The t test for independent samples $t(58)=2.355$, $p<0.05$ statistically proves this difference.

The difference represents the advantage of the rural environment educators: the frequency of sport activities used for intercultural purpose is significantly higher that the same activities in urban environment (the average for rural environment is 1.56, while the same average for urban environment is 1.06).



The statistical analysis carried out has resulted in finding significant difference between the two groups of subjects, rural environment and urban environment educators as regards the utilisation frequency of extra-school intercultural activities (fieldtrips).

The t test for independent samples $t(58)=2.258$, $p<0.05$ statistically proves this difference.

The difference represents the advantage of the rural environment educators: the frequency of sport activities used for intercultural purpose is significantly higher that the same activities in urban environment (the average for rural environment is 1.76, while the same average for urban environment is 1.33).

Hypothesis

1.c *According to the environment variable there will be difference between the two groups of subjects, i.e. urban environment and rural environment educators as regards the frequency of intercultural objectives achievement in didactic activities.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Acquiring knowledge about other cultures	Rural environment Urban environment	2.03 1.70	t(58)=1.531 p=0.131
Acquiring intercultural communication skills	Rural environment Urban environment	1.23 1.10	t(58)=0.499 p=0.620

Acquiring attitudes of opening, tolerance, and acceptance for the culturally different "other person"	Rural environment Urban environment	2.03 2.33	t(58)=1.406 p=0.165
Developing skills of interaction and cooperation	Rural environment Urban environment	2.13 2.43	t(58)=1.648 p=0.105
Raising against negative stereotypes, prejudice, and discrimination for the different "other person"	Rural environment Urban environment	2.33 2.43	t(58)=0.491 p=0.625

The statistical analysis carried out has resulted in not finding significant difference between the two groups of subjects, rural environment and urban environment educators as regards the frequency of achieving intercultural objectives in didactic activities; in other words, the environment variable does not influence the frequency of achieving intercultural objectives in didactic activities.

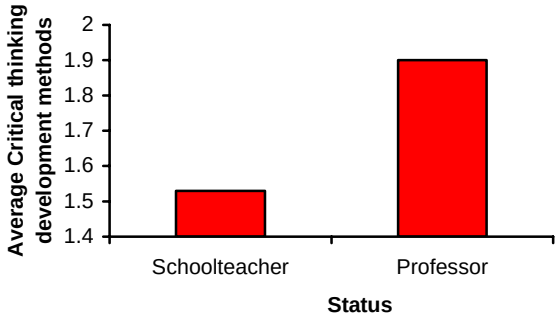
The t test for independent samples statistically proves the lack of this difference (t(58)=1,531, p>0,05; t(58)=0,499, p>0,05; t(58)=1,406, p>0,05; t(58)=1,648, p>0,05; t(58)=0,491, p>0,05).

Hypothesis

2.a *According to the professional status variable there will be difference between the two groups of subjects, i.e. professors and schoolteachers as regards the utilisation frequency of intercultural education methods.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Cooperative methods	Schoolteachers Professors	2.00 2.06	t(58)=0.626 p=0.535
Critical thinking development methods	Schoolteachers Professors	1.53 1.90	t(58)=2.408 p=0.019



The statistical analysis carried out has resulted in finding significant difference between the two groups of subjects, schoolteachers and professors as regards the utilisation frequency of intercultural education methods (critical thinking development methods).

The t test for independent samples $t(58)=2.408$, $p<0.05$ statistically proves this difference.

The difference represents the advantage of the professors: the utilisation frequency of critical thinking development methods is significantly higher that the same frequency for the schoolteachers (the average for professors is 1.90, while the same average for schoolteachers is 1.53).

The statistical analysis carried out has resulted in not finding significant difference between the two groups of subjects, schoolteachers and professors as regards the utilisation frequency of cooperative methods for intercultural purpose.

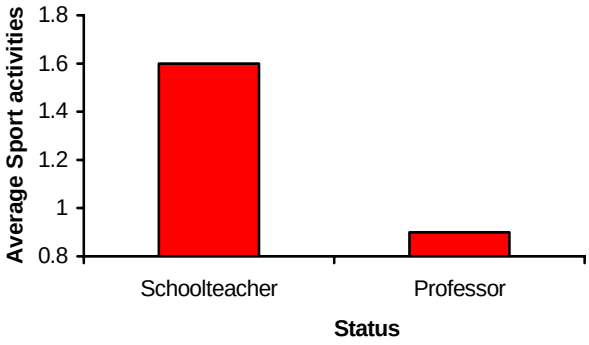
The t test for independent samples $t(58)=2.626$, $p<0.05$ statistically proves the lack of this difference.

Hypothesis

2.b *According to the professional status variable there will be difference between the two groups of subjects, i.e. professors and schoolteachers as regards the utilisation frequency of extra-school activities for intercultural purpose.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Participation in cultural events of the community taken into discussion	Schoolteachers Professors	1.20 1.46	t(58)=1.240 p=0.220
Artistic activities	Schoolteachers Professors	2.00 2.06	t(58)=0.441 p=0.661
Sport activities	Schoolteachers Professors	1.60 0.90	t(58)=3.446 p=0.001
Fieldtrips	Schoolteachers Professors	1.66 1.53	t(58)=0.694 p=0.491
Partnership with other class/school belonging to another cultural context	Schoolteachers Professors	1.20 1.00	t(58)=0.947 p=0.348
Meetings students belonging to different cultures	Schoolteachers Professors	0.80 1.03	t(58)=1.548 p=0.128
Requesting the students to produce intercultural outputs	Schoolteachers Professors	1.56 1.76	t(58)=0.973 p=0.334
Inviting a member of another community	Schoolteachers Professors	0.80 0.93	t(58)=0.710 p=0.480



The statistical analysis carried out has resulted in finding significant difference between the two groups of subjects, schoolteachers and professors as regards the utilisation frequency of extra-school activities (sport) for intercultural purpose.

The t test for independent samples $t(58)=3.446$, $p<0.05$ statistically proves this difference.

The frequency the schoolteachers use sport activities for intercultural purpose is significantly higher than the same value for teachers. This is also remarked in the average values for the two groups of subjects (average value for schoolteachers is 1.60, while the same average for professors is 0.90).

The statistical analysis has pointed out that the professional status variable does not influence the utilisation frequency of the following extra-school activities: Participation in cultural events of the community taken into discussion, Artistic activities, Fieldtrips, Partnership with other class/school belonging to another cultural context, Meetings students belonging to different cultures, Requesting the students to produce intercultural outputs, Inviting a member of another community.

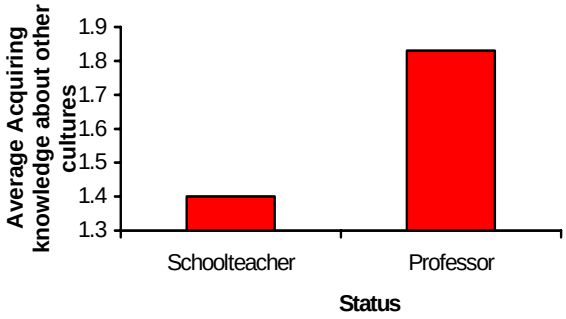
Hypothesis

2.c *According to the professional status variable there will be difference between the two groups of subjects, i.e. professors and schoolteachers as regards the utilisation frequency of intercultural objectives in didactic activities.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Acquiring knowledge about other cultures	Schoolteachers Professors	1.40 1.83	t(58)=2.282 p=0.026
Acquiring intercultural communication skills	Schoolteachers Professors	0.73 1.36	t(58)=2.790 p=0.007

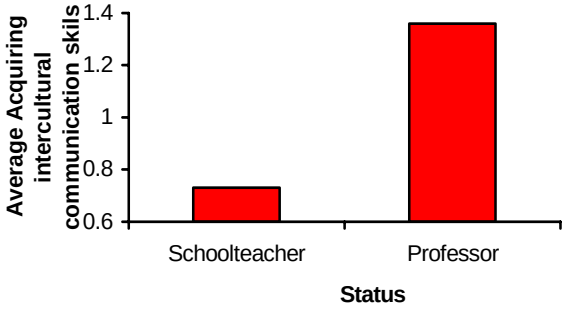
Acquiring attitudes of opening, tolerance, and acceptance for the culturally different "other person"	Schoolteachers Professors	2.30 2.33	t(58)=0.183 p=0.856
Developing skills of interaction and cooperation	Schoolteachers Professors	2.36 2.36	t(58)=0 p=1.00
Raising against negative stereotypes, prejudice, and discrimination for the different "other person"	Schoolteachers Professors	2.56 2.36	t(58)=1.071 p=0.289



The statistical analysis carried out has resulted in finding significant difference between the two groups of subjects, schoolteachers and professors as regards the utilisation frequency of intercultural objectives (Acquiring knowledge about other cultures) in didactic activities.

The t test for independent samples $t(58)=2.282$, $p<0.05$ statistically proves this difference.

The frequency the professors achieve the acquisition of knowledge about other cultures within didactic activities is significantly higher than the same value for schoolteachers. This is also remarked in the average values for the two groups of subjects (average value for professors is 1.83, while the same average for schoolteachers is 1.40).



The statistical analysis carried out has resulted in finding significant difference between the two groups of subjects, schoolteachers and professors as regards the utilisation frequency of intercultural objectives (Acquiring intercultural communication skills) in didactic activities.

The t test for independent samples $t(58)=2.790$, $p<0.05$ statistically proves this difference.

The frequency the professors achieve the acquisition of communication skills within didactic activities is significantly higher than the same value for schoolteachers. This is also remarked in the average values for the two groups of subjects (average value for professors is 1.36, while the same average for schoolteachers is 0.73).

Hypothesis

3.a *According to the education experience variable there will be difference between the two groups of subjects, i.e. educators with more than 10 years experience and educators with less than 10 years experience as regards the utilisation frequency of intercultural education methods.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Cooperative methods	≤10 years	2.13	t(58)=0
	≥10 years	2.13	p=1.00
Critical thinking development methods	≤10 years	1.86	t(58)=0.569
	≥10 years	1.76	p=0.571

The statistical analysis carried out has resulted in finding that the education experience does not influence the utilisation frequency of intercultural education methods in didactic activities.

The t test for independent samples $t(58)=0$, $p<0.05$ proves that the hypothesis is not confirmed.

Hypothesis

3.b *According to the education experience variable there will be difference between the two groups of subjects, i.e. educators with more than 10 years experience and educators with less than 10 years experience as regards the utilisation frequency of extra-school activities for intercultural purpose.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Participation in cultural events of the community taken into discussion	≤10 years ≥10 years	1.43 1.30	t(58)=0.609 p=0.545
Artistic activities	≤10 years ≥10 years	1.86 2.03	t(58)=0.922 p=0.360
Sport activities	≤10 years ≥10 years	1.23 1.56	t(58)=1.580 p=0.120
Fieldtrips	≤10 years ≥10 years	1.46 1.63	t(58)=0.793 p=0.431
Partnership with other class/school belonging to another cultural context	≤10 years ≥10 years	0.96 1.30	t(58)=1.495 p=0.140
Meetings students belonging to different cultures	≤10 years ≥10 years	1.10 1.03	t(58)=0.349 p=0.728
Requesting the students to produce intercultural outputs	≤10 years ≥10 years	1.56 1.53	t(58)=0.158 p=0.875
Inviting a member of another community	≤10 years ≥10 years	1.00 1.00	t(58)=0 p=1.00

The statistical analysis carried out has resulted in finding that the education experience does not influence the utilisation frequency of extra-school activities for intercultural purpose.

The t test for independent samples proves that the hypothesis is not confirmed.

Hypothesis

3.c *According to the education experience variable there will be difference between the two groups of subjects, i.e. educators with more than 10 years experience and educators with less than 10 years experience as regards the utilisation frequency of intercultural objectives in didactic activities.*

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Acquiring knowledge about other cultures	≤10 years ≥10 years	1.76 1.66	t(58)=0.491 p=0.625
Acquiring intercultural communication skills	≤10 years ≥10 years	0.96 0.93	t(58)=0.167 p=0.868
Acquiring attitudes of opening, tolerance, and acceptance for the culturally different "other person"	≤10 years ≥10 years	2.16 2.26	t(58)=0.538 p=0.592
Developing skills of interaction and cooperation	≤10 years ≥10 years	2.20 2.43	t(58)=1.345 p=0.184
Raising against negative stereotypes, prejudice, and discrimination for the different "other person"	≤10 years ≥10 years	2.36 2.56	t(58)=1.150 p=0.255

The statistical analysis carried out has resulted in finding that the education experience does not influence the utilisation frequency of intercultural objectives in didactic activities.

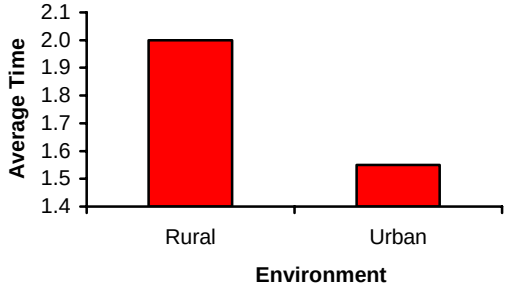
The t test for independent samples proves that the hypothesis is not confirmed.

Hypothesis 4

There will be difference between the rural environment and urban environment educators as regards the frequency they face drawbacks in efficient utilisation of methods in intercultural purpose.

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

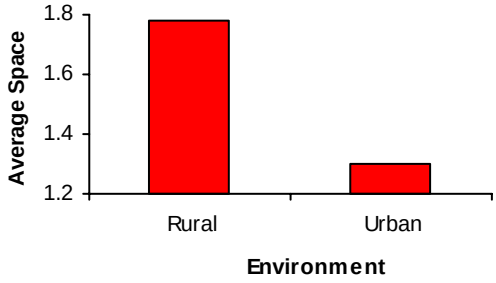
VD	VI	Average	t test
Time	Rural environment Urban environment	2.00 1.53	t(58)=2.379 p=0.021
Space	Rural environment Urban environment	1.76 1.30	t(58)=2.132 p=0.037
Didactic tools	Rural environment Urban environment	2.00 1.73	t(58)=1.393 p=0.170
Conflict between students	Rural environment Urban environment	1.23 0.93	t(58)=1.491 p=0.142
Insufficient knowledge of methods	Rural environment Urban environment	1.00 0.86	t(58)=0.626 p=0.534



The statistical analysis carried out has resulted in finding significant difference between the two groups of subjects, rural environment and urban environment educators as regards the frequency they face drawbacks in efficient utilisation of methods in intercultural purpose.

The t test for independent samples $t(58)=2.379$, $p<0.05$ statistically proves this difference.

For the educators in rural environment the time represents a more frequent drawback in efficient utilisation of the methods in intercultural purpose than for the educators in urban environment.



The statistical analysis carried out has resulted in finding significant difference between the two groups of subjects, rural environment and urban environment educators as regards the frequency they face drawbacks in efficient utilisation of methods in intercultural purpose.

The t test for independent samples $t(58)=2.132$, $p<0.05$ statistically proves this difference.

For the educators in rural environment the space represents a more frequent drawback in efficient utilisation of the methods in intercultural purpose than for the educators in urban environment.

Hypothesis 5

There will be difference between schoolteachers and professors as regards the frequency they face drawbacks in efficient utilisation of methods in intercultural purpose.

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Time	Schoolteachers Professors	1.76 1.83	t(58)=0.291 p=0.772
Space	Schoolteachers Professors	1.20 1.30	t(58)=0.413 p=0.681
Didactic tools	Schoolteachers Professors	1.70 1.63	t(58)=0.299 p=0.766
Conflict between students	Schoolteachers Professors	0.90 1.06	t(58)=0.861 p=0.393
Insufficient knowledge of methods	Schoolteachers Professors	1.13 1.03	t(58)=0.453 p=0.652

The statistical analysis carried out has resulted in finding that there are not significant differences between schoolteachers and professors as regards the frequency they face drawbacks in efficient utilisation of methods in intercultural purpose.

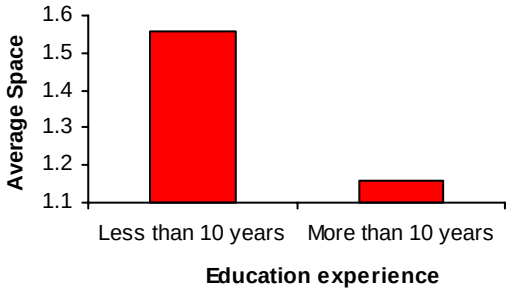
The t test for independent samples statistically proves the lack of this difference.

Hypothesis 6

There will be difference between educators with more than 10 years and less than 10 years education experience as regards the frequency they face drawbacks in efficient utilisation of methods in intercultural purpose.

After the statistical processing of data using the t test for independent samples the following outputs have been obtained:

VD	VI	Average	t test
Time	≤10 years ≥10 years	1.76 1.83	t(58)=0.321 p=0.749
Space	≤10 years ≥10 years	1.56 1.16	t(58)=2.037 p=0.046
Didactic tools	≤10 years ≥10 years	1.86 1.83	t(58)=0.170 p=0.866
Conflict between students	≤10 years ≥10 years	1.06 0.76	t(58)=1.535 p=0.130
Insufficient knowledge of methods	≤10 years ≥10 years	0.90 1.13	t(58)=1.144 p=0.257



The statistical analysis carried out has resulted in finding significant difference between the educators with less than 10 years and the educators with more than 10 years experience as regards the frequency they face drawbacks in efficient utilisation of methods in intercultural purpose.

