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TAILORED SUIT OR STRAITJACKET? A FRAMEWORK FOR ANALYSING RESEARCH EVALUATION

Costume sur mesure ou chemise de force? Un cadre pour analyser l'évaluation de la recherche
Costum făcut la comandă sau cămașă de forță? Un cadru de analiză pentru evaluarea cercetării

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Abstract

Research evaluation is currently high on the agenda of policy-makers and researchers, in Romania and elsewhere. This paper aims to provide background information about this field to a teacher and teacher trainer audience, with a view to supporting more direct engagement with the current national pressures towards improved systems of research evaluation. It will address issues of context; agent; purpose and level; scope; rationale and impact; resources; and stages and strategies of research evaluation, and then it will use this framework to briefly comment on recent proposals, in Romania and the United Kingdom, to implement a metrics-driven system of research assessment at the national level. The paper argues that the concepts, structures and practices of research evaluation vary considerably from one context and level of assessment to the other, and that de-sensitising them

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might seem practical from an administrative perspective, but might in fact have undesirable impact on the nature of research and the dynamics of the research communities concerned.

Résumé

En ce moment, l'évaluation de la recherche est un des sujets de haute priorité pour les scientifiques et les décideurs, en Roumanie ainsi qu'ailleurs. Cet article aimerait donner quelques informations de fond sur ce sujet, aux professeurs et formateurs, en encourageant un engagement plus direct avec la pression existante au niveau national et européen d'améliorer les systèmes d'évaluation de la recherche. L'article traitera des sujets suivants : le contexte; l'agent; l'intention et le niveau; la dimension; l'argumentation et les implications; les ressources; ainsi que les étapes et stratégies d'évaluation de la recherche. Puis, ce cadre analytique sera utilisé pour discuter des propositions récentes en Roumanie et au Royaume-Uni, afin d'implémenter un système métrique d'évaluation de la recherche au niveau national. Selon l'article, les concepts, les structures et les pratiques d'évaluation de la recherche varient considérablement d'un contexte à l'autre et aussi d'un niveau d'évaluation à l'autre ; bien que d'un point de vue administratif il soit pratique de les désensibiliser, cela pourrait avoir des conséquences indésirables sur la nature de la recherche ainsi que sur les dynamiques des communautés de recherche concernées.

Keywords: research evaluation, bibliometrics, income metrics, peer review

Mots clefs: l'évaluation de la recherche, bibliométrie, indicateurs économétriques (revenus), l'évaluation par les pairs

THE “HOMELESS” PHENOMENON – BETWEEN MYTH AND REALITY

Le phénomène “homeless” – entre mythe et réalité
Fenomenul „homeless” – între mit și realitate

Laurentiu MITROFAN (*)

Victor BADEA (*)

Abstract

There is a place where one can easily take the pulse of a society – the street. Projection screen of extremely diverse social problems, the street is the place which shelters and hides a special population, apparently unable to fit the assembly, which is nothing but the result of the disastrous functioning of a socio-economic system. Issues of social pathology, more often the psychiatric ones (alcoholism, drug addiction, personality disorders, psychosis etc) become active or amplify under the influence of life in the streets. We can talk even of a pathological, compulsive and endogenous self-exclusion, which engages the social marginalization and exclusion. Among the homeless adults, there is a series of symptoms and psychic mechanisms, which shape the se-socialization syndrome. By the se-socialization syndrome we understand an assembly of behaviors and psychological mechanisms through which the subject drifts away from reality and the basic needs, looking for a satisfaction or, at least, the partial diminution of the bad state he/she experiences. De-socialization represents, in this sense, the psychopathological peak of social exclusion. Its manifestations find themselves, more or less, in the population of the excluded, in a general, statistical manner. Exclusion is a worse and worse problem and the existence of this syndrome is becoming more

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and more visible. With the people living in this space of exclusion, de-socialization phenomena come to dominate the clinical framework of the manifestations.

