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| 1. | **An analytical approach to school in organizational paradigm** |
| | *Cristina Pielmuş* - Assistant Lecturer PhD in Education Sciences, "Al. I. Cuza" Police Academy, Bucharest, Romania |
| | **Abstract**: Organizational theories have opened the path to the analysis of school as an organization. For this reason there have been more than a few attempts to find pros and cons to consider school as an organization and the literature in the field of education sciences has been in a perpetual process of analysing various aspects that allow the inclusion of school in the organizational paradigm through new approaches and theories, of which some are pertinent, others are rather novel. In the following pages we will try to overview the main directions of analysis of school as an organization as these are formulated in theories or articulated in innovative perspectives on educational organization |
| | **Key words**: school, organizational paradigm, formal vs. informal structure, culture vs. climate, organizational development |
| 2. | **Current educational directions.  Curricular policy implications in Romania** |
| | Liana Tăușan- Lecturer, Phd.,"1 Decembrie 1918" University, Alba Iulia, Romania |
| | **Abstract:** 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 Curricular reform program represents a coherent approach to the educational national policy, designed and developed in line with current European trends and practices. 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; 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 |
| | **Key words**: the current educational paradigms**,** the paradigm of postmodernism, curricular policies, the reformation of the curricular system, constructivist  paradigm |
| 3. | **An Intelligent Approach to Support Composition of Multidisciplinary Learning Groups** |
| | Maria-Iuliana Dascălu - PhD, Teaching Assistant at the Faculty of Engineering in Foreign Languages, Politehnica University of Bucharest, Romania<br>Melania Coman - Master Degree in Management of Adults' Education, Alexandru-Ioan Cuza University of Iasi, Romania |
| | **Abstract:** The current study proposes an intelligent approach to compose optimal learning groups in which the members have different domain backgrounds. The approach is based on a well-known evolutionary algorithm – Particle Swarm Optimization, which is customized using the results of a pilot case study developed with the students of the Faculty of Engineering in Foreign Languages, from the Politehnica University of Bucharest. The authors claim that quantifying various indicators within a group and between groups can positively impact on building learning groups. The algorithm is part of an ontology-based information system designed to support collaborative learning in multidisciplinary groups and it is presented in the context of group building strategies in adults' education. |
| | **Keywords:** learning groups, collaborative learning, evolutionary algorithm |
| 4. | **Learning through induction into the profession: A workplace curriculum for teachers?** |
| | Mihaela Mitescu Lupu - Lecturer, DPhil,  University of Arts "George Enescu" Iassy, Romania |
| | **Abstract:** The paper reports on findings of a study-in-progress exploring how beginning teachers form their understanding of the practical context of the school once they have graduated from a program of initial |

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| | teacher education and enter the field of professional practice. The research data were collected in Romania. Data collected in a survey exploring beliefs about teaching and learning, professional satisfaction and conceptions of learning in 150 beginning and experienced Romanian teachers working in secondary education, serve as empirical support for the claims and discussions presented. Data was analyzed in relation to aspects of the policies and practices in initial teacher education relevant to the current reform in the Romanian system of education. This work is supported by CNCSIS-UEFISCSU, project number  RU_PD 21/2010. |
| | **Key words**: teacher induction, professional learning, workplace curriculum |
| 5. | **European experience of social and emotional learning programs** |
| | Mirela Claudia Dracinschi - Phd.,"Alexandru Ioan Cuza" University, Iași,  Romania |
| | **Abstract:** This paper is a summary of reports from various international sources, European educational policy documents, curriculum database on different education systems, regarding social and emotional learning. After a review of the main elements assimilated with social and emotional learning, through teaching contents or cross-curricular areas or educational philosophies perspectives from a number of European countries, we outlined the milestones of a program implemented in the UK (SEAL – Social and Emotional Aspects of Learning). The study concludes with a range of emphasis on the importance of the field and suggestions for possible implementation in the Romanian educational space. |
| | **Key-words:** social and emotional learning, key competencies, social and emotional skills, life skills. |
| 6. | **Core Competences of Adult Educators in Europe. Findings from a European Research Project** |
| | Nils Bernhardsson – *Research Associate, German Institute for Adult Education – Leibniz Centre of Lifelong Learning, 53157 Bonn, Germany*<br> Susanne Lattke - *Research Associate, German Institute for Adult Education – Leibniz Centre of Lifelong Learning, 53157 Bonn, Germany* |
| | **Abstract:** Professionalisation of adult educators has become a major topic in Europe. A number of European projects have addressed this issue mainly from a developmental perspective by producing curricula, training programmes and other tools for professionalisation purposes. Rarely these projects have been based on extensive and systematic empirical research. This paper reports on the European project "QF2TEACH" which focused on cross-country research into core competencies of adult educators. In the first two sections the general background will be explained and the particularity of the QF2TEACH project will be highlighted. Part 3 presents in greater detail the research methodology and the main outcomes. The paper concludes (4) with a summary and outlook on ways of working further with the research findings. |