The t test for independent samples $t(58)=2.037$, $p<0.05$ statistically proves this difference.

For the educators with less than 10 years experience the space (average value 1.56) represents a more frequent drawback in efficient utilisation of intercultural education methods than for the educators with more than 10 years experience (average value 1.16).

Conclusion

The statistical and content analysis allowed the confirmation or invalidation of the hypotheses proposed for this investigation.

The following conclusions can be formulated:

- Rural environment educators use sport activities and fieldtrips more frequently than urban environment educators, in order to achieve intercultural education. This aspect has also been identified in the content analysis. As result, the need for extra-school activities is more striking. As result of the fieldtrips proposed and carried out with the educators the students acquire knowledge not only about the surrounding geographic environment, but also the culture of the community they interrelate. The prevalence of sport activities and fieldtrips organised by rural environment educators can also be explained by the more accessible context.
- As for sport activities, they have nothing to do with the cultural specific, but the existence of fair-play principles and the mutual respect between the participants belonging to different states are basic requirements of the cultural dialogue.
- The educators apply critical thinking development methods more often than the schoolteachers. In gymnasiums the intercultural education is achieved at higher level than in primary schools, as the students are involved in more complex activities and discussions about intercultural aspects.
- The schoolteachers achieve intercultural education through non-formal activities (sport) more frequently than the professors.
- As regards achieving intercultural objectives, the professors more frequently aim than the schoolteachers at acquiring by the students knowledge about other cultures and intercultural communication skills. This aspect also results from the fact that the professors are those who teach foreign languages. At the same time, they are specialized in socio-humanist or mathematic based sciences resulting in larger field of activities that can be carried out for completing the proposed objectives.
- The rural environment educators face more often that the urban environment ones drawbacks in efficient utilisation of intercultural methods, because the shortage of time and space. The time and space are two essential resources needed in order to properly carry out the proposed activities. In rural environment these resources become obstacles because the inadequate management.
- The educators with less than 10 years experience face difficulties in achieving intercultural education more frequently compared to those with more than 10 years experience. The shortage of space needed to carry out different activities

represents a drawback for these educators. The difference can be considered as result of the less experienced educators have to improve their skill in carrying out intercultural education activities.

- The educators prefer to achieve intercultural education through non-formal (artistic) activities instead of formal ones. The socio-humanist matters are prevalent in achieving intercultural education: Civic Education, Class Coordination, Romanian Language, Foreign Languages, Religion, Geography, etc. Therefore, the variety of the disciplines that ensure intercultural education is quite necessary, because the knowledge provided by one matter is not sufficient to make the individual understand the problems residing in the diversity.

Limits of Investigation

At first, the investigation has intended to identify a number of differences between educators according to certain variables, i.e. environment, professional status, and education experience. The differences identified so far only represent part of the expected ones. One of the arguments of this aspect could be found in the reluctance of educators when filling-in the questionnaire, as they considered that the goal was checking their knowledge.

Another aspect is the fact that the educators were not familiar with this subject and had insufficient experience in this respect.

Bibliography

1. Creţu, C. (2000) *Teoria curriculumului şi conţinuturile educaţiei*, Editura Universităţii "Al. I. Cuza", Iaşi
2. *Curriculum Guidelines for Multicultural Education* (1991) Prepared by the NCSS Task Force on Etnic Studies Curriculum Guideline
3. Cerghit, I. (2006) *Metode de învăţământ*, Editura Polirom, Iaşi
4. Cucoş, C. (2000) *Dimensiuni culturale şi interculturale*, Editura Polirom, Iaşi
5. Ilie, M. (2005) *Elemente de pedagogie generală, teoria curriculumului şi teoria instruirii,* Editura Mirton, Timişoara
6. Jeffcoate, A. (1981) *Multicultural Curriculum: Beyond the Orthodoxy*. Trends in Education/Banks J. Multienic Education. Theory and Practice. – Boston: University Press
7. Niculescu, R. (2003) *Teoria şi managementul curriculumului*, Editura Universităţii Transilvania, Braşov
8. Nicola, I. (2000) *Tratat de pedagogie şcolară*, Editura Aramis, Bucureşti
9. Potolea, D. (2006) *Conceptualizarea curriculumului*, în Pedagogie. Fundamentări teoretice şi demersuri aplicative, Editura Polirom, Iaşi
10. Rey, M. (1999) *De la logica "mono" la logica de tip "inter". Piste pentru o educaţie interculturală şi solidară*, în Educaţie interculturală: experienţe, politici, strategii. Editura Polirom, Iaşi
11. Roux, J. (2001) *Effective Schooling is Being Culturally Responsive*, în Intercultural Education, vol. 12, nr. 1

12. *Unesco Guidelines on Intercultural Education*, Unesco, Section of Education for Peace and Human Rights, Division for the Promotion of Quality Education(1991)
13. Vita, G. (2000) *Inclusive approches to effective communication and active participation in the multicultural classroom*, în Active learning in higher education, The Institute for Learning and Teaching in Higher Education and Sage Publication
14. www.unibuc.ro/eBooks/ŞtiinţeEDU/CrenguţaOprea/cap4.pdf (Crenguța, L., 2003)
15. www.fp.uni.edu/rac/col/romania/1-decefunction.htm
16. www.ucalgary.ca/pubs/Newsletters/Currents/Vol3.6/Benefits.html (Romney, C, 1996)

PLEADING FOR THE IMPLEMENTATION OF HUMAN MEDICALLY ASSISTED REPRODUCTION AND BIOTECHNOLOGIES INTO THE EDUCATIONAL CURRICULUM

MARIA CLAUDIA CUC,
"Babeş-Bolyai" University, Cluj-Napoca
ALEXANDRA HUIDU,
Attorney bar, Iaşi
VIOLETA HUIDU
"Dimitrie Leonida" Technical College, Iaşi

Abstract: The extensive issues deriving from human medically assisted reproduction and biotechnologies are not a part of the present curriculum for lower education while the very few information that the teachers offer to their students are defective or out-of-date. In universities, this particular field of knowledge is taught in medical schools only, but the problems resulting from the legal vacuum that Romania has to confront today are the basic argument for promoting a non-biased position favoring the implementation of biotechnologies as a study subject in law schools' curricula. The data brought up together by scientists up until now must be presented in a condensed manner, to allow an intensive approach of the subjects derived from modern science. This is the only way that may lead to a proper lower and higher education of those who are to become not only the scientists of the future but also of individuals able to show respect for the quality that changes us from simple living beings into humans: the dignity of our species.

Key words: Human medically assisted reproduction, lower education, higher education, educational curriculum.

Zusammenfasung: Die grosse Problematik betreffs der ärztlichen assistierten Reproduktion und Techniken sind in der aktuellen preuniversitaeren Lehrpläne nicht eingebunden und die wenigen Informationen sind oft luekenhaft oder überholt.
Im akademischen Bereich ist dieses Wissen nur in der Medizinischen Fakultät und das rechtliche Vakuums in Rumänien ist heute Hauptargument bei der Förderung eines offenen Haltung der Einführung der Biotechnologie als Gegenstand der juristischen Fakultäten. Die Anhäufung von Informationen, die von der Wissenschaft bisher erreicht wurden, werden kurz angegangen, um Platz für umfangreiche Behandlung von Gegenständen aus der modernen Wissenschaft abgeleitet zu erstellen. Nur auf diese Weise wird die Route des schulerischen Wesens von der Ausbildung der zukuenftigen Wissenschaftler erfolgt werden, als auch des Einzelnen Individuums, in der Lage die Wuerde unserer Spezie zu beachten welches uns aus einzelne Lebewesen zu Menschen umstalten.

Stichwort: Assisted Human Reproduction in der Schulbildung, Hochschulbildung, Lehrplan.

I. The implementation of human medically assisted reproduction and biotechnologies into the lower education curriculum

After 1994, in Romania, the new school curricula have started shedding light on new curricular cultures, aiming at shaping and developing shills, competences and attitudes; the educational concern has laid increased emphasis on the learner and the learning process; with a view to structuring and drafting the school curriculum, a new outlook related to interdisciplinarity and transdisiciplinarity has been adopted and implemented; the issue of appropriately approaching the curriculum has been achieved in accordance with didactic evolution principles and requirements.

The experience and progressive acquisition/accumulations in the curriculum theory have also been considered in achieving official school records and conveying them within the teaching – learning process.

The curriculum needs to enable students to identify and turn their potential to its best account and, at the same time, to stimulate and develop divergent thinking, creativity and critical attitude in students.

It is also supposed to reflect the dynamism of an open and democratic society and to contribute to the study and exploration of the Romanian society cultural hesitate in the area. One of the most daring challenges of the 21st century is that entailed by biotechnologies, a field of activity which, through the complexity of its approach, has found its best expression in the direct interaction with the individual, society and the very inner self of each of us.

The newly – resulted content may no longer be perceived as a distinct entity, it needs to be involved in a wide range of systemic relations with the order constitutive elements of the curriculum, which contribute to the alteration of informative aspects and their turning into formative values, very much necessary for the students' professional insertion. Starting from the idea that curricular planning slumed give the competence concept the significance of an organizer in close relation with which learning objectives of the 11th and the 12th grades are set, the issue of a rigorous selection of biotechnologies related specific contents is of utmost importance. Equally relevant in this aspect is the reshaping and reorganization of teaching – learning – evaluation strategies.

The new school curriculum for Biology is to aloe students to get acquainted with these new concepts, with theoretical aspects, as well as with the acquisition of functional shills, related to society, to modern biotechnological matters, relevant competences for the roles assumed by students at present and in the future, both in their private and public life.

Through the new structure and the new contents, the school curriculum will provide students with the opportunity to thoroughly understand the role of Biotechnologies, the comprehensive field of Bioethics in the unfolding of an efficient educational and instructive, in the context of the new problems society copes with, facilitating the possibility to prevent the malfunctions and errors that might occur.

This new curriculum will contribute to the progressive development of key – competences for the education all throughout one's life-time, focusing upon modern didactical principles, respecting the dynamic, open systematic and normative character of correct education.

A new school/academic curriculum that should contain, to a more profound and professional extent, these so-called "issues" that Romanian society has dealt with lately, must be conceived in such a manner that it should foster didactic creativity and the appropriateness of the learning strategies to students particular features.

Educators will, thus, be able to focus their attention in new learning activities and practices. A new curriculum must not be regarded as an inflexible, rigid document, but as a tool meant to ensure a balance between the various approaches and solutions, to be the result of personal didactic planning and cooperation with the students of every particular class.

Nowadays, the reformation of the educational system is a concept so very largely spread that it has almost become redundant. But still, the educational system is in need of great changes. It is vital. Building skills is the major issue. They primarily involve and induce behavioral displays that must be a result of personal believes. All these can only be accomplished using knowledge as an effect of gathering information and experience.

As a part of the concept of global education, health education, both your own and others, is also a part of the new educational politics next to environmental education. Bioethics is a quite new field and it is included in the high school optional curriculum. It is just one of the many topics taught in „Health education" classes for 11th and 12th grades.

Considering the elaborate issues of biotechnologies that determine intricate topics of debate in the field of bioethics as well as future scientific challenges, a proper approach of these is needed in the lower educational system for a complete training of teenagers for their future family life.

Regarding medically assisted techniques (in vitro fertilization[1], surrogacy[2], preimplantation genetic diagnosis[3], sex selection[4] etc.), the information provided to the pupils is incomplete, sometimes erroneous or worse, corrupted. This aspect of life is even more complex as it entails multiple facets: scientifically, ethical, moral and, last but not

[1] A laboratory procedure in which sperm are placed with an unfertilized egg in a Petri dish to achieve fertilization. The embryo is then transferred into the uterus to begin a pregnancy or cryopreserved (frozen) for future use.

[2] A surrogate mother is a woman who carries and gives birth to the child of another woman, who is usually infertile, by way of a pre-arranged legal contract.

[3] A procedure used in conjunction with in-vitro fertilization to screen for specific genetic or chromosomal abnormalities before transferring the fertilized eggs into the mother. The technician removes one or two cells about three days after fertilization, then examines the chromosomes for obvious abnormalities.

[4] The choice of the baby's gender by sex determination before conception by separating spermatozoa carrying Y chromosomes from those carrying X chromosomes.

least, legal. The information regarding new reproductive technologies (the status of human embryo, posthumous reproduction[5], criopreservation of eggs and spermatozoa, genetic screening[6], reproductive[7] and therapeutic cloning[8], chimeras[9], hybrids[10], genetic engineering[11], the artificial uterus and others) are seen as too futuristic topics to worth taking into consideration for them to be included in the biology curriculum, by those who have the power to decide what topics should be studied. Meanwhile, pupils still consider them products of someone's imagination.

As long as education is not only about teaching science, but also about creating adult skills for future adult life (which means helping the pupils to acquire habits, attitudes, judgments, principles, the ability to synthesize and analyze the received information, things that could positively or negatively alter their perception of life), all these aspects are important and should be taken into consideration by educators.

The pleading for an efficient approach of such an issue, inside the educational curricula, must take into consideration the pupil's scholar path, the interface and the scientific and didactic background of the trainer. The need to insert such fields of knowledge among the subjects studied in the lower education system lies in the very content of medical assistant reproduction. As a consequence, it is imperative to improve the curriculum, especially in the subject of Biology and also in the related subjects – Chemistry, Physics, etc. – to ease the comprehension of the concepts, facts and effects.

In high school, Biology is studied by all the students, regardless of their major, but no more than their 9th and 10th grades. The order of the chapters could be rearranged, too.

---

[5] Conception after the death of the male or female biological parent through techniques such as the use of gametes that have been stored during his or her lifetime or that were collected immediately after his or her death.

[6] The process of analyzing DNA samples to detect the presence of a gene or genes associated with an inherited disorder.

[7] The genetic duplication of an existing organism especially by transferring the nucleus of a somatic cell of the organism into an enucleated oocyte.

[8] A procedure in which cells, typically skin cells, are taken from a patient and inserted into a fertilized egg whose nucleus has been removed. The cell that is so created is permitted to divide repeatedly to form a blastocyst. Scientists then extract stem cells from it, and use those cells to grow tissue that are a perfect genetic match for the patient.

[9] The narrow scientific definition of chimera is an organism that has at least two different populations of cells, which are genetically distinct and originated from different fertilized eggs. Scientists typically create chimeras by mixing stem cells (or embryos) from one species with early embryos of another species. Each type of cell retains its own character, such that the resulting chimera is a combination of mismatched parts.

[10] Hybrids are embryos formed when the gametes (egg and sperm) are from different species. For example a human hybrid could be formed from the combining of a human egg with a chimpanzee sperm, or vice versa. These true hybrids create a new entity or species.

[11] The science of altering and cloning genes to produce a new trait in an organism or to make a biological substance, such as a protein or hormone. Genetic engineering mainly involves the creation of recombinant DNA, which is then inserted into the genetic material of a cell.

As an example, the concepts of biodiversity and the body functions could be fathomed in the 9th grade, while cytology, histology and genetics – presently a part of the 9th grade curriculum – could be taught in the 10th grade. This permutation would consider the age characteristics of the students as well as their capacity to abstract.

However, this new curriculum could be thought in a totally different way compared with what the biology teachers must teach nowadays because, at the moment, they are constrained by the restrictive tasks of the final exams and they are not allowed to use a larger practical approach of the concepts they teach. The logical and obvious conclusion is that changing the teaching methods it's not a sufficient condition as long as this step is not related with a new revaluation of the assessment methods. But this reformation of the system it's not possible unless the essence of the concept of education is reconsidered too, which may affect the very final results of the teaching process.

By this we try to sound a warning signal on the fact that the students attending the courses of technological profiles in Romanian high schools are deprived of studying Biology and more so, not even other optional subjects about health care are being studied. Those high schools, where environmental issues are taken into consideration, link this subject to labor safety and because of that they are taught by engineer-teachers having other majors than Biology. But biologist teachers are the only ones that could justify the scientific background required for teaching specific biotechnology concepts.

Studying human anatomy, physiology and genetics is a vital condition to understand the issues we are pleading for, but the above mentioned topics are accessible only to some students in the 11th or 12th grades attending mostly theoretical profiles. All these students could be the beneficiaries of a „healthcare" optional subject pending on the content of the curriculum and school board's decision.

Although the Government's Education Department had previously held courses for trainers in optional subjects such as reproductive hygiene and pregnancy, these courses didn't cover the problems regarding sterility and therefore, reproductive assisted techniques.

In theory, modern biotechnologies and bioethics are a part of the educational curricula but the truth is that these topics are poorly developed and presented to students. Even though, the knowledge the students should have acquired based on the present curricula is expected to allow those in the higher levels of high school to understand the complexity of the phenomena and the effects of what medically assisted reproduction implies.

Often, children ask about the beginnings of life, especially about those stages of development prior to conception, but the debates are mostly about the stages of the human embryo conceived in *vivo*, inside the uterus, and less about the status of the embryo created *in vitro*. This is because extracorporeal fecundation techniques are not a topic for study even though it entails complex information and generates controversy. Other times, students express their pro or against opinion on abortion and often, their arguments reside in the experiences other people close to them have had, but with no solid scientific basis.

Related to these peculiar ethical considerations that students express, we can't but ask ourselves how the same students would react when facing the controversy presently surrounding selective abortion after IVF-ET[12].