Résumé

Il existe un endroit où l'on peut très facilement prendre le pouls de la société : la rue. Ecran de projection d'une problématique sociale extrêmement diverse, la rue est l'endroit qui abrite et cache une population à part, apparemment coupée de l'ensemble, mais qui n'est que le résultat du fonctionnement désastreux d'un système socio-économique. Les facteurs de pathologie sociale, le plus souvent les facteurs psychiatriques (alcoolisme, toxicomanie, troubles de personnalité, psychoses) sont activés ou amplifiés sous l'influence de la vie dans la rue. On peut même parler d'une auto-exclusion pathologique, compulsive et androgène, qui entraîne la marginalisation et l'exclusion sociale. Au niveau de la population des adultes sans abri, il y a une série de symptômes et de mécanismes psychiques qui configurent le syndrome de désocialisation. Par ce syndrome on comprend un ensemble de comportements et de mécanismes psychologiques par lesquels le sujet se détourne des réalités et des besoins de base en cherchant une satisfaction ou au moins la réduction de l'état de malheur qu'il vit. La désocialisation constitue, dans ce sens, le versant psychopathologique de l'exclusion sociale. Ses manifestations se retrouvent plus ou moins dans la population des exclus, d'une manière générale et statistique. L'exclusion est un problème de plus en plus grave et l'existence de ce syndrome est de plus en plus visible. Chez les personnes situées à l'intérieur de cet espace de l'exclusion, les phénomènes de désocialisation arrivent à dominer tout le tableau clinique des manifestations.

Key words: social pathology, homeless adults, de-socialization, social exclusion

Mots clefs: pathologie sociale, personnes adultes sans abri, désocialisation, exclusion sociale

DESCRIPTIVE RESEARCH ON THE OCCUPATIONAL CHOICES OF PSYCHOLOGY STUDENTS

Étude descriptive sur les choix occupationnelles des étudiants en psychologie
Studiu descriptiv privind opțiunile ocupaționale ale studenților de la
psihologie

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Abstract

This study is a qualitative, prospective analysis of the way psychology students perceive their professional future, self-assess their professional competences and conceive a plan for career development. Our premise was that new researches offer new opportunities to conceive life-long learning. To test this, a number of 87 psychology students were questioned about their expectations regarding their future career (the fundamental psychology domain they want to work in, the necessary competences and their future professional plans). Data analysis offered a mixture of results and revealed some special needs. A better management of the professor-student relationship can constitute a way to improve the quality of the educational process. This means practically that the didactic staff needs to initiate a

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dialogue with the students as part of the complex process of professional counselling and guidance.

Résumé

Cette étude représente une analyse qualitative, de type prospectif, sur la façon dont les étudiants en psychologie aperçoivent leur avenir professionnel, sur la manière dont ils valorisent leurs compétences pour le domaine choisi et ils peuvent concevoir un plan de développement de la carrière. On est parti de la supposition que de nouvelles études offrent de nouvelles occasions de concevoir la formation permanente. Dans ce but, nous avons interrogé un groupe de 87 étudiants en psychologie, sur leurs attentes, sur la carrière (le domaine de la psychologie, les compétences nécessaires et les projets liés à l'avenir professionnel). L'analyse des données a offert un tableau complexe. Elle a indiqué une série d'éléments nécessaires. Un moyen d'améliorer la qualité de la formation peut être fourni par une meilleure gestion des relations professeur-étudiant. Au niveau pratique, l'initiation d'un dialogue entre le personnel didactique et les étudiants est fort nécessaire, comme partie d'un processus complexe de conseil et orientation professionnelle.

Key words: applied psychology fields, competencies, career development, educational needs

Mots clefs: des branches de la psychologie pratique, compétences, le développement de la carrière, besoins éducatifs.

MEDIATED LEARNING – THE CONCEPT AND PEDAGOGICAL RELEVANCE

**L'expérience de l'apprentissage médiat – concept et relevance pédagogique
Experiența învățării mediate – concept și relevanță pedagogică**

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Abstract

The interest for student-oriented educational strategies entails a systematic and serious analysis of the types of learning which allow for such an approach from the perspective of the learning facility opportunities that these offer. The current paper aims at formulating, from a strictly theoretical and general point of view, an answer for each of the following questions: What is mediated learning, generally, as a process?, What is mediated learning in R. Feuerstein's view and according to the entire school that he developed?, What is the pedagogical relevance of the mediated learning experience as outlined by R. Feuerstein? The systematization of the arguments identified throughout the study will lead us to emphasizing a fundamental role of this type of learning not only in ensuring student-oriented learning, but particularly in forming the skill of learning how to learn. Starting with becoming aware of the level of knowledge and its elements for each of the participant in the didactic process, meta-cognitive skills, competences are being gradually modelled and developed through assistance and mediation by practising, in fact, a process of meta-learning.

