

1.	<p><b>Teachers' Training for Dialogic Learning in the Learning Communities</b> <i>(in English)</i></p> <p>Ramon Flecha, Professor of Sociology, University of Barcelona          Iñaki Santa Cruz, Associate Professor of Economy, Universitat Autònoma de Barcelona</p> <p><b>Abstract:</b> In the Information Society, the transformation of schools into learning communities leads to overcoming failure at school and coexistence problems. In order to strengthen this process teacher training is carried out; this is seen as a sub-group within the training process for all educational agents, including teachers, other professionals, family members and volunteers. Dialogic learning provides a way which ensure excellent results of this type of training.</p> <p><b>Key words:</b> teacher training, learning communities, dialogic learning, equality of differences, educational inclusion.</p>
2.	<p><b>Potential Problems and error sources at an activity evaluation level of teachers</b> <i>(in Romanian)</i></p> <p>Ionela Clipici, Subinspector          County Police Department, Human Resources Management Department</p> <p><b>Abstract:</b> In order to achieve the goals regarding total quality in education and regarding teacher's activity, the school manager as human resources manager and evaluator has to be prepared on how to deal with potential problems and errors in evaluating the teacher's activity and the teacher as a human resource for the educational organization.</p> <p><b>Key words:</b> human resources management, teacher's activity evaluation, errors, school manager</p>
3.	<p><b>The perception of Self Academical Success</b> <i>(in Romanian)</i></p> <p>Monica Lamping, Gabriela Codorean          West University from Timisoara, Teacher Training Department</p> <p><b>Abstract:</b> The academic environment is a competitive one, stimulating the idea of performance and, nevertheless, some students succeed in affirming themselves, whereas others renounce, abandon. We have looked for an explanation of this fact and this study offered us the possibility to find it. The paper is meant to accomplish two aims: first, the careful and detailed study of the phenomenon of perceived academic self – efficiency (the trust in the personal skills of successfully organize and develop academical activities) correlated with the dispositional causative assignment, personal traits of type A, the perceived parental model and the fundamental interpersonal orientation. Secondly, we approached the phenomenon from the perspective of familial construction. The subject of the present paper was not very researched in our country, which is slightly contradicting, given its important implications in different fields. We would like to specify that the subject, approached from the paper, on the form of co-relational and comparative study is especially complex, attractive, with significant impact not only theoretically, but also in practice, in the continuing intent of facilitating students to adapt and to obtain academical performances.</p> <p><b>Key words:</b> perceived academical self – efficiency, personal traits of type A, locus of control, parental perceived model, basic interpersonal orientation</p>
4.	<p><b>Cooperating Strategies: Theoretical, Methodological and Practical Perspectives</b> <i>(in Romanian)</i></p>

	<p>Assistant Anca Luștrea West University from Timisoara, Educational Sciences Department</p> <p><b>Abstract:</b> Cooperative Learning is now one of the most used learning strategies and one of the best researched of all teaching strategies. Cooperative learning represents a relationship in a group of students that requires positive interdependence, individual accountability, interpersonal skills, decision making, face-to-face interaction, and processing. The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. This article presents the theoretical, methodological and empirical framework which validates cooperative learning as a successful scientific learning strategy.</p> <p><b>Key words:</b> teaching strategy, cooperative learning, cooperative learning methods.</p>
5.	<p><b>The influence of Anxiety over School Performances of Pupils</b> <i>(in Romanian)</i></p> <p>Assistant Otilia Sanda Boșorogan West University from Timisoara, Teacher Training Department</p> <p><b>Abstract:</b> During their schooling, some pupils suffer the pressure of anxiety in relation to the evaluation of the teacher. This article supports their needs for favorable results.</p> <p><b>Key words:</b> anxiety, performance, result, needs</p>
6.	<p><b>What do we know about Adult Education for Democratic Citizenship? A review of the research literature in nine European countries</b> <i>(in English)</i></p> <p>Marcella Milana Danish School of Education, University of Aarhus (DK)</p> <p><b>Abstract:</b> This article presents the findings from the study of research literature on Adult Education for Democratic Citizenship, carried out in nine EU member states. The literature review was designed as the building block for a European Stocktaking study on lifelong learning for democratic citizenship through adult education. This article begins by describing the context of the study, and introducing the study aims and core principles. This is done in sections 1 and 2. In section 3, the article introduces and discusses substantive features which have emerged from scholarly investigation at national level. Implications for further research are discussed in the concluding section, which presents the main argument of this paper. Despite countries unique characterizations, there is a general concern on citizens' conduct in democratic societies in Europe, but relative limited attention on the specific contribution of adult education to nurture democratic participation.</p> <p><b>Key words:</b> Adult Education for Democratic Citizenship, Stocktaking study, Austria, Denmark, Germany, Hungary, Poland, Romania, Slovenia, Spain, United Kingdom.</p>
7.	<p><b>The professionalism and the professional identity of the adult educator</b> <i>(in Romanian)</i></p> <p>Dr.PhD. Sava Simona West University from Timisoara, Romanian Institute for Adult Education</p> <p><b>Abstract:</b> Adult educator is a profession with a lot of dilemmas: it needs a high level of competencies, but its</p>