School children are generally irresponsive to infertility, even though they are told that it affects more than 20% of young couples, caused by today's lifestyle, unhealthy eating habits, exposure to pollution and stress. Most of them, using information gathered from mass-media, covered most of the time underneath publicity and other various interests, become aware of the availability of *in vitro* fertilization and they consider it to a relatively easy solution for the problem. Yet, they are not told about the rate of miscarriages, the extremely high costs of the medical procedures, the high risks for women to develop gynecological illnesses, the negative impact hormonal treatments have on infertile couple's social and family life etc.

Some of the students have found out about the existence of sperm banks and stem cells facilities, but the informatory confusion is sustained and stressed by some superficial and unqualified sources that don't clear up scientific and legal issues. These future adults, future wives and husbands, future parents think that they could benefit of these techniques if they have to confront infertility, without even considering the possibility of failure – which can be seen as ignorance – or the moral dilemmas they would have to face, such as deciding to discard unused embryos – which can be seen as lack of basic scientific information on medically assisted reproduction.

Let's imagine that a sterile couple, whose members haven't been educated in school regarding these matters, decides to use IVF, but only later they find out that: in order to create the embryos doctors need to extract more than one egg; to obtain this increased number of eggs the woman must go through hormonal ovarian hyperstimulation, that might induce DNA mutations; more than one embryo are created *in vitro*, but only three of them are then transferred to the uterus to impregnate the mother and the others are discarded – on what grounds are the embryos chosen? which of them will get to become children and live? -; if the number of embryos that stick to the placenta is too large, they might become a menace to the pregnancy and the health of the mother, so they are injected in the heart with chlorate hydrate and are only removed at birth, together with the placenta – how healthy would the fetus that evolves in the same womb with the dead embryos be? what will determine the basis of destroying some embryos to favor the others? -; unused embryos could be cryopreserved for future implantations as well as used as a source of stem cells – what is the rate of survival for these embryos? when does life begin?

Such difficult questions young students can't answer for themselves at the present moment, nor will they be able to answer in the future unless they are properly instructed, which could generate rough life and moral dramas.

Genetic screening – which is called preimplantation genetic diagnosis when applied to the embryo before its transfer to the uterus – might seem as a great chance for a

[12] *In vitro* fertilization, followed by the transfer of the embryo to the woman's uterus.

happy life as long as by analyzing chromosomal DNA and the types of RNA responsible for the synthesis of protein, doctors can detect hereditary diseases or genetic disorders. Is life richer for a healthy human being than for a terminally-ill patient? Is non existence preferable to existence for the last of the two? Who decides? What are the boundaries? Should we accept the birth of individuals that suffer of more or less severe genetic abnormalities? Should we apply eugenics to humans, or better yet, alter the germ line to ensure that genetic limitations are not passed on to future generations? When finding a genetic disorder, will the future parents decide to abort the baby for this reason?

The answer relies on the level of knowledge, morality and respect for life offered to them by education. While studying the topics we previously mentioned, students could learn that, after having regulated things for millions of years, the laws of nature demonstrate that genetic diversity is what drives evolution ahead, and it also ensures the perpetuity of species in time. When nature defies its own laws, genetic mutations might occur, but even these mutations ensure the biodiversity of individuals and their acquirement of larger environmental adaptive abilities.

Genetic screening and genetic engineering might deflect into the selection of genetically enhanced individuals, or even into eugenics, racism and discrimination. How will those reengineered individuals become a part of society and react under the pressure of external environmental factors. Germ line improvement could determine the passing on of new genetic characteristics to descendents, which might result in the alteration of those genetic traits that human kind, as a species, has acquired during its evolution.

All these arguments are only specific parts of what generally characterizes modern science and also of what the society will have to confront in the future. They are also a reason why teachers are professionally obliged to induce an integrated and efficient education regarding today's matters of life and science to future young generations.

II. The implementation of human medically assisted reproduction and biotechnologies into the higher education curriculum

Human society constantly evolves, even if the education field and its scholars are more or less prepared to embrace this evolution. Yet, we must not forget the purpose of education is to prepare young inexperienced members of society for a proper professional and social integration.

All the accomplishments of science regarding human assisted reproduction and its derivative techniques are the result of medical research. This is why it seems only natural for medical schools curricula to include this domain of science, but also the even more subtle field of bioethics.

The very outlining of bioethics as a science makes it necessary for the intervention of law. While the bioethicist discloses the moral controversies related to the limitations of applying science to humans, law scholars have the duty to regulate them. It is already a fact: when scientists don't agree on whether or not they should use available new techniques outside a legal framework, this generally leads to unwanted consequences.

Any rule is almost non-existent without a due sanction. The right to apply sanctions to those conducts that have such a great impact upon society – like the ones generated by biotechnologies -, is the privilege of the state. But the state can't apply a sanction in the absence of laws. The creation of laws is, most of all, the attribute of law scholars, whether by writing the law themselves, or by debating, criticizing and expressing different points of view.

Law scholars are the ones who define the limits of those human rights that justify the use of biotechnologies, including the right to procreate as a derivative of the right to privacy (together with controversy on issues like reproductive cloning and procreation autonomy of homosexual and lesbian couples), or the right to have a family (in reference to surrogacy and the right not to procreate[13]).

Law experts will also have the duty to identify the social values affected by medically assisted reproduction and biotechnologies, as well as the importance of their protection when faced with scientific exaggerations, to set the limits of applying science to human beings and to choose the appropriate way for an effective protection (by penal sections or by private law regulations).

The legal status of the human embryo, outside the woman's uterus, is another issue that must be taken into consideration by law, to redefine such concepts like "object", "person", "juridical/biological entity", in the context of developing techniques like cryopreservation of embryos, or of using embryos for research. Posthumous reproduction generates various problems regarding heritage rights of children conceived after one of their parents' death.

Genetic screening poses the risk of health insurance discrimination for patients with genetic disorders, a thing which should be prevented and promptly sanctioned by the law. Cloning brings into attention the legal status of one individual who is genetically identical to another (the human being born as a result of cloning could be the brother or the descendent of the one who provided the DNA for the procedure), with large implications on heritage rights and family law. Genetic engineering makes it possible for scientists to create chimera or hybrid embryos, whose legal status (human or animal) remains uncertain in the absence of law.

The concepts of "maternity" and "paternity" will have to be reconsidered, because the availability of surrogacy, IVF with donor sperm or eggs and the creation of embryos with genetic material sampled from more than two persons divide the traditional meaning of family into "biological family", "genetic family" and "social family". It is a priority to find efficient legal measures to regulate the commodification of the human reproductive capacity and to sanction these new forms of trafficking the human body and its parts that

[13] Brought into attention by the practice of destroying frozen embryos as a result of the divorce of the infertile couple, and also by the legal issues that might occur on who gets the custody of those embryos: The spouse who wants to implant them as an effect of the right to procreate, or the spouse who want to discard them, based on the right not to procreate?

might result from surrogacy, medical "tourism"[14], the sale of gametes and embryos etc.

Law, law makers and law practitioners will have to readjust to these new realities and to many other present or future similar problems, whether it will be the notary who draws up a surrogacy contract, the lawyer who represents his clients interests, the prosecutor who insures the compliance with laws or the magistrate judging a specific case, sometimes in a legal vacuum or based on flawed or maladjusted laws.

It is obvious that Romanian laws are not yet ready to provide solutions for such legal dilemmas. This is why we are exposed to the risk of confronting unjust solutions and irregular jurisprudence. Although up until now there has been no litigation concerning these matters, the fact that some of the above mentioned techniques are already largely used in Romanian hospitals entitles us to believe that this status-quo will not be held for long. When litigation will finally occur, law practitioners will have to be ready.

Since 1995, Romanian patients have been using in vitro fertilization, a technique provided by many health facilities in the country. These facilities have multiplied their variety of medical services in time, to include artificial insemination with sperm from the husband or a donor, IVF, cryopreservation of sperm and eggs, preimplantation genetic diagnosis, storing of stem cells, sex selection, and genetic manipulation of physical trades. The number of fertility clinics increased in time. So far, there have been about ten such facilities approved by the Ministry of Health that carry on their services in the major cites of the country, but there appeared to be an equal number of hospitals that provide access to similar techniques that have not yet been approved.

Romania has already been the target of animated debates soon after following a successful IVF attempt that allowed a 67 year old woman (Adriana Iliescu) to give birth to a healthy child. This has also been the case of the scandal following payments to gamete donors made by the Global Arts Clinic in Bucharest. In this final case, the Romanian government decided to close the facility and to forward the case to the Prosecutor's Office. This is why the European Parliament resolution on the trade in human egg cells (Doc. P6_TA(2005)0074) concluded that the high price paid for egg cells incites and encourages donation, given the relative poverty of the donors, and that the activities of the clinic can be regarded as trade and are, thus, unacceptable.

The major challenge is to create a legal framework that is, at the same time, conservative and flexible but also wide enough to encompass the new trends, in order to avoid the risk of destabilizing the social climate. To legislate is imperative. The question is: to what limits and to what ends? Law scholars will have to work together with physicians so that they could answer this question. The issues are, obviously, multidisciplinary, because the controversy surrounding biotechnologies is not only legal or medical, but also a religious and philosophical one.

[14] Medical tourism (also called medical travel, health tourism or global healthcare) is a term initially coined by travel agencies and the mass media to describe the rapidly-growing practice of traveling across international borders to obtain health care.

Whenever there is the need for laws, there is a need for those who create laws – law practitioners who are acquainted with the problems at hand.

In time, all law practitioners will have to enforce these laws, and the implementation of regulations in such sensitive and, why not, exotic fields as medically assisted reproduction and biotechnologies could lead to major problems. This risk can only be avoided by creating suitable teaching curricula to make the students, the future practitioners, become familiar with these complex issues[15].

The topics we have discussed in this paper constantly evolve, and so the process of educating young generations could face the difficult task of adapting to the ongoing scientific changes in the field of human reproduction. The reason for this stagnation seems to be the consequence of the fact that present laws and social standards are made to protect the traditional way of life. The fear of innovation leads to a static view on education, that tends to set unwanted limitations not only to the social adaptability of individuals, but, even worse, to the professional development of those who have the duty to become intermediaries between individuals and scientifically evolution, an evolution that mankind could benefit from, but could also lead to major negative consequences, when left uncontrolled.

Bibliography

1. Adenson, Joel W.: Weinberg, Joanna K.,*The California Stem CellInitiative.Persuasion,Politics and Publicscince,*American Journal of Public Health, Washington, Mar 2010, VOL 100, ISS3, pg446
2. Fair,S. S. ,*Miracle Worker,*Ney York Times(Late Edition East Coast),New Yory,25.04.2010,pg M232
3. Fullam,Lisa, O"Neill,*Biothics and Public Policy,*Theological Studies, Washington,Mar2010,Vol 71,ISS 1,pg168
4. Munro,Neil,*Progressives Not Conceding Mantle OnBioethics,* National Journal,Washington,Feb 12,2010
5. Sanders,Laura, *Bloom stem cells conceal unequal predispositions,* Science News, Washington,27.03.2010,vol 177, ISS7, pg 5
6. Svoboda,Elizabeth, Perry Patrick , *the Other Stem Cells,*The Saturday Evening Post, Indianapolis, Jan/Feb 2010, vol 282, ISS1, pg 54
7. JG Schenker Assisted reproduction practice in Europe: legal and ethical aspects. Human Reproduction Update, Vol.3, No.2 pp.173-184, 1997
8. Department of Obstetrics and Gynecology, Hadassah University Medical Center, Jerusalem, Israel

SURSA:

http://humupd.oxfordjournals.org/cgi/content/abstract/3/2/173

V. Soderstrom-Anttila, T. Foudila, U.-R. Ripatti, and R. Siegberg. Embryo donation: outcome and attitudes among embryo donors and recipients. Hum. Reprod., June 1, 2001; 16(6): 1120 - 1128.

[15] This belief is the reason why law schools affiliated to major universities in the world decided to create Biolaw and Bioethics Departments besides the traditional departments.

http://www.geneticsandsociety.org/downloads/2002_ajlm_annasetal.pdf
Mihaela Miroiu, Gabriela Blebea Nicolae, Curs universitar de „Etica profesionala", Universitatea Bucureşti, 2000
Sursa:
http://www.lefo.ro/carmensylva/Carmensylva/ppap/2000/an2/sem1/mmiroiueticaprof.pdf
Ana Langer, Reproductive health and human rights: integrating medicine, ethics and law. Bulletin of the World Health Organization, *Print version* ISSN 0042-9686, Bull World Health Organ vol.82 no.7 Genebra July 2004, doi: 10.1590/S0042-96862004000700014, BOOKS & ELECTRONIC MEDIA
Sursa:
http://www.scielosp.org/scielo.php?pid=S0042-96862004000700014&script=sci_arttext&tlng=pt

DEVELOPING AND IMPLEMENTING A CURRICULUM FOR CHILDREN WITH DEAFBLINDNESS/ MULTISENSORY IMPAIRMENT

LECTURER ANDREA HATHAZI, PHD
"Babes-Bolyai" University, Cluj-Napoca
Faculty of Psychology and Educational Sciences
Special Education Department

Zusammenfassung: Allgemein: das vorliegende Schriftstück stellt den Prozess und die Folgen der Entwicklung und Ausführung eines Lehrplanes dar, dass auf nationaler Ebene für taubblinde Kinder eingesetzt wird, und dass in Rumänien im Jahre 2008 erreicht wurde. Es war eine Herausforderung, aber dieser Prozess musste in Erwägung gezogen werden um ein wichtiges Hilfsmittel für den Bildungs- und Eingreifprozess für Kinder in einem geordneten Umfeld anzubieten. Der Lehrplan ist nicht nur eine Grundsatzerklärung über eine Behinderungskategorie, die im Bildungsverfahren genannt wird, sonder eine Angabe über wie dieser Grundsatz durch ein Handlungsprogramm ausgeführt werden muss.

Stichwörter: Taublindheit, Lehrplan, Ergebnisse, Abschätzung, Eingreifung

Abstract: The present paper would like to present the process and finalities of developing and implementing a curriculum used nationally for children with deafblindness/ multisensory impairment, which was achieved in Romania in 2008. This was a difficult task, but it had to be considered in order to provide an essential tool for the educational and intervention process of the children in an organized setting. The curriculum is not only a policy statement about a category of disability that is referred to in the process of education, but especially an indication as to the ways in which that policy is to be realised through a programme of action.

Key words: deafblindness, multisensory impairment, curriculum, outcomes, assessment, intervention

One of the key principles of the National Curriculum is differentiation within a common framework (Hussey, 1997). Children in special schools access the National Curriculum but it is known and acknowledged that the strategies,methods and resources to enable and support the access are different.

The group of children with deafblindness/ multisensory impairment is very heterogenous, the children present a variety of abilities that are different in development,

learning style and complexity. Deafblindness is the combination of visual impairment and hearing impairment in different degrees, determining a unique patter of development, functioning, communication and learning (Nolan, Tucker, 1988). The two impairments can appear simultaneously or successively and there can be other associated impairments. The impairments can appear before birth, in this case it is about congenital deafblindness or can appear in different periods in life, in this situation the term that is used is aquired deafblindness. (McInnes, Treffry, 1982). There are four groups that, according to the impairments can be considered as individuals with deafblindness:

- congenital hearing impairment and visual impaired or acquired in early childhood;
- congenital hearing impairment, acquired visual impairment;
- congenital visual impairment, acquired hearing impairment;
- acquired hearing impairment and visual impairment.

The methods and approaches in the learning process can be different for each of these groups, but these strategies can be used also for:

- children with congenital or acquired visual impairment with associated impairments, like learning difficulties, communication and physical impairments, the number of these children increasing. The children need support in accessing information from the environment and adapted communication methods implemented to facilitate access to education. The modifications and adaptations of the environment are important.
- children with hearing impairment who present associated impiarments, a situation with less incidence (Aitken, Buultjens, 2000). Some of the children present more abilities that are functional and a better potential of learning that can and must be developed in intervention and educational programs.

Strategies of intervention like co-active communication, hand on hand intervention, one to one intervention are recquired in order to encourage learning and give the proper prompts for the children to understand the meaning of the learning experiences.

Children with deafblindness/ multisensory impairment can present:

- difficulties in developing communication skills, needing augmentative and alternative systems of communication;
- delays in the development of orientation and mobility, which determin the necessity of adapting the environment and development of specific intervention programs;
- difficulties in sensory integration that determine the need of developing individualised intervention programs, that will consolidate the sensory imput in a multisensorial approach;
- limited acces to the environment because of a deficitary feed-back elaborated in decreased interactions. There is a need of structured environment that explores and strengthens experiences;

- difficulties in monitoring own actions and generalizing situations. Different approaches are necessary to allow the repetition of these activities and transfer of these skills;
- limited social interactions, difficulties in developing initiatives and self- help skills.

The influence of sensory limitations associated with cognitive, communication, physical and behavioural challenges has an impact on the way that these students learn (Sacks, S., Silberman, R, 1998). Many of them have particular learning characteristics that determine a unique pattern of learning, accessing information from the environement and using acquisitions in a meaningful way to enhance development and independence. Some of the learning difficulties that might appear are: limities opportunities for observing and imitating others, difficulties in incidental learning, generalising from one situation to another, linking one experience to another, remembering skills and information learned previously and initiating activities.

The development of a curriculum was a necessity, almost an imperative requirement to the Romanian comprehensive and inclusive education, combining the theoretical experiences and their practical implications, promoting a curriculum that is both functional as well as modelled on the learning needs and potential of each child. The design of the curriculum needs careful consideration so that each pupil may attain as optimally as possible. Learners must experience interest, meaning, an purpose in teaching-learning situations. (Ediger, M., 2000).

