

1.	<p>Considerations on Authors Rights</p> <p><i>Simona Popa</i> – Assistant University "Politehnica" Timișoara, Romania</p> <p>Abstract: The current regulation on the copyright and neighbouring rights - according to the Law nr.8 / 1996 as it was modified and completed - constitutes a guarantor of protecting personal moral and patrimonial rights established in favour of the work authors. The object of the authors right are original works of intellectual creation in literary, artistic or scientific domains, regardless their manner of creation, specific form or mode of expression, and independently of their merit and purpose - in the ways and forms established by the legislator. The protection of the personal, moral and patrimonial rights are found in the imperative provisions that establish the content, the duration as well as the protective measures.</p> <p>Key words: author rights, neighboring rights, joint authorship, moral rights, patrimonial rights, author right protection.</p>
2.	<p>Let's take the Youth Seriously Today's Teenagers</p> <p><i>Fari Khabirpour</i> - Director of the Detention Centre in Luxembourg. Fari Khabirpour is a psychologist. After many years of leading the Psychology and Educational Guidance Centre, since 2008 he has been the director of the Detention Centre in Luxembourg</p> <p>Abstract: Assisting and understanding the students as well as possible requires the school to know its «clientage»: so who are these teenagers that must be trained and educated? In order to fulfil this mission, the school must base its actions on a good understanding of young people, beyond the erroneous or old-fashioned representations. Studies regularly conducted on adolescence provide us precise indications in this regard.</p> <p>Key words: teenagers, education, participation, commitment, challenges</p>
3.	<p>'Religious facts' and History of Sciences:</p> <p>Example of a Fruitful Interaction in the French School of the 21st Century</p> <p><i>Marc Moyon</i> - Université de Limoges, Facultes Des Lettres Et Des Sciences Humaines</p> <p>Abstract: In this paper, relying on studies in History of medieval Science, we propose to discuss the teaching of religious facts in secular French school. Starting from a brief presentation of the most significant elements of the debate on teaching religious facts which has occurred in France since 1989, we will then focus on two examples that could feed this teaching; they are both drawn from the History of Science: one is based on the links between mathematics and science of inheritance in Islamic countries and the other one on the theory of the Rainbow.</p> <p>Key words: Secularity, History of Sciences, Religious facts, France, Education</p>
4.	<p>Interdisciplinary Directions in Pre-Service Science Teacher Training</p> <p><i>Dana Crăciun</i> - PhD. , West University of Timișoara, Teacher Training Department</p> <p>Abstract: Teachers in the mathematics and sciences curricular area usually have a mono-disciplinary initial training obtained during the bachelor and/or master studies in private or public universities. Students guided by</p>

	<p>these teachers should discover the complexity of the world, of the universe. Instead, they only acquire uncorrelated information; facets of the surrounding world which they are unable to link together in order to get a unitary, encompassing and meaningful image of the world. The cause is mainly the curriculum of the Science disciplinary area, teacher overspecialization, but also a poor general knowledge and lack of communication, cooperation and teamwork skills. This study highlights the necessity of reorganizing the Science curriculum, suggesting an interdisciplinary and multidisciplinary approach, with an integrated curriculum and proper training for the future teachers. There are presented different solutions adopted by the European countries, as well as several solutions proposed in the West University of Timisoara based on the need of a Romanian educational reform</p> <p>Key words: pre-service teacher training, cross-disciplinary training, integrated curriculum, complexity</p>
5.	<p>Theory and practice in the teaching of language for adult migrants</p> <p><i>Stéphanie Senos</i> - Visiting assistant professor in Educational Sciences at the University Institute for Teachers Training of Limousin; Francophony, Education and Diversity laboratory, University of Limoges, France</p> <p>Abstract : When analyzing the practices of teachers of French Language of Integration (FLI), we frequently observe a general divergence between theory and practice and, more particularly, specific obstacles which interfere with the learning process. Therefore, based on the similarities between a “normal” learning situation and an intercultural learning situation, we are presenting an analogical approach to learning, which will help to combine competences in both the theory and professional practice, while at the same time encourage the use of altercultural skills. Such an approach aims to examine current practices in order to deconstruct the existing models</p> <p>Key words: intercultural communication, theory in practice, problem-situation, cultural shock, reflective practitioner, adult learner</p>
6.	<p>Integration of Dynamic Assessment Procedures in First Grade English Elementary Classroom- An Action Research Case Study</p> <p><i>Diana Cojocnean</i> - English Foreign Language (EFL) Teacher at Școala Internațională Spectrum, Cluj-Napoca and doctoral student at the University of Exeter, UK,</p> <p>Abstract: The current paper reports the theoretical aspects underpinning the concept of Dynamic Assessment (DA) in education along with the results of a qualitative study focused on the integration of DA procedures within first grade English elementary classroom.</p> <p>DA provides a conceptual framework for both teaching and assessment which means that becoming aware of the learners’ abilities and also determining their development are two integrated activities. Given the fact that current literature lacks too much empirical research on the application of DA in the L2 classroom¹ the study will explore the application of DA in an EFL classroom and will look at DA as a strategy that could be successfully implemented within the foreign language curriculum for young learners.</p> <p>Key words: assessment, dynamic assessment, methodology, zone of proximal development, scaffolding, group dynamic assessment, young learners</p>