	<p>status is rather a low one, due to different factors, varying from a field of work not very well structured, to the lack of a system for initial and continuing training and professional development. On the other hand, the challenges the adult educators have to cope with, to be able to accompany adult's learning in a performant/qualitative way, are higher and higher. Thus, the concern for better defining and improving the professional status of adult educators is increasing, both at European level, and at national level. The article aims to analyse these different dilemmas, debating about what does being an adult educator as a profession mean.</p>
	<p><b>Key words:</b> adult educator, professional development, professional status, competency profile.</p>
8.	<p><b>A possible psycho-pedagogical competences profile of the adult educator</b> <i>(in English)</i></p>
	<p>PhD. Georgeta Ion University of Bucharest</p>
	<p><b>Abstract:</b> Derived from the project VINEPAC (Validation of Informal and Non-Formal Psycho-Pedagogical Competencies of Adult Educators) which is part of the Leonardo da Vinci programme, the purpose of the article is to realize a short review of the main current aspects of the term competence. Starting with analysing the concept and the main characteristics of competences, we proceeded to establish a possible model of adult educator.</p>
	<p><b>Key words:</b> adult education, competence, training</p>
9.	<p><b>Intercultural valences of the Romanian educational system</b> <i>(in Romanian)</i></p>
	<p>Teacher Cristina Ardeleanu The School no.7 (with I-VIII grades ), Resita</p>
	<p><b>Abstract:</b> Intercultural pedagogy involves taking in consideration the intercultural dimension of all educational institutions and best understanding of the concept of life long learning; planning to remove the old concepts about these differences makes it necessary that these differences be respected, without shame, guilt or superiority. This diversity is not the only element which makes the intercultural connection. Therefore, it is revived a concept that interprets human diversity as a strength of capital used to help students take advantage, wherever possible, of various models, alternatives and opportunities from a constellation of cultures. The people from a community enter in the "indefinite series of cultures" and the cultural difference is a source of enrichment and prosperous since they get a plus at which all can contribute. Camilleri states that from this point of view "the intercultural pedagogy" becomes a means of adaptation, each school approaching a social and international-global strategy capable of mutual exchange of cultural advantages from each other."</p>
	<p><b>Key words:</b> intercultural pedagogy, diversity, the constellation of cultures, strategy, respect, communication, equality, relation, dialogue, multiculturalism, partenership, tolerance</p>
10.	<p><b>Classroom Management</b> <i>(in Romanian)</i></p>
	<p>Lecturer PhD. Florica Orțan University of Oradea</p>
	<p><b>Abstract:</b> The present article focuses on defining the levels of management, concentrating on the</p>