In this view a Curriculum for deafblind/ multisensory impaired children was developed in Romania, a curriculum that is part of the National Curriculum and was approved through the Order of the Ministry of Education and Research Romania no.5423/01.09.2008. The Curriculum is aimed for preschool children and school age children level 1-9. The Curriculum for pre-school children contains the following subjects: activities of sensory and cognitive education, activities of mobility development, communication development, specific therapies (auditory training, visual education, lipreading, speech therapy, educational audiology, sign language, AAC). The Curriculum for children who are at school age is divided in the following broad curricular areas: Language and Communication, Math and Sciences, Man and Society, Art, Physical Education, Technologies, Specific and Compensatory Therapies, Inclusive and Complex Educational Therapies. The number of hours varies for each level of study. Each curricular area is divided in compulsory and optional subjects. For each subject there are guidelines that make reference to general objectives, reference objectives, examples of learning experiences for each reference objectives, content of the subject and methodological reccommendations. Each teacher can use and adapt all the contents according to the child level of development and characteristics.

One of the most complex definition of the curriculum is given by D'Hainaut in 1981: the curriculum is considered a project that defines the aims and the objectives of a

educational action, the means, mehods and activities used in achieving these objectives, the methods and instruments necessary to the assessment of the obtained results.

One of the main benefit is that the curriculum was developed by a team made of national trainers in deafblindness/ multisensory impairment, teachers that work at the deafblind units all around Romania who are familiar with the implications. The process of the development of the curriculum began with the anlaysis of the educational finalities, general and specific competences and the educational needs of the deafblind learners. This was followed by the determination of curricular objectives, the selection of subjects and contents and the design and structuring of learning experiences. We are now in the process of curriculum implementation and assessment and teachers all around Romania who work in these units are asked to give feed-back on the efficiency of the Curriculum.

In the development of the curriculum the authors took into consideration the following principles:

- the curriculum should be initially centred on the sensory and cognitive development of the child, combining the experiences and giving the child the instruments to interpret the environment;
- the curriculum should embed all the areas of development with a hierarchy of abilities and behaviours that are formed from simple to complex;
- the individualised educational program and the child's portfolio as instruments that assure individuality
- the specific and adapted individualised methods of intervention, even if activities in small groups are also encouraged
- using an adapted environment;
- pre-vocational and vocational activities.

One of the main domains of development and education at children with multisensory impairment/ deafblindness is communication. We will focus on this curriculum area, distinguishing the main aspects that are comprised in the presentation of this area within the National Curriculum. The examination of this area will distinguish the modality in which the National Curriculum provides the context, modalities and activities for the children. The programme offers the possibility for the teacher to respect the rhythm of development of the child, to choose the accessible activities according to the child's potential and needs, maximising the child's potential in learning and developing communication skills, taking always into consideration the zone of proximal development. Children with deafblindness acquire and develop communication skills in a way that is differentiated and individualised, according to the sensory, cognitive and motor particularities, but to the associated impiarment that the child presents, but also depending on the specifity and complexity of the interventon and the quality of communication and learning experiences that the child beneficiate of. The development of communication represents a challenge to parents and to interveners, a through knowledge and the understanding of the child's functionality about the abilities and potential that the child has

and he can put to use in this purpose. A planification and monitoring of acquisition and active use by the child of modalities and systems in receptive and expressive communication is recommended, there could be a significant difference at the level of development between the two forms, for example receptively the child can understand speech, but expressively he is at pre-symbolic level. The lack of knowledge concerning the particularities of the communication process at children with deafblindness and the specific strategies that must be implemented can lead to errors in intervention realised by parents, but also teachers, aswell as unrealistic expectations towards the abilities and performances of the child. The educational programme assures the relation between the educational objectives, learning situarions and learning activities. The teacher must adapt the content of learning to the real possibilities of acquisition and behaviour of the child, so that is to practice differentiated and individualised learning. This approach is possible as the programmes is developed by the principle of snall steps, autonomy of sequential learning with possibilies to practice and associate. The assessment are permanent and continuous, aiming abilities, behaviours, skills involved in educational and social inclusion. The most efficient approach in the process of developing communication at children with deafblindness is total communication that permits the use of any commmunication system or combination of two or more systems for the transmision and reception of message, according to the sensory characteristics, context, particularities of the environment and persons who participate. Communication is a process that is modeled around the child.

Some of the general objectives refer tp the development of interest for the communication environment, the development of receptive communicationof the messages tramsitted trhough types of adapted communication and the development of expressive communication using specialised systems of communication.

In the development of communication skills, the most used systems of communication that are also presented within this area in the Curriculum are:

1. basic systems of communication:objects of reference adapted for each chils and used within the daily chalendar; pictograms: visual and tactile pictures that are used as a support for representing objects, activities, events.
2. systems of communication based on sign language that can be trasmitted and received using co-active communication and han on hand approach
3. systems based on an alphabetic approach: fingerspelling, Block alphabet, he deafblind manual alphabet, Tadoma method, Braille or large print. Systems like Opticon (equipment that reproduces in a tactile form the printed text), Teletouch (conversion of a written message on a standard keyboard in Braille alhabet).

The general strategies refer to the use of social interaction in learning, developing in this process cognitive abilities and communication skills, the use of the routines and functional activities, recognizing and using receptive communication for the learning of expressive communication, individualising the proces and adapting the environment.

The learning activities have an orientative character. The teacher and intervener have the liberty to choose the those contents that correspond best to the functional level of

children or to use those examples that are more adequate for the achievements of the proposed objectives. The individualised educational approach is reccommended. Educational programmes always have to take into consideration the outcomes that are to be determined for the pupils when they follow a curriculum. It is about the benefits for students with impairment, concerning not only knowledge but also skills, adaptative behaviours and social competence as well.

The children with multisensory impairment must beneficiate of educational programmes that are nationally implemented, with constant referral to their specific needs and the finality of becoming an active member of the society. Another aspect that we need to consider is the quality of life and the way that the curriculum satisfies the developmental, learning and communication needs of these children with a consideration also to the well-being and content of the children being involved in the activities.

Bibliography

1. Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. and Pease. L. (Eds) (2000), *Teaching Children who are Deafblind.* London: David Fulton Publishers
2. D'Hainaut, L. (1981), Programe de învăţământ şi educaţie permanentă, Bucureşti, Editura Didactică şi Pedagogică
3. Ediger, M., (2000), Teaching reading in the social studies in College Strudent Journal, March 2000, pp.15-18
4. Etheridge, D., Mason, H. (1994). *The visually impaired: Curricular access and entitlement in further education*, London: David Fulton Publishers
5. Hussey, D. (1997), Curiculum issues in Mason, H., McCall, S., Visual Impairment. Access to Education for children and young people, London: David Fulton Publishers
6. McInnes, J.M , Treffry, J.A. (1982), *Deafblind infants and children*, Toronto: University of Toronto Press
7. Nolan, M., Tucker, I. (1988), *The Hearing Impaired Child and the Family*, Souvenir Press Ltd.
8. Orelove, F.P., Sobsey, D.(1996), *Educating children with multiple disabilities: a transdisciplinary approach*, London, Paul H. Brookes Publishing Co.
9. Sacks, S.Z., Silberman, R.K. (1998), *Educating Students who have Visual Impairments with other disabilities*, Paul H. Brookes Publishing, New York
10. Snell, M., Brown, F. (2000), *Instruction of Students with Severe Disabilties*, Columbus, Ohio, Prentice Hall Merill

INTEGRAREA ELEVILOR CU DIZABILITĂȚI – ÎNTRE ADAPTARE CURRICULARĂ ŞI ACCEPTARE SOCIALĂ

VALENTIN COSMIN BLÂNDUL
Oradea University
e-mail bvali73@yahoo.com

Abstract: In the last two decades the experts speak more and more about the integration of children with disabilities into the normal schools. For this purpose there has been adopted a lot of documents. The most famous one is The Universal Declaration of UNESCO Conference about inclusive education " Acces and quality". This document underlines for the first time the concept of mainstream (inclusive school). In this way a normal school with inclusive view is the most efficient way for fighting against discrimination, beeing opened to all children regardless of their problems. First of all, the mainstream has a specialised curricula adapted to the possibilities of each pupil. This means that the ways of selecting and organising the informational content, the teaching-learning-evaluation methods, the quality standards, the psichosocial learning environment represents the answer for each pupil possibilities, regardlessof the problems that they experience.
On the other hand the succes of scholar integration of the pupils with disabilities depends on the way they are accepted by the other community members, by the classmates with their families and the teachers. Here we have a major problem, because not all pupils from one class are willing to recognise and accept the difference as a normal issue.
As a conclusion in this article we want to make a theoretical analysis of an individualised curricula and of the documents in which it is reflected. This means that we will create an aimage of the interpersonal relationships which can be achieved beteen the pupils with disabilities and their classmates.

Key-concepts – pupils with disabilities, curriculum adaptation, scholar integration, social acceptance, curricular reform.

Zusammenfasung: In den letzten Jahrzehnten spricht man immer öfter über die Integration behinderter Schüler in das Massenunterrichtssystem. In dieser Hinsicht wurde eine Reihe von Normen abgeschieden, die den integrativen Unterricht betrifft, unter diesen ist die Deklaration der UNESCO Weltkonferenz – „Zugang und Qualität" – die Bekannteste. Diese Verkündigung führt zum ersten Mal das Konzept einer „integrativen Schule" ein. Auf dieser Weise wird eine gewöhnliche Schule, die ein integratives Curriculum einsetzt, zur besten Lösung gegen Diskriminierungen gegenüber Behinderten jedwelcher Art. Der integrative Unterricht setzt ein differenziertes Curriculum voraus, sodass man den Bedürfnissen aller Schüler entgegen kommt. Dies deutet darauf hin, dass das Auswählen und Strukturierungskriterien des Unterrichtsmaterials, der Methoden und der Evaluierung entsprechend den psychologischen Merkmalen jedes Schülers, abgesehen von der Art ihrer Probleme, angepasst.

Andererseits hängt der Erfolg des Integrationsprozesses einer behinderten Person von der gesellschaftlichen Akzeptanz von Seiten der Kollegen, derer Familien, der Lehrkräfte u.s.w. Dies kann zu einem Problem werden, da nicht alle Schüler nehmen die Andersartigkeit als natürlich und selbstverständlich an. Aus diesen Gründen nimmt sich diese Studie vor, eine theoretische Analyse des individualisierten Curriculums und aller Unterlagen, die den integrativen Unterricht unterstützen durchführen. Ebenfalls steht hier vor, die zwischenmenschlichen Beziehungen in einer Schulklasse mit behinderten Schülern zu untersuchen.

Schlüsselworte – behinderte Schüler, angepasstes Curriculum, Schulintegration, soziale Anpassung, curriculare Reform.

1. Integrated education and adapting curriculum - theoretical approach

In its broadest meaning, the concept of "inclusive education" refers to the creation of those conditions that enable students with disabilities to study in mass school with other "normal" pupils, according with its psycho-intellectual and psycho-emotional features. In other words, the concept refers to those students with disabilities that can accommodate the requirements of mass education and, benefiting from an integrated curriculum and personalized school can obtain maximum results, reported their ability. Bases have been so "inclusive school" - a unit of education that best meets the needs of students with disabilities, they can most effectively resolve special education requirements and help to live with colleagues considered normal. Despite appearances, an inclusive school belongs, automatically and compulsory mass education can be found in the special education system. The important thing is that such an inclusive school, providing all its students equal opportunities to education and development. But the concept of "equal opportunity" will not mean an identical curriculum for all students (reflected in the same plane educational framework, alternative textbooks or curricula), but rather an integrated curriculum (which help students to take part in academic and social life of the school community they belong) and personalized (variable and adapted), in agreement with the peculiarities of each. In this way, the "equal opportunity" will mean the creation and enhancement of opportunities for development within each student and the main tool that teachers can use it in this regard is the custom curriculum (Kristine Capponi, Diana Hoopes, Deborah Kiser, Beth Ralph, 2007, p. 370).

First, we aim to identify the significance of "curriculum", the place and role within the Romanian education reform. Although the term is historically the oldest (etymologically, comes from Latin and means "race", "running"), however, specialized pedagogical literature has become relatively recently (IX century), while in the Romanian has penetrated only in the late 90's. We insist on the multiple meanings given curriculum, but we see that, in the narrow sense, the term concerns the content of education with school documents as it is reflected, while the broad sense, means all of all learning experiences that pass student and school are proposed in an organized more or less stringent (Muşata Bocos, 2002). In addition, the notes defining the curriculum are, first, student-centered

educational action and features learning that he acquired a diverse range of skills, and on the other hand - developing flexible and airy school documents promoting interactive learning. Thus, the fundamental element that we propose a new curricular vision it is mainstreaming, uniform educational phenomenon.

The main reasons for which customizing the curriculum must become a priority of mass education could be the following (M. Farrell, 2008):

- students learn at different rates and they have own learning styles;
- students have different interests and concerns;
- teachers should ensure valuing potential each pupil;
- different life experiences of students require adoption of different learning methods but also various teaching materials and resources.

According to the author quoted, customizing the curriculum involves selecting learning tasks where the criterion of intellectual and emotional maturity of the student, respectively that the interests of cognitive and less on his chronological age. In this regard, customizing the curriculum for students with disabilities can be done as follows (M. Farrell, 2008):

- *adaptation of content* - both quantitatively and qualitatively, the plans and curricula should be tailored to the student's learning potential, by extension, the selection of targets and carrying out recovery activities and additional remedial education;
- *adaptation of teaching process* - depending on the size and degree of difficulty of the task of learning, teaching methods, teaching resources used, working time spent, the support level (possibly through additional itinerant teachers);
- *adapting the learning environment* - physical, psychological and social;
- *adapting of assessment process* - aiming at developing individual capacity may be expressed through various projects and products (written, oral, visual, kinesthetic). The method of assessment should be adapted depending on individual potential of each student. The assessment should have aimed at identifying progress by students, taking as its starting point the results of initial assessment. These results lead to the selection of targets that we propose, to the selection of content and learning activities.

In agreement with the cast, we present further examples of curriculum customized for the main categories of students with disabilities:

a) *curriculum adapted to students with mental disability* - will consider the level of their intellectual development, is considerably simplified compared to students of the same chronological age but studying mass education. It will put a greater emphasis on forming vocational skills for life (such as skills development tool for speech/reading/writing/arithmetic, the Social, etc..), forming concepts will be the

principle "small steps", having starting point the practical elements of daily life, seeking always to ensure usefulness of the learned (M. Farrell, 2008, p. 56);

b) *curriculum adapted to students with hearing disabilities* - will account for the degree and type of disability, trying to make the best potentialities of the remaining hearing and also other communication channels. It will follow the design of educational goals in accordance with the student features, and according to them will be established the informational content (which normally should not differ significantly from those in mass education), active-participatory teaching strategies, the forms of educational process and the actual activities of teaching/learning/ assessment (M. Farrell, 2008, p. 72);

c) *curriculum adapted to students with visual impairments* - will also follow the type and degree of disability and will focus on two major directions: the assimilation of theoretical knowledge, respectively the acquisition of skills necessary personal and social autonomy. In the first case, communication systems use Braille or Moon (where applicable) and those based on visual sensory exploitation remains, or of other analyzers, are designed to facilitate receiving and processing external information, which subsequently will be incorporated learner's cognitive structures and used in everyday life. In the latter case it is care skills training, self-service and hygiene, mobility at home, school or external environment, respectively those interpersonal, networking within a group or society in general (M. Farrell, 2008, p. 85);

d) *curriculum adapted for people with physical disabilities* - not significantly different from that addressed to 'normal' students, with the condition was not affected any nervous structure responsible for learning abilities of the person. The preferred focus on training with personal and social autonomy of the individual, and the re-balancing its image of itself. In this regard, Kristine Capponi, Diana Hoopes, Deborah Kiser, Beth Ralph (2007, pp 368-371) have devised a system called Mobility Opportunities Via Education (MOVE) curriculum allows teaching to people with physical disabilities to functional skills necessary for adult life to provide a living as close to the other individuals (e.g. movement inside the home, school, office or external environment). This program is based on both the acquisition of theoretical knowledge and the training of practical skills;

e) *curriculum adapted for people with deviant behavior* - it does not differ so much from that addressed to students considered normal. However, there will be a greater emphasis on social skills training, interpersonal networking and the development of civilized conduct based on respect and cooperation. Will be managed collaborative learning strategies or in the competitive system, which will focus on acquiring basic rules, techniques to manage their emotional feelings, psychodrama, moral debates, art-therapy, etc.. (M. Farrell, 2008, pp 162-163).

In this paper we don't have proposed to detail specific curricular adaptations necessary for all categories of students with disabilities. Contrary, we presented only the cases of students who, through their specific deficiency, are more likely to be integrated into mass education. The conclusion that emerges refers to the fact the customization of the curriculum for students with disabilities requires restructuring and its flexible, within the meaning of design educational objectives, content development information, selecting teaching strategies and performance of teaching/learning/evaluation depending on the type and degree of disability. Adapting curriculum involves resizing the curriculum, in the meaning of cutdown certain elements of theory content and expansion of content related to individual mobility and autonomy to function in real life. Since the curriculum of the Romanian mass education remains overly theorized and less focused on practical life skills (essential special needs students), it is possible that the discrepancies in students' educational approach considered normal and those with disabilities are obvious and easily noticed by those in the first category. It follows that, beyond the deficiency itself, given a faulty curriculum could be another obstacle to the harmonious integration of students with disabilities in mass education. In the second part of this work, we aim to identify the extent to which social factors, respectively the curricular personalized approach may contribute to an effective integration of students with disabilities in various grades to the mass schools.