7.	<p data-bbox="256 201 1427 275">The Philosophical Dimension of Children’s Literature. What are the Pedagogic Stakes in the Becoming of the Thinking Child?</p> <p data-bbox="256 296 1130 327"><i>Adia-Mihaela Chermeleu</i> - Associate Professor, PhD, West University of Timișoara</p> <p data-bbox="256 338 1435 821">Abstract. Teaching literature allows to acquire certain transferable instruments in all the knowledge fields and, from this point of view, children’s literature plays a special part in primary education and not only. Just like adults, children ask questions about the world and the existential problems: life and death, good and evil, love, friendship, adult world and the relationship with the others. After a theoretical, institutional and didactic presentation of children’s literature in the world and in Romania, the study herein analyses the major objectives of this discipline and the conditions of an early initiation in philosophy which is implied by this pedagogical innovation. It is difficult to teach abstract notions to children, but children can take part in philosophical talks, based on narrative or poetical supports with the aim of teaching them to think. By taking part in the identification game and in the reflexive debate, the intellectual mechanisms by which the child understands, interacts with the others in order to build his own way of thinking can be understood and stimulated.</p> <p data-bbox="256 842 1435 905">Keywords: children’s literature, initiation into philosophy, reflexive debate, pedagogical innovation, teaching children to think</p>
8.	<p data-bbox="256 957 1427 1020">The Perception Of Mothers Regarding The Realization Of Family And Society Gains In Elementary School Class Guidance Programme</p> <p data-bbox="256 1031 992 1062"><i>Sevda Aslan</i> - Kirikkale University Educational Sciences Department,</p> <p data-bbox="256 1073 1435 1482">Abstract: This study aims to determine mothers' perceptions regarding the realization of guidance and psychological counseling gains about family and society in primary and secondary school class guidance programmes, which are currently being implemented. The data were gathered from a total of 29 mothers whose children study at 5th, 6th and 7th grades in a primary school in Kirikkale in the spring term of 2010-2011 academic years. Developed by the researcher, the Social Development Process Perception Form with regards to family and society included in 5th, 6th and 7th grades class guidance programme was used as a data collection instrument. The frequencies and percentages of the answers in relation to the form were calculated. In terms of the realization of guidance and psychological gains regarding family and society, it was found that the most positive perception of mothers is the explanation of the influence of school life on being a good citizen, on the other hand, their most negative perception is the explanation of the importance and necessity of working for society voluntarily.</p> <p data-bbox="256 1503 1435 1566">Key words: Elementary school class guidance programme, perception of mother, family and society guidance gain</p>
9.	<p data-bbox="256 1619 643 1650">Negativism of Preschool Children</p> <p data-bbox="256 1650 1435 1713"><i>Elena Liliana Danciu</i> - Associate Professor Ph.D. at the West University of Timisoara, Faculty of Sociology and Psychology, Department of Educational Sciences,</p> <p data-bbox="256 1724 1435 1860">Abstract: “Period of the nerve-racking NO”, the negativism of the little child represents a normal stage in his development. It is present in infancy at about 2 years old and then at 4 years old in the form of opposition crises associated with constitution of self and personality, creating a multitude of problems that materialize in opposing excessive behaviour, of adaptation and interrelationship, in poor curricular performance, emotional</p>