	classroom management in particular.
	<b>Key words:</b> classroom management, quality control, internal/external evaluation, teaching strategy.
<b>11.</b>	<b>Classroom Management styles. Parental styles – Teaching styles</b> <i>(in Romanian)</i>
	Assistant Ioana Dârjan West University from Timisoara, Educational Sciences Department
	<b>Abstract.</b> Parenting style refers to a broad overall pattern of parental actions. There are various parenting styles, accordingly to different researchers, most of parents demonstrating a primary style and various attitudes from different styles. Parenting style affects children's development and character and their social abilities. When dealing with difficult or challenging behaviours of their child, parents seek advice, and so parent education began available in many countries, as long as learning good parenting skills that are respectful and goal oriented is a challenge that can be met. There are a number of management styles that both parents and teachers exhibit. There have been a number of psychological studies of parenting styles that naturally would appear to extent to classroom management styles for teachers (Wenning, 1998). As parenting style affects child development so does teacher's management style influences students' behaviours and outcomes. Knowing the main features of each style and their effects on students is the first step in altering behaviours in terms of optimal interrelation teacher-student.
	<b>Key words:</b> parenting style, class management
<b>12.</b>	<b>Neuroeducation and the new technology</b> <i>(in Romanian)</i>
	Lect.PhD. Silvia Lucica, West University from Timisoara, Educational Sciences Department
	<b>Abstract:</b> This study presents a few actual perspectives upon the development of neuroeducational studies and its complementarities with the high technologies in an analytical manner. The informational technologies are profoundly influencing the formative process by introducing new modalities for organizing and development, but for creating new research domains as well, as the field of neuroeducational activities are. The unlimited amplification of the informational opportunities and the higher numbers of educative products are sustained by new researches organizing and functioning on the cognitive processes. Establishing a connection between the internal network and the web network will develop into a new frontier of education in the XXI Century.
	<b>Key words:</b> educational objects, cultural and informational merchandise, neuroeducation, brains map
<b>13.</b>	<b>Educational Experiences at the Romanian blogosphere level</b> <i>(in Romanian)</i>
	Lecture PhD. Gabriela Grosseck West University of Timisoara, Psychology and Sociology Faculty
	<b>Abstract:</b> Parus has only a few years, blogs have grown into a rapidly overwhelming way, therefore are now covering various area. The most outstanding media experience from the 3rd Millennium, the blog

	<p>proves to be a tendency with the highest rate of adoption (and enthusiasm) among educational actors. This article identifies some examples of good practices in education at the Romanian blogosphere level, that could help increase the quality and effectiveness of education.</p> <p><b>Key words:</b> Blogs, examples of good practices in education, Romanian blogosphere</p>
<b>14.</b>	<b>Social bookmarking instruments for adult education</b> <i>(in Romanian)</i>
	<p>Laura Malița West University from Timisoara, Faculty of Sociology and Psychology, Modern Languages and Social Informatics</p>
	<p><b>Abstract:</b> If at the beginning of the article the reader is initiated in the general aspects involved in applications such as the social book marking type, further along there are presented examples for such types of services. From all these examples, the most known, used, and why not, the prized one, which is described in more details, is del.icio.us. The present work ends with tallying of some of the advantages and disadvantages generated by the use of these applications, but nonetheless, with some recommendations regarding the use of such types of services in the field of Adult Education.</p>
	<p><b>Key words:</b> social bookmarking, tagging, Web 2.0, collaboration.</p>
<b>15.</b>	<b>Intergenerational learning as a social practice. Two methodological approaches</b> <i>(in Romanian)</i>
	<p>PhD. Mihaela Tilincă Romanian Institute for Adult Education</p>
	<p><b>Abstract:</b> The article frames intergenerational learning as an important area for research and practice in Europe and introduces two studies of intergenerational learning seen as a social practice. The two studies are briefly presented along a number of research dimensions and the methodological approaches underpinning the two studies are introduced. The article is an invitation addressed to researchers and practitioners to use and develop the analytical frameworks proposed by the two studies in developing research in the area of intergenerational learning.</p>
	<p><b>Key words:</b> non-formal learning, inter-generational learning, social practice, home literacy, educational research, EAGLE project</p>
<b>16.</b>	<b>Validation strategies and methods of accomplished learning in non-formal and informal contexts. A European perspective</b> <i>(in Romanian)</i>
	<p>Raluca Lupou Romanian Institute for Adult Education</p>
	<p><b>Abstract:</b> In a knowledge society or, as recently has been named, a competence society, the lifelong learning concept barges in the reality. Irrespective the occupation or profession one might fulfil, he has to act as a permanent learner due to the numerous scientific and technical revolutions. 'Up-skilling' becomes a compulsory process which surrounds three learning settings: formal, non-formal and informal. Validation processes encompass especially the non-formal and informal learning aiming to help people in valorising their learning within professional context and not only. The assessment methods are specific tools for the validation process which can provide useful proofs in order to achieve professional advancement. If the</p>