2. Integrated education and social acceptance - applied research

2.1 Theoretical base

The scientific arguments that base the theory of social acceptance as a basis for inclusion of individuals with disabilities may be provided by a number of representatives of social psychology. Experiment showed that the interaction between two people (groups) may lead to changes in perception, at least one of them, about the living environment by conformist effect (existence of a dominant standard behavioral favors a particular subject to which is subject to all group members), innovation (in which a completely powerless minority, but a behavior "firm and decided", affecting the majority) and the normalization (characterized by non-existence of rules of the original group, but by mutual influence can be reached such legislation jointly acceptable). In their research, many authors (Allport, French, Sherif, Moscovici etc.) concluded the trends of central convergence of opinion of members of a group are in contact with each other. Interaction between individuals is possible only through a system of concessions, because to be accepted by others, they are afraid to take extreme positions at odds with general opinion or not fall within the margin of reality (deviation in average around subjects and allow, without attracting suspicion group). There is often a tendency to split the people "normal" and people who have various difficulties. But recently, the integrationist philosophy relies just on the findings in experimental social psychology reconcile the two groups (arbitrarily considered as such) to achieve a unity of views. It is erroneous idea of isolating individuals with disabilities and attempt to recover by means of strictly individual. They must be integrated in groups with

other people without such problems, rather heterogeneous group, but that by their training adequate to reach gradually homogenized (F. Fitch, 2003, pp 233-235).

2.2 Research objectives

From the theoretical findings, in this study we aimed to determine the status of students with disabilities integrated individually or in groups in mass education classes. Specifically, we aimed to establish the social poles they could situated, the depth socio-emotional relationships with their fellow class, respectively the psycho-individual characteristics that determine under which preference or rejected by other members of the school team.

2.3 Lot of subjects

The lot of subjects consisted of 554 students enrolled in 34 classes from primary school and secondary schools in 8 representative mass schools in Bihor, Bistrita-Nasaud and Alba counties (Table 1). The reason why the research was conducted so well positioned schools in the education network (e.g. School with Classes I-VIII "Andrei Muresanu" in Oradea is the unit of application for the University of Oradea, and School with Classes I-VIII "Lucian Blaga" in Bistrita was awarded the distinction of "European School") and in schools sets from smaller communities (e.g. Tileagd, Zlatna or Tăuţi) was determined by the desire to have an overview of educational practices integrating special needs students, both from academia "with claims" and of the least rated. Generic, the disabilities that have been diagnosed these students is within the spectrum of mild mental deficiency associated with language disorders, learning disabilities, behavioral problems, and psychomotor disturbances.

2.4 Research methodology

The research took place from October to December 2009 and included two key moments: the investigation of socio-affective relations in classes of mass education where students with disabilities are integrated, respectively the analysis in terms of psycho-pedagogy of students who were "centers of affinity", "centers for rejection", as well as those isolated. In this regard, the research methodology included sociometric survey (together with its associated tool - sociometric test), semi interview with teachers (head teachers or teachers) who teach classes at the 34 targeted and psycho-pedagogical analysis of student records are in areas of interest. Sociometric test administered to require all students in each class to express many choices 3/3 rejection from their peers, reported the following 5 criteria: *affinity* (C1 - teaching, C2 - leisure, C3 - regret at parting from colleagues who, hypothetically would leave the class, C4 - untied aid) and *authority* (C5 - choose class leader) (V. Soft, 2004, pp 102-103).

In parallel, only students with disabilities received a *Scale for assessing socio-emotional climate of the classroom* (developed by R. Johnson, D. Johnson and E. Holubec

in 1998, adapted and validated by Carmen Popa Romanian to Romanian school population) that are seeking their projection on their sociometric status in class, respectively to the effectiveness of custom curriculum covered. The scale was composed of 48 items that sought personal perceptions of social and emotional climate of the classroom; the answers are listed on a scale with 5 variables from "always false" (1 point) to "always true" (5 points). Quantitative interpretation was done by counting weighted values sociometric matrices developed for each criterion, namely by calculating frequencies and determining the statistical averages for each item of the scale score listed. Subsequently, based on results of sociometric investigation, through interviews with teachers and analysis of student records located in areas of affinity, rejection and isolation, track their achievement portrait psychology, and could thus determine the possible causes leading to the attraction, rejection or isolation of pupils with special educational requirements (SER).

2.5 Research results

The results obtained following administration sociometric tests are presented in Table 1 and Figure 1.

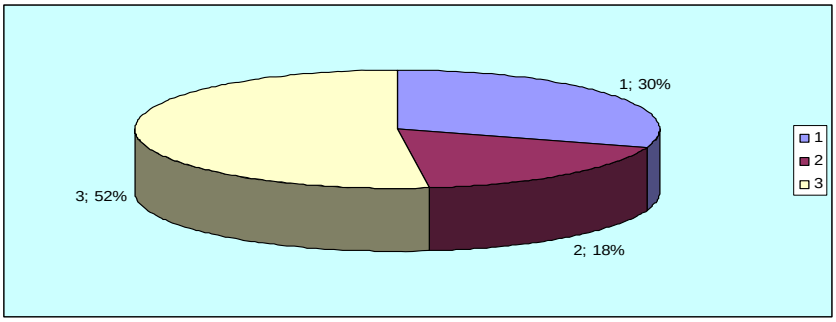
Table 1

The sociometric statutes of students with disabilities integrated into mass education

Nr. crt.	*School*	*Nr. Investigated class*	*Nr. students*	*Students with SER*		*Sociometric Statutes*		
				n	%	Middle	Isolate	Excluded
1	S08 A. Mureşanu, Oradea	9	160	12	7,5	2	5	5
2	S08 L. Blaga, Bistriţa	3	71	4	5,63	1	2	1
3	S08 Meteş (Alba)	5	52	5	9,61	-	-	5
4	S08 D. Popoviciu, Tăuţi (Alba)	7	66	10	15,1	5	1	4
5	S08 Horea, Zlatna	7	149	7	4,7	3	-	4
6	S08 Tileagd (Bihor)	1	23	3	13	1	-	2
7	S08 Sânmartin (Bihor)	1	18	1	5,55	1	-	-
8	S08 D. Cantemir, Oradea	1	15	4	26,6	1	-	3
	TOTAL	**34**	**554**	**46**	**8,3**	**14**	**8**	**24**

Figure 1

The proportion sociometric statutes of students with disabilities integrated in mass education[1]



Analysis of the results presented in table and figure above leads to very interesting findings. First, the total of 554 students making up the sample investigated, 46 were diagnosed with various disabilities, representing a rate of 8.3% Of these, 24 (52.17%) are in the center of rejection, accumulating most negative statuses, other 8 (17.4%) are in the marginal poles, accumulating a minimum number of election/rejection, while only 14 (30.4%) are in the midpoint of their classes, accumulating a reasonable number of preferences from colleagues. It is interesting that no disabled student is not located in the poles of attraction in any of the 5 criteria of the test, leading to difficulty finding that these students face in an imposing in any way in school collectives that were integrated. Moreover, this idea is reinforced by the significantly higher number of refusals compared to preferences expressed to them by their peers.

Qualitative interpretation of research results is based on the finding that 69.57% of students with disabilities in school grades investigated are placed in the "center of rejection" or "isolates". Reasons for such state of affairs result from the analysis of protocols drawn from interviews with teachers who teach the classes mentioned, and in that of psycho-pedagogical records of students with SER. A first finding is that the majority of students concerned have intellectual problems it creates difficulties to meet the demands of mass education, which is why they were and recommended a customized curriculum. In the conditions under which the Romanian educational success of school is associated with success in teaching, it seems clear why students with disabilities register most exact rejection criterion. Additional issues such as language disorders, difficulties in attention span, memory or insufficient predominantly mechanical creativity only deepen the gap between students with, respectively without SER. Behavioral problems encountered in many cases explain why students with disabilities are not preferred as partners for leisure or as leaders of school groups. Encouraging is that other colleagues seem willing to assist if

[1] 1 = students with middle statute, 2 = isolatad students, 3 = excluded students

needed in some cases and could even talk about a possible regret leaving the classroom by students with SER.

On the other hand, extremely relevant and thought we were the results after the administration of the Scale for measurement socio-emotional climate of the class (Table 2). Presentation of data was done by grouping subjects according to sociometric status obtained and an initial interpretation of the data shows that students located in the central rejection obtained lower values on most indicators than their status with marginal or median. Thus, in terms of interpersonal relations in the class, most students assume the status rejected, the awareness that are less approved by their peers (indicator 2) and more difficult accept as friends (indicator 3). Instead, the options are more obvious solitary activities to marginalized students in their school collectives, the rejected or the State median is more open to competition or cooperation with other colleagues (indicators 5 and 10). On the other hand, when it comes to school tasks, the demands both of colleagues and academics are equally, regardless of status of students. Thus, students isolate or the State median, unlike the rejected, believes that the expectations of their colleagues towards them in terms of solving school tasks are higher (indicators 1 and 6), while all agree in the objectivity of teachers on expectation to himself (indicators 4, 7 and 8). However, a greater degree of acceptance of the teacher assessment may be referred to isolated students, considering they deserve greater that school obtained compared notes with colleagues' surveyed (indicator 9).

Table 2

Projection of integrated students with disabilities, regarding on own school and social status in class

Nr. crt.	*Indicator*	*Average score achieved by students with the Statute:*		
		Middle	Isolated	Excluded
1	Colleagues in my class I want to strive to the best of	4,25	4,1	4,05
2	In this class, colleagues likes to help me learn	3,95	3,85	3,25
3	Colleagues think it's important for them to be my friends	4,15	3,95	3,6
4	I solve school tasks to thank teachers	3,9	3,8	3,85
5	I like to collaborate with colleagues	4,35	4,15	4,55
6	I perform the duties of school, because my colleagues expect this from me	3,85	3,5	2,85
7	My teachers are about me	4,25	4,65	4,1
8	Teachers like me as much as other colleagues	4,65	4,4	4,55
9	Merit notes they receive	4,1	4,55	4,05
10	I like to cooperate with colleagues	4,6	3,85	4,55

The conclusion that emerges from the interpretation of these data would be that they confirm the results obtained from tests sociometrice, meaning that students with disabilities seem aware of their own academic and social status in class, but without major

concessions are made on to obtain and assess their performance in teaching. In this respect, personalized curriculum - absolutely mandatory for successful school integration of this category of students - not alone solve the problem, to ensure equal opportunities to develop are necessary emotional support and the acceptance from all other pupils in class. Regular data in the course of this research shows, however, that as regards the latter aspect is still more work, the statutes of students with disabilities are influenced by a number of factors such as type and degree of deficiency, therapeutic program forward, prognosis recovery, environment of origin, economic and cultural status of the family, the general attitude of the community. But the same results show also favorable premises for inclusion, because of opening of all students with or without special need the communication and cooperation.

3. Conclusions

Some of the major findings of the present study could be the following.

1. Metaphorically speaking, the curriculum could be defined as a set of lessons in a school course, respectively one set of courses in a training program. In other words, it is a set of instructional and educational activities leading to the formation of knowledge, skills and attitudes, a set of programs rigorously and logically organized so as to learn, and all interactions between student, teacher and program of study (not to be ignored any external influences coming from the social environment, cultural, economic) to meet finalities pursued by the educational process (Lisa R. Lattuca, 2006, p. 39). The main novelty of the new proposed curriculum approach of the educational process is given by the focus to the educational needs of the student, a high degree of flexibility and adaptation to specific situational learning and the design of all units' education in light of the default training objectives.

2. As regards the adaptation of curricula for students with disabilities integrated into mass education, it is done according on the degree and type of deficiency, individual psychological features and life of students, their prognosis and recovery potential, socio-economic conditions in which they live and others. In fact, restructuring curriculum occurs to reduce the elements of scientific content and the necessary expansion of real life skills training. Specifically, is intended to ensure functional autonomy of the individual to effective integration into society and improving quality of life.

3. The general conclusion which stem from this research is that, at least in the investigated school classes, students with disabilities do not enjoy much sympathy from their colleagues, in more than 80% of those cases the sociometric statutes is isolated or rejected. The reasons most frequently invoked related to poor results in teaching these students that they recorded (despite they receiving a customized curriculum) and socio-relational difficulties with other colleagues, part due mainly to possible behavioral immaturity students with SER. From information gathered from the teachers could not detect the reasons that make some students with disabilities to be rejected, and others isolated in the group-class, which remains an open chapter for future research. However,

negative statutes made by students with disabilities appear to be due to more behavioral problems quickly, while other students without deviating is just isolated in the school collective.

4. The results obtained following administration of Scale for measurement socio-emotional climate of the class validate those described above in sense of that students with disabilities integrated into mass education classes seem to become aware of the status of that part in the projection of other colleagues. So the students rejected or with middle status seem rather keen to cooperate with their colleagues in solving different school tasks than those isolated, rather oriented to individual work. The attitude of the teacher to students with disabilities is perceived by them as neutral, unbiased compared with other colleagues. Finally, in terms of educational preparation, the requirements are the same to all students, whatever their peculiarities, which creates an additional handicapped students with special needs, which will always have difficulty in achieving academic performance of those considered normal .

As a final conclusion, we can say that in the moment, in Romania we can not discuss a genuine inclusion of students with disabilities in mass education classes, but rather about an integration of their, maximally physical and functional. With the Romanian mass educational system puts too much emphasis on information, is relatively easy to understand why students have difficulties to receive, process and exploit information theory will have trouble keeping up with their other colleagues. Instead, a customized curriculum to focus on the formative edge of education, will create favorable premises "equal opportunities" to development, respectively for a school and a society open for diversity.

References

1. Blândul V. (2004) – *Interactive Didactic Evaluation*, Didactic and Pedagogic Publishing House, Bucharest;
2. Bocoş Muşata (2002) – *The Interactive Instruction*, University of Cluj Press, Cluj-Napoca;
3. Cappone Kristine, Hoopes Diana, Kiser Deborah, Ralph Beth (2007) - *Mobility Opportunities Via Education (M.O.V.E.) Curriculum*, in Freeman Miller, „Physical Therapy of Cerebral Palsy", Springer, New York;
4. Farrell M. (2008) – *Educating Special Children – An Introduction to Provision for pupils with disabilities and disorders*, Routledge, Taylor&Francis Group, New York and London;
5. Fitch F. (2003) - *Inclusion, Exclusion, and Ideology: Special Education Students' Changing Sense of Self*, in „The Urban Review Journal", Volume 35, Number 3/September, 2003, Springer Netherlands;
6. Johnson D.W., Johnson R., Holubec E.J. (1998) – *Advanced Cooperative Learning*, 3th Edition, Edina Minesota U.S.A., Interaction Book Company;
7. Lattuca R. Lisa (2006) - *Curricula in International Perspective*, in Forest J. and Altbach P. „International Handbook of Higher Education", Springer Netherlands.

NEW GUIDELINES FOR ENVIRONMENTAL EDUCATION IN CURRICULUM SCHOOLS IN BAVARIA, OPPORTUNITIES FOR AN EXCITING, REAL-LIFE LESSONS

HEIDI REITHMEIER, HELENA MARIA SABO***
**Landkreis Nürnberg, Ministry of Education, Bavaria*
***Faculty of Psychology and Science of Education, UBB, Cluj-Napoca*

Zusammenfassung: Ein Blick in die schriftlichen Ausführungen der neuen Richtlinien für Umweltbildung zeigt, dass sich für engagierte LehrerInnen viele interessante Ansatzpunkte bieten:
Umweltbildung soll "dazu anleiten, Durch demokratische Mitwirkung im heimatlichen Umfeld an einer Lösung von Umweltproblemen mitzuarbeiten. Darüber hinaus sollen sich die jungen Menschen...der Verantwortung für Gerechtigkeit in der "Einen Welt" bewusst werden und sich mit ihren Mitteln für gerechte Lösungen einsetzen" (*Lokale und globale Perspektiven).* Die neuen Richtlinien für Umweltbildung bietet für jeden LehrerIn einen hervorragenden Rahmen, auf den man sich berufen kann, wenn man die Umweltthemen aus unserem Alltag in der Klasse, in der Schule und /oder im Schulsystem verankern will. Zu sagen, da bewegt sich nichts, gilt nicht. Wie überall steht und fällt so eine Aufgabe mit den Menschen, die sich für eine Sache begeistern und einsetzen.

Schlüsselwörter: Bildung, Zufriedenheit, Lehrplan, Bildung

Defining Standard's

The *Dictionary of Borrowings* (Marcu F and Maneca C., 1986) defines *standardization* as "an action that aims at technical and organizational regulation of production by specifying, typifying and unifying, in order to ensure product quality, material efficiency and to enhance work productivity." The literature specialist uses terms like "skill standards", "occupational standards", and "competence standards". By *competence* is meant the capacity to apply, combine and transfer knowledge and skills in a variety of situations and contexts, in order to perform the activities required at the work place at the quality level specified in the occupational standards. From such definitions, education has taken over the need to implement instruments of evaluation and to get organized, as well as the concepts of process and product. These concepts are used for the achievement of specific educational goals – a *savoir* and *savoir-faire* –, with little time and effort but with good results. In curricular reform and theory, standards represent a set of

expectations and requirements, explicitly formulated, concerning the attitudes, capabilities and knowledge that a pupil/student should be able to show at the end of a learning cycle, or in other contexts, such as local or national contests, baccalaureate exams, job interviews, everyday work, etc. Such a definition can point to what a standard is and what standardization means, but such clues are too general. The essential characteristics of standards are summed up by Cretu C. (2000: 170) as follows:

• "Curricular standards represent a synthetic projection of aspirations and expectations connected with the quality of the educational processes.

