

Education - diversity and specificity

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The quick change rate in society, the information bloom, the innovation rate and the changing structure of communities and jobs ask imperatively for a new educational approach in which students can self-determine learning and everything that is related to learning approaches. Changes are so quick that some traditional training and education methods have become completely inappropriate: the old way of knowing, of learning can no longer prepare students for life in modern communities or for jobs abroad. In a world where information is increasingly accessible and modern organisational structures use flexible learning practices, it is not surprising that they look for approaches that supply quick, effective solutions for teaching flaws and andragogical methods.

The youngsters nowadays need a cognitive, affective but mostly sensorial and special stimulation that would raise their interest, their enthusiasm and that enables them to find efficient solutions for any problem. They, the ones almost dependent on the internet, social networks, pleasure and thrills are long drawn from under the blackboard and marker domination which used to keep their interest high, channelled them towards performance and kept their epistemic curiosity awake¹.

As an answer to the problems faced by the education system: financial restrictions, inequality of chances and the devaluation of school diplomas as well as to the ideals and aspirations of the population, we place our hope in the wide arms of the innovations of the educational field.

Maybe the proper time has arrived to change the education paradigm⁶ and to make a distinction between what is good and what must be changed.

What the school needs is to be more involved, to offer new services based on the needs of the community- financial education, health education, entrepreneurship education, help for the young people in order to get them used to the labor market. Because the education will remain the engine that pushes society ahead, lifelong learning has become the specific education of the 21st century because we learn⁹ to live together, to gather knowledge, to act, we learn for our whole life.

Educational issues is so wide that it is very difficult to determine which subjects are more important than others and deserve more special

The diversity of the topics tackled by the authors is the reason why the topic of this issue of our journal has a general character and covers themes such as emergent learning model, teacher – student interaction, information technologies and history, family, school and community, education of children with special needs and a book review.

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The first three approach topics related to the importance of heutagogy as offspring of the theory of complexity (the emergent learning model; the digital agenda within the English experience), the consequences of the teacher – student interaction on social networks and the impact of information technologies in the teaching – learning – evaluation of the students majoring in chemistry.

The following five articles tackle aspects of family situation and of schooling level in families, the capacity of adapting and the transforming learning experiences of the family, the ways of developing communication and language in children, interdisciplinarity and transdisciplinarity in teaching, education about nutrition, schools and local communities.

The last two articles approach the issue of educating children with special needs of education – inclusion and counselling behavioural disturbances. As usual, the journal also includes a book review – Social Media in Higher Education: Teaching in Web 2.0, 2013, authored by Monica and Bogdan Pătruț.

The Emergent Learning Model: using the informal processes of learning to address the Digital Agenda for Europe discusses the re-thinking of the way in which one could design and support web learning, the contexts of learning in the 21st century when education can be extended due to the potential of new technological platforms and technological tools.

After WEB 2.0 valorised the informal aspect of learning within educational processes and the formal aspect of institutional organisation with its ethical, cultural and social issues, they felt the need (post Bologna) to integrate informal, non-formal and formal learning in a model favourable to social inclusion.

Called the Emergent Learning Model (ELM), it relies on the Open Context Model and can be considered a learning design tool called a “development framework” for the post-Web 2.0 Digital Agenda. The author presents the origins of the model, its development framework and the way in which they managed to develop other learning projects such as Ambient Learning City & WikiQuals.

Consequences of the Teacher-Student Interaction on Facebook brings forth the issue of the teacher-student interaction on Facebook and the consequences (that can be rather long-lasting) of the role played by the teacher in class management and in the development of interpersonal relationships with the students, on the level of discretion or information censorship in relation to the teacher’s status of teaching staff, on traditional hierarchy that is diluted or ranked at the same level as the students.

The authors emphasise aspects that sometimes hinder the good intentions of both partners – the too familiar language that annuls the formal distance involving respect and recognition, the sometimes too alarming decrease of the level of inhibition, the renunciation to the formal aspect of writing and the acceptance of ignoring some of the rules of corresponding (use of nicknames in communication or e-mail addresses, improper abbreviations, lack of punctuation marks, etc.). the author warns on the fact that when the teaching staff wish to keep up with the youth and turn “cool”, they risk to become part of others’ lives and confess on the liking or disliking certain things, attitudes, behaviours and images representing them and that they would like to remain anonymous.

Using informational technologies in teaching history of printing to chemical engineering students seizes the way in which information and communication technologies can be applied efficiently in the process of teaching – learning – evaluating students and the changes that the former can generate in time in the features of educational systems. The author(s) illustrate the adaptation of the educational field to the new trends of globalisation, the diversity of the technological environment (distance learning, access to virtual libraries, development of individual abilities in using information) involving interactivity, specificity, responsibility and attractiveness, cooperation and dialogue and particularly a shift in emphasis from teaching to learning – evaluating with a view to develop students' personality.

Poverty of a family from provincial Poland and attractiveness of a school child among peers captures the reader's attention through the research results of a survey on a sample of 192 students from primary schools aged 11-13, from six rural schools and four urban schools from the suburbs of the ex-voivodeship of Częstochowa, Poland. The goal of the investigations was to establish a child's position in a classroom, the recognition of social relationships in a group based on mutual empathy and on rejection, the existence or lack of popularity, the relationships of friendship or of inter-individual and group conflicts, the group leadership issues, the level of school anxiety and the low feeling of social competence.

