	1.	**Teachers' social representations of constructivist curriculum design**
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		Abstract: Curricular design is influenced by the teachers' social representations, enabled in the teaching – learning process. In contrast to the traditional school, the constructivist paradigm allows a flexible semantic openness to the designed teaching approach. The overall objective of this study has been to describe the social representation of the curricular design within a constructivist paradigm. The research population included trained teachers in the general theory of constructivist curriculum reform. Also, these teachers have been specially trained in the teaching and learning constructivist methods. Associative techniques have been used to collect the data of social representations (representational structure), which have also focused on the connotative polarity analysis (De Rosa, 1988). The data has been processed using the prototypic-categorical technique (Vergès, 1992). The findings of the research confirm the following facts: although the theoretical discourse around issues related to the role of the teacher in present schools is widely known and accepted, practice still shows that teachers have not internalized this discourse and have not implemented it systematically and consciously in the specific teaching-learning process. Switching to finding praxiological solutions is often hindered by the pure intellectualism that dominates mentalities. Therefore, the study has demonstrated the need for the constructivist curricular design to be approached from the perspective of three dimensions: epistemological, teleological and pragmatic
		Key concepts: curriculum design, constructivism, social representations, curriculum development.
	2.	**The valences of multiple intelligences theory in optimizing the training process**
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		Abstract: The present paper discusses the theory of multiple intelligences, theory proposed and developed by Howard Gardner. This theory details several types of intelligences which any human being more or less possesses, namely: verbal/linguistic, logical-mathematical, visual/spatial, musical/rhythmic, corporal-kinesthetic, interpersonal, intrapersonal, naturalistic and existential intelligence. In our work we briefly present each of these types of intelligences and their relevance in the light of an interactive, differentiated and individualized training
		Key words: the theory of multiple intelligences, individualized training, interactive training
	3.	**The curriculum design of university activities and the students' perception regarding the teaching efficiency: a case study in a Romanian University**
		Marian Ilie - Ph.D. Lecturer, West University of Timișoara, Teacher Training Department, Timișoara, Romania
		Abstract: The article proposes an approach of university teaching activities starting from a curricular design developed by Gagné at al. (1974). Several students, who were attending the pedagogical training program, proposed by the Teacher Training Department, have analyzed, using a single systemic observation grid, a number of 894 teaching activities that they were currently participating to. We found a strong link between a specific curricular design and students' perception regarding teaching efficiency for: maintaining attention and interest, understanding and retention of information, utility perception of the discussed topics and appreciation of learning facilitation. As a result, we proposed several curricular suggestions which could improve the academic teaching approach, regardless of the type of activity (seminar/laboratory or course).

	Key words: curriculum design, efficient teaching, university activities, case study, systemic observation.
4.	**Student centered learning, major objective in the higher educational teaching-learning process**
	Gabriela Domilescu - Ph. D. Assistent lecturer , Teacher Training Department, West University of Timişoara,
	Abstract: The following paper presents the results of a research regarding student centered learning in the teaching-learning process from higher educational institutions, within the pre-service teacher training programs before and after the implementation of the Bologna Process regulations. We will analyze the opinions of key participants in pre-service teacher training (TTD students – 1st Level and 2nd Level - university teaching staff in Teacher Training Departments, secondary and high schools teachers) with respect to student-centered teaching-learning strategies. It will be done a comparative analysis of the results and we will address some theoretical approaches aiming to facilitate the implementation of student centered teaching-learning strategies in higher education.
	Keywords: pre-service teacher training, student centered learning, active teaching-learning strategies.
5.	**The impact of the interactive-motivational training model on optimize adult motivation within the process of vocational training**
	Țîru Carmen Maria - Assistant lecturer, PhD, Teacher Training Department, West University of Timișoara *Țîru Laurențiu Gabriel* - lecturer, PhD, Faculty of Sociology and Psychology, Sociology department, West University of Timișoara
	Abstract: This article's aim is to set up a theoretical framework in order to optimize the educational motivation of adult learners which are involved in training courses through an interactive training model. In this respect, the article presents some landmarks for the conceptualization process in order to explain the following terms: educational motivation, motivational design, strategy to facilitate motivation, educational intervention, which represent a base for the interactive training model previously remembered. On the other hand, starting with this conceptual support, the paper presents the stages and the results of an experiment, which subjects are adult learners involved in training courses. Through the experimental results, we are validating our hypothesis: using The Interactive-Motivational Training Model in the educational process, we will optimize the educational motivation of adult learners. In this way, the study provides a theoretical framework and a practical model for trainers involved in vocational training, for optimizing the educational motivation of adult learners.
	Key words: educational motivation, motivational optimization, educational intervention, ARCS Model, The Interactive- Motivational Training Model.
6.	**Methodological aspects of conflict use in interactive learning**
	Lavinia Nitulescu - Lecturer, Dr. of "Eftimie Murgu" University, Resita, Romania *Ileana Rotaru* - Lecturer, Dr. of "Eftimie Murgu" University, Resita, Romania
	Abstract: The paper tries to underline the positive and constructive aspects of generating the socio-cognitive conflicts within the psycho-pedagogical programs of studies. The themes are created as phrases or interrogations that are generating the socio-cognitive conflict. This action needs the use of specific methodologies based on the interactive and cooperation learning. These kind of thematically rephrasing facilitates the group debate, the critical analyse and the finding of concrete solution. The research experiment shows the changes due to the use of the interactive methods based on the socio-cognitive conflict within the didactic activity of the initial training programs for the teachers' training. It underlines the attitudinal-behavioural, practical – applied or the inter-relational progresses.
	Key words: socio-cognitive conflict, social interaction, intellectual confrontation
7.	**Social representations regarding "ideal teacher's" behaviours and skills in education**
	Petrescu Magdalena - Ph. D. Lecturer, Teacher Training Department, West University of Timişoara
	Abstract: In the specific literature, we can find some specific features and qualities regarding teachers. Research has identified two distinct types of ideal teachers. Thus, students were asked to answer questions having in mind the "best teacher", while teachers were asked to complete the questionnaire referring to how they would like to teach in a perfect educational situation. This research analyzes the preferences of students and teachers about the ideal way of conducting the educational process. Preferences can be divided into two

	categories: teacher dominant and submissive teacher. Dominant teachers have cooperative behaviors, but, they also have leadership skills and they are very strict. Submissive teachers are close to students and focus more on their responsibility and freedom.
	Key words: behaviors, attitudes, dominant teachers, submissive teachers,
8.	**The Development of Creative Thinking**
	Ovidiu Bădescu – Teacher of mathematics, National College "Traian Lalescu", Resita
	Abstract: This article presents a method of development of the creative thinking of students with ages between 14 and 16.
	Keywords: creative thinking, logic, problem interpretation