	<p>instability etc.</p> <p>Finding the most appropriate solutions in relation to the child's personality and the level of his opposability, the way of implementing them and the cognitive, affective, behavioural effects represent the subject of this article.</p> <p>Key words: negativism, violence, algorithm for removing oppositional behaviour, hostility, rebellion, therapy</p>
10.	<p>Concept of Inclusion in East Europe: Poland vs. Romania</p> <p><i>Elena Lucia Mara</i> - Department for Teacher Training „Lucian Blaga” University of Sibiu</p> <p>Abstract: Notions of 'inclusion' and 'play' in early years childcare and education are contestable, uncertain and create challenges for those who work with children and their families. In addition, it is recognised that a well qualified children's workforce promotes inclusive learning for children. However, variations exist in how inclusion and play are constructed by early years practitioners within and across European countries and beyond. Such variations arise from social, cultural, political and historical landscapes specific to each country, but each country faces common challenges in terms of sharing professional expertise and making space for debates about 'inclusion' and 'play'. The aims of the PLEYIn project intended to create such spaces for communities of early years practitioners with the needs of <i>all</i> children and their families in mind.</p> <p>Keywords: education, childcare, case-study, seminars, codes</p>
11.	<p>Development Of Self-Regulation Abilities In Pupils With Dyslalia</p> <p><i>Daniel Mara</i> - Department for Teacher Training „Lucian Blaga” University of Sibiu</p> <p>Abstract: Researchers have proved that dyslalia, depending on its severity, hinders the maturation of the determinant and influential psychic processes over the level of psychological preparation for school, making difficult and hard the adaptation of the pupils with dyslalia to the school requirements. In this research, we proposed to investigate the extent to which the recovery techniques of dyslalia determined the development of the learning self-regulation abilities and, implicitly, the improvement of the school performances in children under therapy. We investigated the essential characteristics of subjects from the point of view of intellectual development, personality traits, level of self-regulation abilities development and that of verbal performances in pupils with dyslalia. In addition to it, we designed scale for assessing the performance-oriented learning behavior and the reading, writing and oral language performances (in the class), we presented all the measures and techniques by means of which we realized a complex therapeutic approach concerning the problems of the pupils with dyslalia and, finally, we analyzed their impact on the performance-oriented behavior and on the school performance.</p> <p>Keywords: dyslalia, psychic processes, self-regulation, school performance</p>
12.	<p>Amazing comparisons – fascinating resemblances</p> <p><i>Stana Gloria-Lucia</i>- PhD in the Faculty of Arts and Design IOSUD, Univ. of Timisoara, professor of arts education at CRAE Speranta-Timisoara</p> <p>Abstract. The article brings into the attention of the readers the comparison between the artistic creations of the children, the primitives and the pathoplastic creations, debuted and supported by a big wave of social interest a century ago. Today the interest for it remains it seems settled in the backstages of a few specialized departments. The comparison between the authors pertaining to such distinct social categories is amazing. Today, as before, the comparison remains amazing and the resemblances become fascinating in the eyes of the viewers. What major secret do these resemblances hide? Artists and phylosophers, doctors and pshychologists have been attracted by the result obtained by the juxtaposition of these creations. Led by the</p>

mirage of these challenges, I will subject one of the pathoplastic creations of the beginning of the century to a number of typical classifications and at the same time I will join it to the creation of the petroglyphs. In the last chapter I juxtapose the art of the petroglyphs to the drawings of the children that participated in the specific therapy through artistic mediation. I hope all these will elicit at the same time interest, wonder and sometimes even smiles.

Key words: comparison, children, petroglyph, art, primitive.