	assessment procedure manages to prove specific required knowledge and skills which are validated and certificated further on, their owner has no need to follow the same learning path in a formal context.
	<b>Key words:</b> lifelong learning, non-formal learning, informal learning, validation, assessment methods
<b>17.</b>	<b>Validation of competences („Kompetenzbilanzierung“) within companies (in English)</b>
	Anne Strauch Institut für Berufs- und Weiterbildung, Universität Duisburg-Essen
	<b>Abstract:</b> Mit der Zunahme der Relevanz von Kompetenzen gegenüber Qualifikationen gewinnen Bilanzierungsverfahren an Bedeutung, mit denen Kompetenzen erfasst, bewertet und ausgewiesen werden können. Kompetenzen können in ganz unterschiedlichen Zusammenhängen bilanziert werden. Betriebe stellen dabei einen Kontext da, eine Bilanzierung der Kompetenzen der Mitarbeiter vorzunehmen. Das Interesse an einer betrieblichen Kompetenzbilanzierung ist dabei unterschiedlich. Sowohl der Betrieb selbst als auch die einzelnen in ihm tätigen Mitarbeiter haben aus unterschiedlichen Gründen Interesse daran, ihre Kompetenzen transparent auszuweisen. Im Artikel wird deutlich, worin die verschiedenen Interessen liegen, wie Kompetenzbilanzierung im Betriebskontext umgesetzt werden kann, aber auch worin die Grenzen betrieblicher Kompetenzbilanzierung liegen.
	<b>Key words:</b> kompetenzbilanzierung, bilanzierungsverfahren
<b>18.</b>	<b>Transfer of know-how at European level in offering social services for the elderly (in Romanian)</b>
	Raluca Lupou Romanian Institute for Adult Education
	<b>Abstract:</b> The article below presents the action of the “Elderly Never Lonely” project, which is aimed at strengthening organizational and managerial capacities of Bulgarian and Romanian Civil Society Organizations (CSOs) operating with elderly people with specific needs for care and creating a network among EU and extra-EU CSOs. The target group is composed by people working in Romanian and Bulgarian organizations dealing with elderly people’s problems and needs. The target group methodologies on provision of services to elderly people are reviewed and updated throughout seminars, conferences and delegation visits taking into account the experience of EU CSOs. That way, the action matches the expected results of the project, in particular the second one (quality of Bulgarian and Romanian CSO actions is improved) and the third one (exchange of experiences and co-operation established between Romanian and Bulgarian CSOs) involving EU CSOs as well.
	<b>Key words:</b> elderly people, civil society organizations, senior citizens
<b>19.</b>	<b>Adult counseling – a possible European model (in Romanian)</b>
	Lect. PhD. Mariana Crașovan West University from Timisoara, Educational Sciences Department
	<b>Abstract:</b> The ACCED project’s aim is to offer a coherent model of training course, compatible at the European level, designed for practitioners/career counselors working in adult education institutions, intended to develop/update/improve specific basic competencies needed in their practical activities with

different categories of adults. The project tries to improve the quality of career guidance and counseling services, according to the concrete needs identified at the European level and to the stipulations of the official documents and reports.

**Key words:** adult education, career counseling, training course, trainer's guide, booklets, active learning