| | **Keywords**: Professionalisation, core competences, qualification framework, empirical research, Delphi study |
| 7. | **Mentoring and eMentoring in entrepreneurial education: CReBUS perspective** |
| | Alexandru Strungă - Teaching Assistant at the University of Craiova, Department of Education Sciences, PhD student at the University of Bucharest<br>Cătălin Martin - Junior Researcher at the Romanian Institute for Adult Education, PhD student at the University of Bucharest |
| | **Abstract**: This study aims to present a new approach to developing entrepreneurial competences by using mentoring and eMentoring practices based on the experience of the European project CReBUS (Creating a business in the digital age – developing entrepreneurship competences for young Europeans through eMentorship). Taking into account the growing need to find new methods of reducing unemployment, we consider that mentoring and eMentoring can be an effective solution for students who are interested to be |

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| | entrepreneurs and for higher education institutions that are aiming to improve their curriculum. |
| | **Keywords**: eMentoring, mentoring, entrepreneurial education, constructivism |
| 8. | **The representations of social actors (students of different cultures) upon the common culture and interethnic relations in Romania. Do we form a nation?** |
| | Raluca Mărginean - Phd, Educational Sciences, Faculty of Psychology and Educational Sciences, University of Bucharest |
| | **Abstract:** From the very beginning, we focus on analysing the idea of a common culture in the Romanian society and school which are dominated by multiculturalism (the presence of groups belonging to various cultures, known as national minorities). Politically, the national minorities are recognized in the Constitution of Romania, which means that there is a common culture for all, regardless of the ethnic origin. Is it possible? Looking up in the Romanian dictionary we find out that the adjective "common" is defined as: "something that belongs to many or all of them; something that concerns many or all of them; something that is used by several people or all of them". Therefore, we can highlight the fact that a common culture is the one in which we all are found, at which we all take part, regardless of ethnicity, race, religion or sex. A common culture is possible and makes sense, as long as it helps to live a life in common, to establish social ties/relationships with others, to train in the spirit of citizenship, to develop a civic behaviour, to build a positive image of the Romanian nation, to establish positive relations with other nations, to form a critical spirit and a cultural, ethnic and religious tolerance. Emile Durkheim emphasizes that the society refreshes itself through education, homogenising its members to be similar as long as they socialize and live together. So, the school culture is the only that sends not only to mixing (for example, the formation of the Romanian citizen) but also to diversity, without which cooperation would not be possible (for instance, cooperation in the spirit of tolerance, freedom, etc.). In the absence of a common culture, the citizenship would not exist, because the connection between the different groups involved in a society could not be possible. |
| | **Key-words:** ethnic, nation, national identity, citizenship, cultural diversity, interethnic relations, memory, history, ethnocentrism, community |
| 9. | **Teaching expertise: veterans and experts in higher education institutions** |
| | Dana Opre - Corresponding author*, Faculty of Psychology and Educational Sciences, Babes-Bolyai University Cluj-Napoca*<br>Adrian Opre - Prof. Univ. Dr, Faculty of Psychology and Educational Sciences, *Babes-Bolyai University* |
| | **Abstract:** Nowadays the development of teaching expertise has become a key priority for quality assurance in Higher Education. Improving the teaching act requires, nevertheless, the knowledge in advance of the factors that can sustain efficient teaching. Looking at university staff activities, in the present paper we assess the role and the impact level of behavioral, cognitive and emotional factors on their didactic performance. Using a mixt methodology (qualitative and quantitative) our outcomes revealed that the teaching expertise is sensitive to a number of teaching strategies known and used, personal theories about teaching, metacognitive abilities, reflexive practice and emotional control. |
| | **Key words:** teaching expertise**,** quality assurance in higher education, metacognition and teaching. |
| 10. | **Parents- adults who learn continuously** |
| | Oana Zaharia - Phd. Candidate, „Al. I. Cuza" University, Faculty of Psychology and Educational Sciences, Iasi |
| | **Abstract:** Every community that wants to develop, admits that the most important resource on which can really count on is creativity and the energy of people who form it and that the education is a crucial aspect for the determination of its statute. Education can't be conceived as an inwardly entity and it can not be claimed by a certain category of age or social position (category). It is the process of complete formation of human |