The paper thus answers three main questions regarding the influence of the factors analysed on a child's positive and negative choices, the significance of the socio-metric position of a child among his/her colleagues, and the factors that point to the link between variables differentiating significantly the acceptance of a child by his/her colleagues in a class.

Relationship between cognitive flexibility, family resilience and parents' transformative learning experiences presents an analysis of family resilience, of cognitive flexibility and of transformative learning and their importance as mental health predictors, the correlation between them and the influence of the social context on parental behaviour. Research results show that an individual's change is facilitated by the support from the group (for instance, a support group for parents of teenagers, a support group for unemployed people, etc.) that act as both a catalyst in learning and as a source of learning.

The article points out the correlation between the three variables (cognitive flexibility, family resilience and parents' transformative learning experiences), analyses the way in which parents manage to overcome stress (dilemmatic) situations in their relationship with their children by adopting adaptive strategies and by assuming change.

Intra-disciplinarity or interdisciplinarity in teaching mathematics in primary school? brings arguments regarding the fact that there is no compatibility or exclusion between intradisciplinarity (which does not exclude the perspective of integrated approach) and transdisciplinarity not even when it is about teaching mathematics in primary school. at the same time, it is pointed out that the most efficient solution is based on the balance between extremes because each of them has both advantages and disadvantages and are conditioned by such factors as inner

coherence of the discipline to be studied, horizontal transfer of knowledge, paradox of specialised encyclopaedist, human relationships between the actors of the educational process, training of teachers, and attitude of teachers towards integrating trends.

The motivations of the integrated approach of mathematics, the presentation of learning contents and of the competences expected are other key points of the analysis.

Nutritional Education in Kindergarten – An Analysis of the Romanian Preschool Curriculum presents a qualitative research of the specificity of nutrition education in pre-schooling that takes into account educational and behavioural objectives in the Romanian curricula and the educational content of Feeding in kindergartens. From the critique of biological factors influencing food preferences in children to food neophobia or visual familiarity, to solutions for proper nutrition to avoid obesity or dystrophy or to healthy nutrition habits that are essential in children's growth and development, the author presents elements of success in nutrition education programming in school and efficient strategies that change nutrition behaviours in children.

Schools and Local Communities presents the results of a questionnaire-based survey on a sample of non-institutionalised people in the rural and urban environment; the survey aimed at investigating the degree of belonging to a community, the citizen – institutions – public organisms relationship and the existence of a real cooperation between school and the corresponding community, the degree of belonging to the community, the contribution of the school to the moulding of the youth, the materialisation of the rural and urban mentality in school and church, the loss of trust in school of an increasing number of people and its causes, the consequences of the lack of a partnership between school and community for the population.

How to use the HANEN approach in developing communication and language in children presents the results of a research carried out by implementing Hanen center that gives parents or caregivers of the child as linguistic facilitators and programs are designed so children with developmental problems and those with delays in language development and autistic syndrome (fragile X Asperger).

Research demonstrates Even if it is hard to believe that teach parents to observe their children, to listen, to wait for things to happen and let them take over communication and support her is more important child development than trying to learn to speak

Inclusion of students with disabilities in Romanian higher education system presents the results of educational interventions within a project for students with disabilities, a project that aimed at the insertion of the youth on the labour market, at the increase of the occupancy rates and of competence-based activities, at improving education and the labour market. approaching the promotion goals of sustainable development of the citizens able to act responsibly for generations, the author points out the obstacles that hinder the access of people with disabilities to higher education and the final results of the project that includes educational mentorship programmes (for a period of two years of higher education for 100 students with disabilities; the training in ICTs of 100 teachers, 300

undergraduates and 150 pupils with disabilities (supported financially), of 300 pupils with disabilities trained due to the involvement of educational mentors and volunteers for a period of two years of college.

Possibilities and Challenges in Teaching Students with Visual Impairments is summarizing a study of 55 children with vision problems to see if there are differences between making a metacognitive reading for students with visual impairments and blind students. The paper presents the methodology used (read strategy, global strategy in reading, problem solving and strategies for supporting Reading)

Children counselling with behavioural disorders presents examples of good practices in counselling activities with behavioural disorders (innate or caused by neglect or abuse) and milestones related to causes and intervention factors (motivating the children, issues to solve), teacher's behaviour during the counselling session, acknowledgement and social isolation, impulsive behaviour and rule ignoring, issues in children with ADHD and hyperkinetic, case studies.

The review of the book *Social Media in Higher Education: Teaching in Web 2.0* supplies a framework for the exploration of the ways of using the social media in education, in general, with emphasis on academic environments, and from the perspective of both actors and education institutions. The content of the 19 chapters of the book aims at distinct aspects of perception and superior use of social media (Facebook, Twitter, YouTube or tools for the sharing of documents as teaching and learning aids, for professional research and development) in relation with the students' needs for learning, skills and competencies.

The authors supply answers regarding the use of social media as a main channel in the auditorium and as an instrument for the teachers, the development of software systems, the social media in business contexts, in parental education, the social mobile mass media (as a problematic issue) and Web mobile 2.0 (as a fundamental omnipresent technological universe), and e-learning models of the Universitatea 2.0 type.

The diversity of the topics ad approaches, the examples of good practices, the solutions supplied for problem-situations, the opening to new aspects of contemporary education that tend to bring major changes in all the sectors of social life and in human personality development are good reasons to read these articles.

The editors hope the readers will enrich mentally and sentimentally while finding answers to their quests in this volume.