• Standards in general are defined as norms that establish prescriptions regarding quality, dimensions (extension, depth, dynamics, etc.) as well as other elements characteristic of the product or of the result of an activity.

• Standards are used as units of measurement or evaluation.

• "Curricular standards allow the evaluation of the quantitative and qualitative characteristics of the curricular phenomena envisaged".

"The standards are associated with various curricular components (educational goals, psycho-behavioral profiles, curricular contents, school performances, etc.) to indicate to what extent these are fulfilled by reference to an initially projected plan". As such, standards follow certain taxonomies, according to various criteria like: 1. the criteria of curricular components; 2. the criteria of expected school performance; 3. the criteria of the distinctive characteristics of the population the standards apply to, etc." (Cretu C., 2000: 170). Standards also concern the teacher and her/his performances in everyday educational practice.

Duties and the aims of the environmental education

"The nature and education are similar, because the education transform the man and, through this transformation, create nature"(Democrit)

Environmental education goes through various stages of formal and non formal education. It is based on social sciences and humanities, education programs must aimed the learning to conserve the nature and a better use of resources (Petrescu, 2003). It aims to:

• Human awareness of the existence of natural and social environment;

• Empowering its proper understanding of the relation human-nature-community;

• Formatting an environmental conduct.

Achieving these major objectives it can be made only through complementary actions to all educational factors: school, family, society, and the complex extracurricular activities ensure the climate of these interactions with beneficial influence in shaping the personality of students.

A look in the written implementation of the new directives for environmental education shows that for engaged teachers many interesting beginning points come up:

In the education, for a lasting development ecological question, economic problem formulations and aspects of social developments overlap in "A world". These sub ranges belong together and, therefore, should be looked as a totality" (S.100)

"To the central new sighting of the environmental education it belongs.....to enable children and youngsters to participate that the old appropriately actively in the social events (participation) and it can conform (creation competence). With it the environmental education is a part of the political education" (S.101)

"Environmental education has in view... the whole people with his feeling, his practical skill and his expertise ("heart, hand and head") ".

"Emphasized aim is to overcome the separation of learning and action and the accused gap between verbally expressed environment-conscious being and the practical action" (S.101)

Environmental education should teach "to co-operate by democratic co-operation in the home sphere in a solution of environmental problems. In addition, the young people... of the responsibility for justice should realize in "A world" and exert themselves with her means for fair solutions" (bars and global perspectives) (S.101)

On account of such an environmental education the pupils can understand, "that the basis of a lasting development is the deferential, emotionally anchored understanding for nature and contemporaries as well as the reverence for the creation (S.101)

By the "realization of environmental education aim in the everyday life... activities and plans" are important, "they stimulate the pupils, "or with support of the teachers, plan and carry out" (S.102)

"Environmental education can become the component and engine of internal school development. If the school opens to the sphere, the pupils and female pupils perceptions meet more differently extracurricular protections of interests, e.g., from municipal groups of the agenda 21, from economic associations, environmental associations and professional organisations, political groupings, from local environmental initiatives and one world groups" (S.102).

Subject areas of the environmental education

The following examples show the mutual action levels as well as the didactic-methodical ways and instruments with their help the subject areas and contents should be realized. This is valid for all school kinds:

Action levels:

-Family, private sphere
-School, occupation
-Society, state
-Globalize, A world

Subject areas and contents:

-Meaning and beauty of the nature
-Biodiversity, ecological systems
-Physical switching and civilized country switching
-Protection of the life bases

Lasting development:
-as a state job
-as a job of the singles and the society
-as a guideline of the economy
-in research and technology
-in the responsibility for one world
-as an ethical challenge
Ways and instruments:
-Environmental audit
-Lessons
-extracurricular learning places
-Method of the support of certain learning
-Of school life
-Study groups

The subjects and contents are explained in the directives closer as well as interesting ideas, recommendations and examples are introduced to the practical conversions.

The directives for the environmental education are trained in the new curricula for the elementary schools and secondary modern schools already completely, in the other school kinds they are trained successively with the renewal of the curricula. This means that new, additional learning contents are not to be provided beside the valid curricula, but that it is a matter of moving these subjects with the suitable didactic-methodical instruments and with the help of topical subjects.

Instruments of the environmental education

The didactic-methodical principles which are described in the new directives for the environmental education at schools of Bavaria in detail and are demanded emphatically require lessons how him can only wish us all schools and school kinds.

Who of us would not want that children and youngsters can conform her life at school as well as in the extracurricular area actively and participate in it?

Who of us would not want that our pupils become ready to criticism and able, ready to argumentation and able as well as develop empathy and can exercise?

Who of us would not want the experiences, that situation-oriented and action-oriented learning much more motivating and more actually ist-sowohl for the pupils as well as the teachers?

It is easier in the elementary school, teaching fields are to be linked up and therefore the subjects deepens and more with lasting effect to the pupils to be mediated, is right. What speaks, however, against it, new teaching forms like specialized covering lessons, learn even the certain and practical learning strengthens and above all also in the grammar schools to try out and to apply?

It is not necessary, immediately with an environmental audit or the transformation of the school area in the environmental education, with it the singles would be demanded too

much in a board. Nevertheless, within the scope of his lessons can try out of every, sensible main focuses new from us and other, exciting teaching forms which allow a common learning of teachers and pupils.

Excursions, teaching ways, however, also excursions, study journeys and stays at school country homes, youth hostels and youth education sites offer very good opportunities by personal experience the duties to move aims and contents of an education for lasting development.

Basic conditions

Environmental education at school

Every "school and the whole school life are fields in which ecological, economic and social learning and action are practiced for the purposes of a contemporary environmental education at school and also the agenda 21 and are prepared.

Is known, actually, in all schools of Bavaria that in "every school...a coordination group are furnished for environmental education" has to go in the representatives of her Teaching staff, school shaft and parenthood co-operate?

Extracurricular environmental education

There is meanwhile a big offer of extracurricular partners like "e.g., the Inside nature conservation authority, the forest office, environmental associations and nature conservation associations, social, cultural and ecclesiastical institutions, economic enterprises" among other things in completely Bavaria was furnished "environmental stations as service and competence centers" which should be also intensely used by the schools.

Interlinking

The interlinking of the environmental education at school is supported in Bavaria by different measures. Thus professional consultations were furnished for environmental education in the state school offices how they are to be found thus in no other federal state:

- The first contact is in the respective schools as "environmental health officers (r)" a named teacher.
- In most state school offices there are "technical advisers for the environmental education" which advanced trainings organize and as a contact for all school kinds at the possession
- These technical advisers are active, in addition, in the respective government working group for environmental education
- The leaders of the government working groups co-operate in the land working group for environmental education

Aim is to be based in connection with an electronic forum to promote the exchange of views between the schools "" and "school nets to the environmental education". By "contacts with environmental schools in Europe, with UNESCO schools and vocational

schools" should promote the "development of international partnerships and... the understanding for ecological and social concerns in other countries".

Pleading for more environmental education in schools of Bavaria

Who gets involved in the environmental education and with his pupils strengthens carried out, will soon experience that the common learning and the lessons is very motivating for all partners. The pupils work on practical relevant subjects the fold specific learning contents in life and are much more motivated and more actively with the thing on account of a sensible learning reasonable for them. The teaching methods change necessarily. The frontal lessons get by the learning oriented to action and oriented to situation in the background.

As a positive side effect the environmental education often also on the parents and grandparents looks other, because the pupils bring in her subjects often with enthusiasm in the families.

By partial name in environmental competition or in local events one easily wakes the interest of the public in the work at school which is reflected again often in support by extracurricular partners.

The Educational Concept of Quality

The concept of *quality* is intrinsically connected with that of standard, with which it shares the conceptual intension, being in a circular relationship; “in the national system of education, quality insurance relates to a common set of standards”. We need, therefore, to be more precise in the use of this term, which actually involves the educational ideal of any education system. Due to this relationship of content or consubstantiality between the two terms, it is important to make clear what is contained in what. From an epistemological perspective, the notion of *quality* is pre-theoretical to that of standard, because it exists freely outside conceptualizations. Qualitative standardization is present when a positive uniformity of the characteristics of a product is deliberately sought after.

Conclusion

Environmental education should be started in the family, and then continued in kindergarten, school, university etc. This is because a real protection of nature will be possible only when the people will change their mentality and are aware that they live in nature and not vice versa. We can not miss it, any "tricks" we invent. If we take this into account, environmental problems will be acknowledged and internalized, the effects will be visible.

In general, while a passerby on the street threw down a package on the pretext that "there are still others who threw garbage, I threw I do not see, we will not have a clean environment. Everyone must have a position on the issue in question and to appreciate our common goods. In this respect, the experts' advice is to organize various activities with

environmental goals for a deeper knowledge of the environment, output in nature, excursions, seminars, workshops with wide participation (not only for specialists and specialized teachers), whereas *to protect the nature means to protect the very lives and health of everyone.*

It is worthwhile to become active as "a single fighter" at school for more environmental education! Nevertheless, thus are found over and over again one or others which can be conspired. There is the possibility to carry as a team of determining impulses in the school everyday life.

In the working groups of the professional consultations and in the advanced trainings finds itself like-minded people. The info exchange and exchange of views inspires to take up new ideas and to try out.

The new directives for environmental education offers for every teacher an excellent frame to which one can appeal if one wants to anchor the environmental subjects from our everyday life in the class, at school and/or in the educational system. To say, there nothing moves, is not valid.

I would wish with my contribution some of you curiously to have made, to occupy itself more intensely with the environmental education. Even more fantastically it would be natural, you try it simply sometimes from with your pupils. The technical advisers for environmental education help you with pleasure with good tips and suggestions.

References

1. CD-ROM: *UMweltbildungeinrichtungen in Bayern, Akademie für Naturschutz und Landschaftspflege*, www.anl.de
2. Nikolaus F., (2002), "*Umweltkompetenz als neue Kulturtechnik*", Donauwörth, Auer Verlag.
3. Sabo, H. M., (2008), *Umwelterziehung - Educaţia environmentală în şcoli*; Casa Cărţii de Ştiinţă, Cluj-Napoca.
4. Zeitschrift "*21 : Das Leben gestalten lernen*", Gesellschaft für ökologische Kommunikation, München.
5. UNESCO-UNEP (Hg.), (1985), *Environmental Education: Module for pre-service training of social science teachers and super visors for secondary school*. Environmental Education Series. Nr. 9, Paris.
6. Umweltschutz, (1972), *Das Umweltprogramm der Bundesregierung*, Stuttgart, Berlin, Köln, Mainz: Kohlhammer.

DILEMMAS OF CONTEMPORARY EDUCATION OR THE WISE TEACHER'S WONDERINGS ABOUT THE WORLD

UNIV. READER PHD VENERA-MIHAELA COJOCARIU,
"Vasile Alecsandri" University, Bacău, D.P.P.D.

Abstract: The study is a pedagogical review of the volume "EDUCATION, TEACHERS AND TIMES, Essays in social pedagogy" signed by Gabriel Albu. The table of contents illustrates the two significant and tightly interconnected aspects on which the topics are focused: education and teachers as related to the context characteristic of a hypermodern society. Rich in the conceptual offer, diversified, he sometimes announces relatively novel topics for the pedagogic discourse: education and brainwashing; education and confidence in people; gifts, education and the hyper-consumer society; teachers and the bureaucratization of society; the mirror and self-training; the teacher and the lesson of honesty. The reviewer took on realising a selection of the perspectives as well as of illustrating them with the author's own words. The intention has been that of bringing the text closer to those interested, as well as, particularly that of producing, perhaps, a meta-reflexive act and a beginning in changing one's mentality and attitude.

Key words: education, teacher, hypermodern society

Zusammenfasung: Diese Arbeit ist eine pädagogische Rezension des Bandes *„AUSBILDUNG, LEHRER UND ZEITEN, Essays von sozialer Pädagogie"* von Gabriel Albu. Der Inhalt illustriert zwei untereinander verbundene Hauptaspekte, auf denen die Themen des Buches konzentrieren: Erziehung/Ausbildung und Lehrer in bezug auf den spezifischen Zusammenhang einer supermodernen Gesellschaft. Voll von verschiedenartigen konzeptuellen Subjekten, bietet das Buch manchmal relativ neue Themen für den pädagogischen Diskurs an: Erziehung und Bewusstseinskontrolle; Erziehung und Vertrauen in Leuten; Geschenke, Erziehung und Superverbrauchsgesellschaft; Lehrer und die Bürokratie in der Gesellschaft; Spiegel und Selbsttraining; der Lehrer und die Lektion der Ehrlichkeit. Der Rezensent versucht eine Auswahl der Perspektiven durchzuführen und zugleich will er alle diese Sachen mit den Worten des Autors illustrieren. Unsere Absicht besteht darin, sowohl ein zunehmendes Interesse an dieses Buch zu nehmen, als auch einen Meta-Reflexivprozess möglicherweise herzustellen und den Beginn der Veränderung in der Mentalität und im Vehalten der Leuten zu markieren.

Schlusswörter: Erziehung, Lehrer, supermoderne Gesellschaft

Resume: L'étude este un revue pédagogique du volume «L'ÉDUCATION, LES ENSEIGNANTS ET LES TEMPS, Essais de pédagogie sociale » signée par Gabriel Albu. La table de matières illustre deux aspects importants et fortement liés entre eux sur

lesquels sont concentrés les questions importantes: l'éducation et l'enseignant rapportés au contexte spécifique d'une société hypermoderne. Avec un riche offre conceptuelle, diversifié, il annonce parfois de sujets relativement nouveau pour le discours pédagogique : l'éducation et le lavage de cerveau; l'éducation et la confiance dans les gens ; le don, l'éducation et la société d'hyper consommation; les enseignants et la bureaucratisation de la société ; le miroir et l'autoformation; l'enseignant et la leçon de l'honnêteté. L'examinateur procède à réaliser une sélection des perspectives et de les illustrer par des mots de l'auteur lui-même. L'intention était à la fois de rendre le texte plus proche de personnes concernées, mai surtout de produire peut-être un acte méta reflexif et un début pour le changement de mentalité et d'attitude.

Mots-clef: éducation, professeur/enseignant, societé hypermoderne

Any issue **of yet another pedagogy book** brings forth **a new promise** of reconsidering and resizing the complex and contradictory formative process. But since its angles of approach are **increasingly diverse** as the sciences of education extend and intertwine their interdisciplinary area of research, **the philosophical perspective** continues to impose itself as one of the most prolific generators of meaning.

The ideas promoted in this context by the author**, Gabriel Albu**, academic Ph. D. Professor and director of the Pedagogic Analysis and Development centre from the Petrol – Gases University of Ploieşti, come as a **fresh** spring rain, ready to nourish the **fruitful** but, here and there**, arid** land of pedagogic research. **Fruitful**, because as long as there will be man and education, the domain's issues will keep on causing interrogations, studies and solutions, but **arid** because for some time now, their characteristics seem to have frozen in a technical space (technicist) which has "forgotten" about the warm human dimension of the process, the dual human resource involved, the ultimate purpose of the action which is not (despite appearances and insistence in this sense!) efficiency but authentic human training („the inside for the outside" – G. A.).

If education and students have often been the referential of pedagogical approaches, **the teacher**, in terms of his/her existential conditions, personal/professional states and dilemmas has rather been a topic carefully and/or elegantly avoided (exceptions confirm the rule!), being considered, a priori, that he/she is the implied number 1 topic of the educational action who assumes his/her vocation without reservations and does what he/she is asked to do or must do under any circumstances. But these presumptions minimize, if not leave aside man – the teacher, his/her financial, psychological, cultural background, factors which become fundamental in articulating and carrying out the process.

Offered under the tile of **"EDUCATION, TEACHERS AND TIMES, Essays in social pedagogy"** the work, issued in 2009 in Piteşti, at Paralela 45 publishing house, in the UNIVERSITARIA collection, the Sciences of Education series, tries to fill in exactly this circle of interconditionings and multiple less approached perspectives. And this is done not through experimental studies, or the valuable support of the statistic device, but through the stirring force of interrogation and metaphysical reflection. For the informed reader, the

reading is attractive by the versatility of openings and interpretations while for another, less experienced, the reading is captivating (and can sometimes have the pace of a "great adventures" novel!) precisely through this "other way" of writing pedagogy!!!

The very first contact with the book is realised through **the cover** designed in **exceptional graphic conditions** which amplify, through the nonverbal channel, its generous and touching message. The open circle (Opera aperta!), centrally placed on the cover, towards the top of it, going beyond its borders, on a spotless background may suggest the continuous becoming and shaping of the teacher and of those who enter a relationship of personal and professional development with the teacher, the overwhelming importance of the formative act as well as its aspiration towards perfection. The symbols, harmoniously combined both chromatically and spatially, suggest **the unity** and **complementarity of nature and culture, time and space, material and spiritual, continuity and discontinuity, clairvoyance and magic** in and through education, offering the reader a good excuse to progress further into the pages of the book.