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| | being that is related with "to be " and it doesn't just consist in acquiring some knowledge or moral behaviours that an ordinary person could "have". In consequence, every person, in any moment of his life still needs education.<br><br>Being a parent involves the responsibility of constantly keeping the connection with all factors implied in raising and forming his own child (church, school, group of friends) and the availability of sharing his own experience to the others, and also of learning from the others. The conscience, that the experience of every person you are in contact with can be the richest source of learning, can determine  the parents eager for learning , not just being a part of a set educational program but suggesting objectives and contents, analysing the learning program and the strategies involved , choosing the way of communication, evaluating, self-evaluating and organizing the forthcoming activities. The partnership between parents must replace competition and be vital to the development of the flexilibity and the capacity of accommodation to new circumstances, so that everyone should improve his own performances and contribute to the increasing the performances of other members of the community. The function of a teacher, of a trainer is helping parents to learn emphasizing the interaction between people (with their values, beliefs and experiences),contents, methods, purposes etc. In this way, he becomes a guide for the adults gone on an educational journey which will certainly change their life. |
| | **Key words**: education, parents, experience, values, trainer |
| 11. | **The evaluation of empathic skills of Turkish teacher candidates in terms of some variables** |
| | M. Metin Arslan - Assist. Prof. Dr., Kırıkkale University Department of Educational Sciences, Kırıkkale, Turkey<br>Sevda Aslan -  Assist. Prof. Dr., Kırıkkale University Department of Educational Sciences, Kırıkkale, Turkey. |
| | **Abstract :** This study aims to determine whether the empathy levels of teacher candidates vary according to the departments and faculties they graduated from.  A total of 367 teacher candidates ( 250 females and 109 males ) who are from different fields of education preparing for KPSS Teacher Examination participated in the study during the academic year 2007-2008 in Ankara. Emphatic Skill Scale B-Form was employed in this study. Developed by Dökmen (1988), Emphatic Skill Scale  B-Form consists of 72 statements composed of 6 situations and 12 reaction statements per situation. T test and one way ANOVA were used in the analysis of the data. It was determined that the difference was significant in the scores of the teacher candidates according to their gender who were preparing for the KPSS Exam; however, there was no significant difference according to the departments and/or faculties they graduated from. |
| | **Key words:** Emphatic skill, teacher candidate, empathic level. |
| 12. | **Place of Girls and Boys in French Mathematics Textbooks<br>From 21st Century to 19th Century: Analysis of Old Textbooks Used in Primary Education?** |
| | Valerie Legros - Docent in Educational Sciences within the University Institute for Teachers Training of Limousin, Francophony, Education and Diversity Laboratory, University of Limoges, France |
| | **Abstract**<br>The textbook is a teaching aid for the teacher. It is also a referential support for students, an everyday tool. How are children: girls and boys presented in textbooks? And more specifically what gender environment is proposed to students by means of these teaching tools?<br>After the presentation of the contemporary situation, the article proposes a research in the French mathematics textbooks used in the primary education of the Third Republic (1870-1939). The analysis indicates a slowly evolving situation. |
| | **Key Words:** Textbooks, girls/boys, primary education, mathematics, Third Republic in France. |
| 13. | **Considerations about detention stress noncontact evaluation** |

| | Mateas Marius-Cornel - Lecturer,Dr.eng., Politechnical University of Timisoara, Romania<br><br>Gheorghiu Iolanda - Student,West University Timisoara, Faculty of Sociology and Psychology, Romania |
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| | **Abstract:** It is well known that the incarceration of human subjects increases the stress level (Shulman, E.P.,Cauffman,E., 2010). In order to reduce the stress level and provide a good background to achieve social integration it is necessary to take measures such as: designing the ambient structure, changes in equipment and alternate daily activities of the subjects. The efficiency of those measures must be evaluated in order to optimize the actions. This paper proposes a specific thermal investigation in order to estimate the incarceration stress level and also to identify the relaxation state due to incarceration parameters changes. The noncontact thermal investigation procedures are compared against other methods such as heart rate measurement and galvanic skin response |
| | **Keywords**: incarceration, stress, social integration, thermal investigations, noncontact methods |
| 14. | **Perceptions related to the fundamental principles of respecting human rights in the training of police officers from Romania and Cyprus** |
| | Mihaela Tomiță - lecturer, Phd, West University of Timisoara<br><br>Marios Vryonides - assistant professor of Sociology at the European University Cyprus |
| | **Abstract:** The field of adult education in general, is of extreme complexity, due to its multiple implications, dimensions and valences. Aside from its general valences, adult education in the penal justice system implies a series of particular aspects, which are implicitly related, in one manner or another, to respecting man's fundamental rights.<br><br>Both on its one, as well as in a comparison, this paper highlights the main elements that define the education and training of police officers from Romania and Cyprus. The study was done as part of the project Fundamental Rights Education in Europe (FREE), financed through a program of the European Committee – The Fundamental and Citizen Rights Initiative. |
| | **Key words**: training programs, human rights, law enforcement system |