And then **the title, surprising**, but not necessarily through the content (for this urges only to remember the eternal interdependence among the process, the subject of the action and the temporal axis). **Surprising and charming** rather by a philosophical and essayistic option, by the manner of approaching and constructing the discourse which self-generates itself through study/studies and personal beliefs and not through quantitative approaches, in a time increasingly and over-marked by the obsession of quantifications and "recordings", of fast and clear entries and exits, to the detriment of the "dormant" ones which need incubation, as is the case of the process of education. **Charming** through recovering and reliving the fascination of philosophy and the sociology of education which, sprung from the initial wondering, encourage the emotion of searching for/solving problems as a free process, with the joy of always being on the way towards possible solutions and only foreseen personal suggestions, which bring about other searches for other personal solutions for each of those who venture to continue. **Exciting**, suggesting that it is at least worth seeing "what it is about", since among so many "dogmatic" books of pedagogy, what novelty could another one bring...

The contents clearly illustrates **the focalization of the problem** on two significant and tightly interconnected aspects: **education** and **the teacher**, as related to **the context characteristic of a hypermodern society**. **Rich** in the conceptual offer, **diversified,** he sometimes announces relatively **novel topics for the pedagogic discourse**: education and brainwashing; education and confidence in people; gifts, education and the hyper-consumer society; teachers and the bureaucratization of society; the mirror and self-training; the teacher and the lesson of honesty. It offers itself excitingly, generating through statement and announcement a call to the ideational universe of the author.

The entire text can be read as a **shocking warning signal**, in very clear and convincing terms, about certain general – human – problems, as a series of **serious (self)interrogations** (and not only of the teacher!!!) generated by a known socio-cultural and economic profile, but insignificantly taken into account within the educational process.

To illustrate **the beauty of the text** and **the persuasive manner of constructing the argument**, we will further undertake a rarer way of realising a review. That is, we shall try to partially illustrate some of the aspects of the human and professional struggles in a teacher's life, so as to raise awareness in the future reader as well as to determine him/her to approach the substance of this book more thoroughly. **The major themes** on which we have tailored our selection, considering them absolutely significant and relevant, as well as acutely present, are:

- **the decline of the human being in a bureaucratic society** – "The more our inner life collapses and becomes more rudimentary, more primitive, more chaotic, the more vulnerable/more exposed are we to the desolating brainwashing." (p. 61) "Our inner life depends, to the largest extent, upon the quality, duration and frequency of our inner dialogue; upon the subjective respite that we give ourselves." (idem) "We live inside and we breathe this ideology of the "out of breath", of the urgency... Nobody allows us to relax anymore, to reflect, to withdraw." (idem) "By mocking and by treating them as risible, our essential searches and fundamental spiritual acquisitions are discouraged, whereas our, apparently, most necessary/stringent, actually the most predictable and therefore controllable preoccupations are sped up." (p.62) "The ideology of the emergency and its tool – bureaucratic intelligence – have been absorbing us, swallowing us up, washing our brains and throwing our souls into nothingness." (p. 65) "Inner life is neglected… It is being simplified, ruined and even suffocated almost unawares."(idem) "And then, what do we train our children, our students for?" (idem)
- **the role of education in the present hyper-consumer society** – "It is important for the sciences of education and educational practice to support the paradigm by which **education develops the internal logic of the individual, the shining of its internal world.** Thus he, the individual, can amend and improve external logic." (p. 17) "Lucid optimism and a healthy scepticism are required" to face such a curious situation (like that of the hyper-consumer society – n.n.). The best education encourages such attitudes... The best education teaches us that **the soul of every man is worth the entire Universe**, it teaches us how to live sustainably, to develop our internal logic of the soul, to live as unique and special beings among similar and equal ones." (p. 18) "**Education** presents itself not only as an act, or as a simple act, but as **a problem, as a dilemma, as a search, as a continuous and exciting tension**...**Education struggles** between what is worldly, daily, risible, efficient, pleasant for the practical life and what is durable, fundamental, deep; between what is adaptation, transitory and what is identical, universal and eternal." (p.19) Or, as we ourselves claimed on other occasions, it lies on the volatile realms of durability in its fight against change, it is broken by the same ontological fault line **between continuity and discontinuity**, it must

actually find the fragile balance between them, so that it may ensure continuity (first of all!) within discontinuity. In these terms, "education tries to/aims at getting people out of the futility of life (like all true forms of objectifying the spirit: arts, sciences, philosophy, religion – n.n.), at driving away the feeling of the transient world's vanity, of what is always transitory...**Education can nourish the state of eternity.**" (idem)

- **education and trust in people** – Starting from the axiom stating that "the quality and fulfilment of our life is largely given by the quality of our interpersonal relationships" (p. 106), the author analyses the impact of the "fashion" phenomenon upon interpersonal relations, finding that it produces the establishment of the "rule of life rhythms à la carte." (p. 107) One of its perverse effects is the proliferation of "increasingly difficult relationships with oneself and with others … the spiral of anxiety, depression, lack of self-respect, the difficulty to live..." (idem), "the downward tendency in confidence in life, in people, in the direct relations among us …" (p. 108), "a process of socialization based on the premise of fear and distrust ... people look at each other with suspicion ..." (idem) which generates the "affirmation of a culture of uncertainty …, a permanent state of alert..." (p. 109), "an exaggerated amplification of threats and an inflation of dangers." (p. 110) It seems reasonable that, in this context, "a morality of precaution should develop with an indisputable force" (idem), that we should experience the "institutionalization of precaution" (idem), a "permanent state of vigilance … and a culture of fear." (p.111) If we agree with the author that "**in the current and future society all the mechanisms of its functioning and development depend on trust**" (p. 112), we will accept the idea – the principle according to which **education is required to provide leverage for gaining trust through** "opening, (mutual) self-disclosure, respect, integrity, loyalty, generosity...because in this way we satisfy a **fundamental need** of each of us: **that of being recognised, of being considered worthy of human investment in us.**" (p. 113) A lesson unfortunately forgotten both by some teachers and, worse, by some psychologists!!! That is why we are constantly reminded not to be afraid and "to search for (not to miss) the opportunities of praising, … congratulating and encouraging others (and not only when present, but also in their absence!); to show enthusiasm in our relationships with the others; to show them that we are glad and confident; to show our interest in what they do, to encourage them, to support them; to give them access to us; to be careful with others, to ask them about their preoccupations, the events in their lives; to appreciate them as fairly as possible..." (idem), "to be authentically affectionate; to accept them as they are; to give credit, to be friendly; to be principled, generous, eager for the good of others." (p.114) We must succeed in spreading "**the security net of trust**" (p. 115) (at least interpersonally) so that later we may work in gaining it, under one of its

forms, "calculated trust, trust based on mutual knowledge, unconditioned trust, unequal confidence, formal trust." (p. 117) The most important is that we may eventually reach the "**optimal level of trust** ... regarded as the level appropriate to the context and stage of the relationship and of involving partners in common experiences, to the moment of knowing and self-disclosing of those in interaction." (p. 118) The solution prefigured by the psychology and sociopedagogy of trust is that of ensuring "**the basic trust between child and its supporters**" (p. 120), a trust placed "at the centre of a lasting identity of the ego." (idem) **The effects** of an approach based on trust in education are **admirable**: "The students need to trust both their teachers, as well as their colleagues. By trusting their teachers, they believe in what they say … they tend to become more careful in their relationship with the teacher …, are more open, more spontaneous, more creative …In their turn, by trusting their students, teachers are more optimistic and more motivated to work with them, they trigger confidence in students giving them the feeling that long-lasting and deep relationships cannot work/last in the absence of trust." (p.122)

- **the teacher and his/her dreams** – Starting from the observation that "we seem to talk less and less about dreams; be they our dreams, others' dreams, or dreams in general" (p. 234) the author expresses (apparently agreeing with it!) the pseudo belief that indeed, "today it seems (increasingly) strange to talk about dreams, when we really have to be as realistic, as efficient, as pragmatic as possible. Or in case we dream, we should dream about concrete, reasonable things." (idem) For otherwise, "when the majority tries to display one's authority, talking about dreams and the need of dreaming seems to be a naivety."(idem) But he soon returns and strongly pleads for the role of dreams in the human specific existence, for the teacher and, implicitly, for education. He argues that "a being wanting in the function of the unreal is as neurotic as a being wanting in the function of the real" and ardently claims that "the dream is always the way between what we are and what we hope to become (...) The dream is always alive, hot." (p. 235) "Dreaming means building possible worlds,..., seeing beyond the past and the present, ..., being able to be free, hoping and trying, improving and not giving up." (idem) Of the opinion that in a pragmatic society, trainers "are or have been compelled to stop dreaming, to forget or to eliminate their dreams, to feel ridiculous for dreaming" (p. 236), precisely because "dreams do not constitute a criteria for professional performance" (p. 237), Gabriel Albu argues that without dreams, they "give in and allow themselves to be dominated by the anguish of existence, its drab, ..., in their hearts there is nothing left but worries and fear, envy and palsy." (idem) That being so, they become irreconcilable with their mission, precisely because they become "ordinary people, too insignificant to be welcomed into the child's world, too weak to encourage children to follow their dreams, too

> burdened to free children from the danger of the pure and mere survival." (idem) The teacher "becomes persuasive through his/her love, through his/her passion for books and children." (p. 238) So that "it is important for the teacher/educator not only not to lose his/her dreams (or not to abandon them), not only to always dream about what he/she could do to make the world better, to be something else than she/he is, but also to be able to awake and/or maintain the dream(s) of others. Their dream is not only one fighting force and an attraction, but also a root: a root of the dreams of others." (idem)

As can be noted, we have intentionally left the most unusual aspects of the presented volume outside this selection precisely not to impinge upon the pleasure of a personal discovery, in an introverted, warm and beneficial relationship with the mentioned book itself.

At the end of the intervention, we are only left to inquisitively search into our own souls and wonder: How many of us have identified themselves even with these succinctly presented ideas??? How many of us have considered them utopian and smiled, meditating upon their so-called "impossibility" or "futility"? How many of us gave in to their charm and would be willing to re-consider our way of approaching interpersonal relationships and of the educational process from this perspective?

An incurable optimist, one of the many/few (???) professors – knights of the Don Quixote type who, in their authentic and profound struggle against the times' apparent windmills have the strength to get others involved (on the same beliefs) or (more relevant!!!) to form (by educational contagion) new reflective, active and creative disciples, the above mentioned author reminds us of the myth of the Cave, the labour of bringing the benefits of the Sun into the light of the truth for those yet unknowing, the suffering sprung from this effort and the maximum elevation and emotion that pleases the soul in the state of pure contemplation.

It is these horizons that Gabriel Albu discreetly and delicately, assertively and tactfully carried us to, with realism but also with hope, as a unity in diversity.

THE DEVELOPMENT OF UNIVERSITY CURRICULUM IN ROMANIA FROM THE BOLOGNA PROCESS PERSPECTIVE

ANA MARIA DIMA[1],
PhD Student in Sociology,
National School of Political and Administrative Studies,
Faculty of Political Scienc, Bucharest

Abstract: Le curriculum universitaire est encore considéré comme une caractéristique nationale des systèmes d'enseignement supérieur. À la suite des programmes internationaux de mobilité Erasmus, le curriculum Roumain a gagné une dimension internationale nécessaire pour l'adaptation des futurs spécialistes sur le marché du travail européen. Au cours de la période 1998-2006, 18.740 étudiants roumains et 4.606 enseignants ont participé aux mobilités Erasmus.
La dimension internationale du Cadre Européen des Qualifications se reflète dans le curriculum universitaire des pays Européenne. Cet article présente les résultats d'une étude sur les projets de développement de curriculum développés au sein du 1 Action Erasmus, entrepris en 2008 avec la participation de 39 universités roumaines.

Keywords: *university curriculum development, university qualifications, competences, international student mobility, labour market, recognition of qualifications*

1. Introduction

This research is based on the idea that although all Bologna Process countries agreed on the European Qualifications Framework and developed their National Qualifications Frameworks, there are no initiatives for the development of a European Higher Education Curriculum, every country operating with a national curriculum. Still the professional competences of the European higher education graduates obtained as a result of the national curriculum are considered international or European competences on the European labour market.

[1] Beneficiary of the project "Doctoral scholarships supporting research: Competitiveness, quality, and cooperation in the European Higher Education Area", co-funded by the European Union through the European Social Fund, Sectorial Operational Programme Human Resources Development 2007-2013.

There are many joint curriculum programmes developed in European universities under the Erasmus Action 1 EACEA Executive Agency for Education, Audiovisual and Culture of the European Commission umbrella, leading to double recognition diplomas between the participant countries, but this is not generalized to the entire European higher education space.

The professional competencies and skills are recognized and considered equivalent on the European labour market although the higher education curriculum is different in every country.

According to Marijk van der Wende (1996:45), the OECD typology of internationalised curricula includes the following main types:

1. Curricula with an international subject (European law);
2. Curricula in which the traditional/original subject area is broadened by an internationally comparative approach (international comparative education);
3. Curricula which prepare students for international professions;
4. Curricula in foreign languages that provide training in intercultural skills;
5. Interdisciplinary programmes such as regional and area studies;
6. Curricula leading to internationally recognized professional qualifications;
7. Curricula leading to joint or double degrees.

Some fundamental directions guided the university curriculum reform in Romania accompanied by the Methodology for the National Qualifications Framework derived from the European Qualifications Framework. These directions envisaged a fundamental change focused on the three Bologna - Bachelor, Master and Doctorate - cycles design of higher education studies, ECTS implementation, reorganization of academic specializations, international mobility, university qualifications, lifelong learning and distance education directions.

Over the last decade, an important number of Romanian students and teaching staff were included in the Erasmus programme. Between 1998-2006, were registered 18,740 students and 4,606 teaching staff who joined the Erasmus international mobilities programme.

The number of Romanian universities participating in the Erasmus program increased from 26 in the academic year 1998/1999 to 48 in the academic year 2005/2006 according to data from Table 1.

Table 1: Evolution of the numbers of universities participating in the Erasmus programme

Academic year	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006
Number of universities	26	32	40	43	44	43	47	48

Source: ANPCDEF, 2006

The harmonization of the architecture of the higher education systems in Europe was not possible without the practical experience and understanding acquired through direct participation of students and teaching staff in other European partner universities.

The organization and management of the foreign universities was an ideal hardly reachable a decade ago for the Eastern Europe universities, but at present the academic and administrative management of Romanian universities is not very different from the occidental universities.

2. European Qualifications Framework and the National Qualifications Framework - Bologna Process Concepts

Bologna Process is not a juridical process but it corresponds to the scientific definition of a process with the meaning of a succession of sequences translated into changes of features or properties of a system. Bologna Declaration signed in 1999 represents the agreement of the European ministers of education with a common set of principles concerning higher education without the significance of a juridical contract. However, Bologna Process leads to important legislative changes in the higher education systems of the participant countries.

Since 1999, the number of countries involved in the Bologna Process reached 46 countries. The scientific expertise at international level is provided by the Eurydice network and Bologna Follow Up Group BFUG represented by: the European Commission, Council of Europe, EUA, ENQA, UNESCO-CEPES, ESIB/ESU, EURAHSE, Businesseurope and Europe International.

The monitor of the Bologna Process in Romania is based on the directions of action established in Bologna in 1999, Prague, 2001, Berlin, 2003, Bergen 2005 and London 2007. The last meeting on the BFUG agenda took place in 2009 in Leuven and Louvain-la-Neuve, Benelux.

Mentioned for the first time in the Bologna Process during the Berlin Conference in 2003, The European Qualification Framework EQF was structured and adopted in 2005 at the Bergen Conference on the basis of mutual trust and benevolent cooperation.

Meeting in Dublin in March 2004, the BFUG approved the establishment of a Working Group to coordinate the work on the development of an overarching framework of qualifications for the European Higher Education Area.

The Bologna work program 2007-2009 has included three conferences on qualifications frameworks (Strasbourg, October 2007, Edinburgh, February 2008 and Tbilisi, November, 2008). Other Bologna conferences particularly relevant for Qualifications Frameworks were held in Moscow, 2008 and Porto, June 2008 and were focused on ECTS, learning outcomes and student workload. A third conference, held in Luxemburg in November 2008 was focused on employability (BFUG Working Group Report for Qualifications, 2009).

A regional network on qualifications framework was established in July 2008. Also, a website on qualifications framework was developed in 2008 as a sub-site of the Bologna Process website.

In March 2008, all countries of the Bologna Process were invited to appoint national correspondents for qualifications framework. Until January 22, 2009, 43 countries have appointed national correspondents (BFUG Working Group for Qualifications, 2009).

Very few countries have completed the implementation of the qualifications framework, the inclusion of specific qualifications into the framework or have established a national web site for qualifications frameworks.

The European Qualification Framework EQF does not have a juridical force but it is connected to the European Parliament Directive on professional qualifications adopted on 6 June 2005, which is the legal instrument at EU level binding on Member States whenever it comes to the recognition of professional qualifications in the field of regulated professions.

According to the Romanian Government Decision no. 1375/2005, the National Agency for Qualifications in Higher Education and Partnership with the Social and Economic Environment (ACPART) is the national authority for the establishment of the national qualifications framework in higher education and its regular updating.

The European Qualifications Framework (EQF) adopted 8 levels of qualifications. Levels 1-5 are attained by pre-university studies and levels 6-8 by university studies as follows:

- Level 6 of qualification is ensured by bachelor university studies;
- Level 7 of qualification is ensured by master university studies;
- Level 8 of qualification is ensured by doctoral university studies.

Representing the link between the Bologna cycles and the labour market, university qualifications are defined by means of learning outcomes expressed in terms of professional and transversal competences (ACPART Methodology, 2008).

A qualification is the formal acknowledgement of the value of the individual learning outcomes for the labour market by means of a study document (diploma, certificate) awarding a legal right to practice a profession.

Learning outcomes are a set of knowledge, skills, attitudes, values and competences a person has acquired or is able to demonstrate after the completion of a learning process.

Based on the European Qualifications Framework, the National Qualifications Framework in Romania was designed as a sole instrument to determine the qualifications structure and ensure national recognition as well as international comparability and compatibility of qualifications acquired through the higher education system.

The National Qualifications Framework in Romania is the instrument for optimising the university curricula, ensuring convergence of learning outcomes for all levels of university programmes.

3. Research Questions

Although Bologna Process is not a juridical process, it determined important changes in the legislation of the countries that signed the Bologna Declaration in 1999. One

of the points on the Bologna Process agenda is the European Qualifications Framework with a view to the National Qualifications Frameworks.

In Romania, in February 2008, the National Agency for Qualifications in Higher Education and Partnership with the Social and Economic Environment (ACPART) has proposed the Methodology for the National Qualifications Framework, adopted in June 2009 through the Ministerial Order No 4430. Based on this Methodology, the following research questions were derived:

1. How was the National Qualifications Framework connected to the European Qualifications Framework?
2. What new or different competencies gained the Erasmus students and Erasmus teaching staff comparing to those who did not participate in international mobility programmes?
3. Which are the ways for using the National Qualifications Framework into the development of the university curriculum?

The harmonization of the National Qualifications Framework in Romania to the European Qualifications Framework was designed with the intention to bring more opportunities for the higher education graduates on the labour market, while the international mobilities programmes had an unexpected effect on the development of the National Qualifications Framework.

4. Hypotheses

Although the scientific principles are universal having international validity, the contents of the university courses can lead to different professional profiles in the same country within the same academic domain or discipline.

Higher education graduates competences are gained and polished in various ways in different countries based on different contents (units of study/parts/chapters) different from one cultural context to another. Different authors deals with the same concepts from different perspectives even if they use English language or other international language to teach in the same European context. Students from different European countries will understand and assimilate differently the same course contents.

In 2008, while working as a researcher for the National Institute of Educational Sciences in Bucharest, I have conducted a research on the utilization of the National Qualifications Framework to the development of the higher education curriculum. The survey based on questionnaire was addressed to the 87 Romanian public and private higher education institutions.

Following the research questions and documentation, the departure of the study was marked by three hypotheses:

> *1. The participation of students and teaching staff to the international mobility programmes has positive influence on the increase and diversification of their professional competences, social skills and communication competences*.

2. The university curriculum is connected to the European dimension of the Bologna Process if the Romanian study programmes are harmonized to the European study programmes.

3. The participation of the students and teaching staff to the international mobility programmes leads to the compatibility between the Romanian university curriculum and the contents of the European universities courses.

These three hypotheses have in common the idea that the National Qualifications Framework derived from the European Qualifications Framework may prove the fact that the professional competences units and skills of the Romanian higher education graduates are the result of a national curriculum that is not always connected to other European universities curriculum.

5. Methodology

The first hypothesis was tested through the results of the secondary data analysis of the project "*Erasmus Students' Mobility. Insights from Bulgarian, Polish and Romanian Experiences*" coordinated by the National School of Political and Administrative Studies in 2007 correlated with the results of my questionnaire survey from 2008 and with the European Commission Evaluation of the Erasmus programme over the period 2004-2008.

The Erasmus programme has four main Actions: Action 1 - Erasmus Mundus Masters Courses, comprising integrated courses at masters level offered by at least three universities in three different European countries; Action 2 - Erasmus Mundus scholarships for students and scholars from third countries; Action 3 - Partnerships with higher education institutions in third countries, comprising scholarships for students and scholars from EU countries for mobility towards third countries; Action 4 - Projects to enhance the worldwide attractiveness of European higher education (European Commission, 2008).

The scheme of categories used for the connection between the secondary data analysis with the Erasmus curriculum development programmes was structured on 8 items which reflect the investigation on Erasmus programme and the European Commission data base of the Executive Agency for Education, Audiovisual and Culture of the European Commission EACEA:

1) Erasmus programme funding;
2) Erasmus programme results;
3) Student performance improvement;
4) New competences achievement;
5) Barriers and inconveniences encountered by the Erasmus students;
6) Number of curriculum development programmes over the period 2005-2007;
7) Academic curriculum development programmes within Erasmus Action 1 that included Romanian universities as joint participants over the period 2005 -2008;
8) Comparison of the data from the European Commission with the data obtained from the questionnaire survey in 2008.

Data for the evaluation of the Erasmus programme until 2008 are collected from the European Commission report on the dimensions of utility, efficiency and value added of this programme over the period 2004- 2008.

The second hypothesis was tested through a qualitative-quantitative analysis of the European curriculum development programmes registered in the EACEA - Executive Agency for Education, Audiovisual and Culture of the European Commission data base. Used as an independent test variable, the European projects of joint curriculum development that included Romanian universities as partners were not advertised on a large scale, data being centralised at the Executive Agency for Education, Audiovisual and Culture over the period 2005-2007.

The third hypothesis was tested through a national survey based on questionnaire for all Romanian public and private higher education institutions. The sample of 39 universities that responded to the questionnaire are presented in Table 2:

Table. 2 Structure of the sample of the universities that participated in the 2008 survey

Universities (HEIs)	Number of accredited HEIs at national level	Percents	Number of HEIs that responded to the questionnaire	Percents
Public universities	56	67.4%	29	74.3%
Private universities	27	32.6%	10	25.7%
Total	83	100%	39	100%

The questionnaire was addressed to the coordinators of the Erasmus offices from the higher education institutions in conjunction with the directors of the teaching staff development departments.

6. Research Results

The three hypotheses were tested and confirmed during one year of research. Resuming the research results, in the case of the first hypothesis it is essential the fact that 71% of the Romanian Erasmus students appreciate that the mobility period increased their academic performances. In average, 50% of the Erasmus students emphasize that the mobility periods increased their professional competences and their chances on the labour market (SNSPA, 2007:76).

An important ratio of the Romanian Erasmus students cherish the study period of international mobility in the direction of experiencing an independent way of life in a different country and personal development, followed by the increase of social and communication skills in foreign languages - 88% of the respondents, (SNSPA, 2007 :77,78).

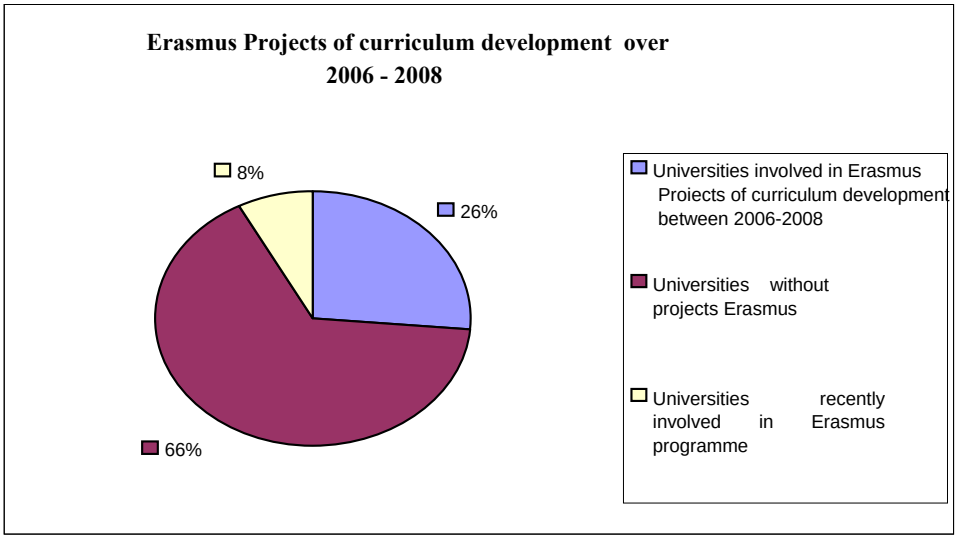
In order to be credited in the ECTS system, the courses chosen by the Romanian students for the Erasmus mobility should be similar to the courses taught at their home institution. This fact reduces the value added to the opportunity to study abroad.

Also, the contents are automatically made equivalent through a simple translation of the course title from the foreign language in Romanian, without further consideration to the differences of course contents, thus assuming that the competences gained are the same.

At the institutional level, the results of the questionnaire survey indicate that 67% of the higher education institutions consider that the university curriculum at present is adapted to the professional competences formation „*to a large extent*", and 10% of the universities consider this adaptation „*to a very high extent*".

In the case of the second hypothesis, the secondary data analysis of the European Commission data base EACEA revealed that over the period 2005 -2007 only 20.5% of the Romanian universities were involved in curriculum development projects with international partners. In 2008, based on my questionnaire data, their percent increased at 26% of the universities (Figure 1). Moreover, the percentage of Romanian universities that were involved in curriculum development projects with foreign partners beyond the Erasmus programme reached 31% of the total number of universities in 2008.

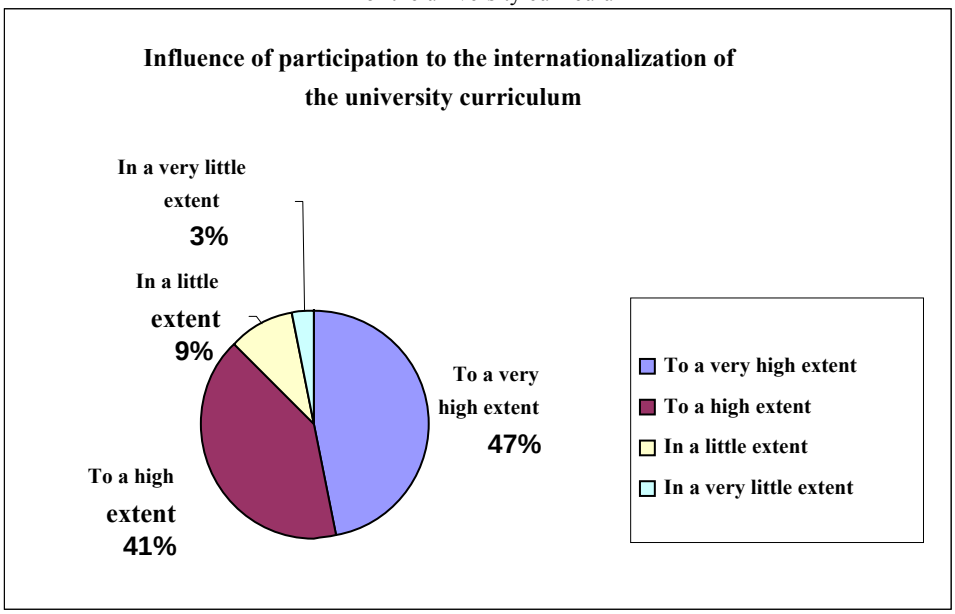
Figure 1: Romanian universities involved in curriculum development projects



Almost all Romanian universities mentioned that the Bologna Process is at the origin of the idea of internationalising their curricula with other European universities.

In the case of testing the third hypothesis I have departed from the information that in 2007, 41% of the universities consider that the participation of their students and teaching staff to the harmonization of the national curriculum to the curriculum of other European countries is situated "*to a very high extent*".

Figure 2: Measure of the influence of participation to the internationalization of the university curriculum



This information is closely sustained by 47% of the universities (Figure 2) participant to the 2008 survey that considered the participation to international mobilities as supportive to the European curriculum harmonization "*to a high extent*". With a view to this position, 61.4% of the Romanian teaching staff declared that following the participation to the Erasmus mobilities they have updated their course contents.

7. Conclusions and Recommendations

The Bologna Working Group Report on Qualifications Framework from 2009 has connected the main parts of the Bologna work program, in particular mobility, recognition, employability and stocktaking. This report guided the connections between academic curriculum development and the structure of academic qualifications, because the units of competence are based on the academic disciplines content.

The competences required by the labour market and the competences gained from the participation in the international mobility stages should be the start for the design of the higher education curriculum if a valid adaptation of the graduates to the European labour market is envisaged. The professional competences of the Romanian higher education graduates obtained as a result of the national curriculum are considered international or European competences on the European labour market because the national curriculum has gained European features due to the participation in the mobility stages.

The relationship between qualifications frameworks and quality assurance is crucial, this point being on the agenda of the BFUG Working Group for qualifications in

2009. The implication for the Romanian higher education system would be a combination of projects between the Romanian Agency for Quality Assurance in Higher Education ARACIS and the National Agency for Qualifications in Higher Education and Partnership with the Social and Economic Environment ACPART, involving a closer cooperation of the two agencies. The quality assurance of study programmes should be followed by the quality assurance measures of academic qualifications.

Romanian professors who ask their students participating in Erasmus mobility programmes to bring the content of the courses they attend in different European countries can benefit from this content in order to compare their own course ideas with the content taught by their European colleagues.

At the national level, in Romania the National Agency for Qualifications in Higher Education and Partnership with the Social and Economic Environment (ACPART) should organize more national and international conferences in order to provide good advice for the higher education institutions interested in the development of the university qualifications, because the universities complained about the weak links with this agency.

For the design of a data base with sets of academic competences acquired after the participation in international mobility stages it is necessary a methodology of evaluation of the mobility periods and an international subsequent classification on fields of specialization, followed by the development of official mechanisms for the internationalization of the national curriculum.

Despite the fact that at present there is no explicit policy of internationalizing the curriculum in the Romanian higher education system, the universities voiced the need for the development of a curriculum harmonization policy at national and European levels that can be designed based on the European and National Qualifications Frameworks within the Bologna Process.

Bibliography

1. ACPART –National Agency for Qualifications in Higher Education and Partnership with the Social and Economic Environment (2008*),* National Qualifications Framework in Higher Education. Development Concept and Methodology, Bucharest. http://nou.acpart.ro/images/evenimente_noutati/methodology.pdf
2. Bologna Process Coordination Group for Qualifications Framework (2009), Report on Qualifications Framework, Strasbourg. http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/2009_QF_CG_report.pdf
3. Commission of the European Communities (2005), Towards a European Framework for Lifelong Learning, Commission staff working document, Brussels, 8.7.2005 http://ec.europa.eu/education/policies/2010/doc/consultation_eqf_en.pdf
4. Crosier, D., L. Purser, H. Smidt (2007), Trends V: Universities Shaping the Higher Education Area, European Universities Association, London. http://www.eua.be/fileadmin/user_upload/files/Publications/Trends_V_universities_shaping_the_european_higher_education_area.pdf

5. European Commission (2008), Report on the Interim Evaluation of the Erasmus Mundus Programme 2004-2008, Brussels. http://ec.europa.eu/education/programmes/mundus/doc/com375_en.pdf
6. Eurydice (2007), "Focus on the Structure of Higher Education in Europe. National Trends in the Bologna Process 2006/2007", Brussels. http://www.eurydice.org/portal/page/portal/Eurydice/PubContents?pubid=086EN
7. European Commission (2007), From Bergen to London -The contribution of the European Commission to the Bologna Process, Brussels, 7 May 2007. http://ec.europa.eu/education/policies/educ/bologna/report06.pdf
8. European Commission (2007), Key Competencies for Lifelong Learning. European Reference Framework, annex of the Recommendation of the European Parliament and the Council of 18 December 2006, Luxembourg. http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf
9. European Commission (2007), London Communiqué -Towards the European Higher Education Area: responding to challenges in a globalised world, 18 May, 2007, Ministerial Conference. http://www.dfes.gov.uk/londonbologna/uploads/documents/LondonCommuniquefinalwithLondonlogo.pdf
10. European Commission COM (2006) 479 final, Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning. http://ec.europa.eu/education/policies/educ/eqf/com_2006_0479_en.pdf
11. European Commission COM (2006)208, Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation", Bruxelles, 10.5.2006. http://ec.europa.eu/education/policies/2010/doc/comuniv2006_en.pdf
12. Government of Romania, Romanian Government Decision no. 1375/2005 on the Establishment, Organization and Functioning of the National Agency for Qualifications in Higher Education and Partnership with the Social and Economic Environment (ACPART), Bucharest, The Official Journal of Romania Monitorul Oficial no.1029/21.11.2005.
13. Ministry of Education, Science and Innovation (2009), Ministerial Order No 4430 on the Utilization of the National Qualifications Framework, Bucharest. http://docis.acpart.ro/uploads/Fisiere/MOf_OM_CNCIS_4430_29iunie2009.pdf
14. Mintzberg, Henri (2001*),* The Professional Bureaucracy in Dill, D. (ed.), The Nature of Academic Organization: Institutional Management and Change in Higher Education, CHEPS, CHERI, LEMMA, Utrecht.
15. National School of Political Studies and Public Administration (SNSPA), Institute for Educational Sciences (ISE), (2007), Miroiu, A., Pãunescu, M., Precupetu, M., Fartu□nic, C., Velea, S., Erasmus Students' Mobility. Insights from Bulgarian, Polish and Romanian Experiences, Bucharest, Ericom.
16. Zaharia S.E., Patriche M.S. (coord.) (2006), UNISO 2006 Conference, Université dans la Société, Paideia Publishing House, Bucharest, 2006.
17. Wende, Marijk van der (1996), Internationalising the Curriculum in Dutch Higher Education: an International Comparative Perspective, Doctoral Thesis, Utrecht University.