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Résumé

L'intérêt pour les stratégies éducationnelles spécifiques pour l'orientation sur l'élève sollicite une certaine analyse systémique et sérieuse des types d'apprentissage qui permettent une telle orientation de la perspective des opportunités de facilitation de l'apprentissage qu'elles offrent. Cet article se propose, du point de vue strictement théorique et général, de répondre aux questions suivantes: Qu'est-ce que l'apprentissage médiat, généralement, comme procès?, Qu'est-ce que l'apprentissage médiat dans la conception de R. Feuerstein et de l'école qu'il a développée?, Quelle est la relevance pédagogique de l'expérience de l'apprentissage médiat proposé par R. Feuerstein? La systématisation des arguments identifiés pendant l'étude nous conduira à souligner un rôle fondamental de ce type d'apprentissage pas seulement dans l'assurance de l'orientation sur l'élève, mais particulièrement dans la formation de l'habitude d'apprendre comment apprendre. En commençant par prendre conscience du niveau et des éléments composants de la connaissance existant au niveau de chaque participant au procès didactique, on modèle et on développe graduellement, par assistance et médiation, des habitudes métacognitives, des compétences, en pratiquant, en effet, un procès de méta-apprentissage.

Key words: student oriented educational strategy, mediated learning, mediated learning experience, structurally cognitive modifiability, metacognition

Mots clefs: stratégie éducationnelle centrée sur l'élève, apprentissage médiat, l'expérience de l'apprentissage médiat, la possibilité de modification structurale cognitive, méta-cognition.

CO-EDUCATION FROM THE PERSPECTIVE OF SCHOOL PRACTICES

La co-éducation, de la perspective de la pratique scolaire Co-educația din perspectiva practicilor școlare

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Abstract

The paper defines the concept of co-education and emphasizes several theoretical and practical aspects relevant for the problems of gender differences which can be identified in class. Underlining the importance of this problem at the level of school education, the authoress reveals optimum concrete direction of action, offering a series of results of the previous researches in this area in order to sustain her points of view. The paper is organized in four parts: some theoretical references regarding gender diversity in the educational field, some correlations between students' performances and teacher's gender, the educational climate under the influence of teacher's gender, educational inequities caused by the diversity of gender appurtenance.

Résumé

L'article définit le concept de co-éducation et met en évidence quelques aspects théoriques et pratiques relevant pour la problématique des différences de genre qu'on peut identifier dans la salle de cours. En soulignant l'importance de ce problème au niveau de l'éducation scolaire, l'auteur met en lumière certaines directions concrètes d'action qui visent l'optimisation, en offrant une série de résultats des recherches réalisées dans ce domaine pour soutenir ses points de vue. Le travail est organisé en quatre parties : quelques références théoriques concernant la diversité de genre dans le champs éducationnel ; quelques

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corrélations entre les performances des élèves et l'appartenance de genre du professeur ; le climat éducationnel sous l'influence de l'appartenance de genre du professeur ; situations inéquitables au niveau éducationnel, déterminées par la diversité de l'appartenance de genre.

Key words: co-education, gender diversity in education, educational inequities

Mots clefs: co-éducation, diversité de genre dans l'éducation, situations inéquitables au niveau éducationnel

ACCESS TO EDUCATION FOR DISADVANTAGED GROUPS

L'accès des groupes désavantagés à l'éducation Accesul la educație a grupurilor dezavantajate

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Abstract

This article presents activities from the Human Resources County Center for Integration Education (C.J.R.E.I.). The activities developed focused on offering help, coordination and monitorisation of educational services for pupils/children from disfavoured groups, as well as for teachers, parents and community's members in order to provide access on an quality education and to diminuate this risk of school abandonment and failure. Multidisciplinary team of C.J.R.E.I. is made of specialists in psychology, special education, pedagogy, logopedy and school conselling which permit the realisation of a complex evaluation of children and a good and adequate interaction between parents and teachers.

Résumé

Cet article présente les activités déroulées dans le cadre du Centre Départemental de Ressources pour Éducation Inclusive (C.D.R.E.I.), des activités destinées à contribuer à la réalisation de l'éducation inclusive. Ces activités ont visé: l'offre, la coordination et la surveillance de services éducatifs spécifiques pour les enfants /élèves appartenant aux groupes désavantagés, et, en même temps, pour les enseignants, les parents et les membres de la communauté, en vue d'assurer l'accession à une éducation de qualité, de réduire le risque de l'échec scolaire et de

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l'abandon scolaire. L'équipe multidisciplinaire du C.D.R.E.I., formée de spécialistes du domaine de la psychologie, de l'éducation spéciale, de la pédagogie, de la logopédie et de l'orientation scolaire, a permis la réalisation d'une évaluation complexe des élèves et d'interactions adéquates avec les enseignants et les parents.

Key words: access to education, disfavoured groups, quality education, school failure, school abandonment

Mots clefs: accès à l'éducation, groupes désavantagés, éducation de qualité, échec scolaire, abandon scolaire.

**THE EVOLUTION OF EDUCATIONAL AND PROFESSIONAL
FORMATION SYSTEMS IN THE EUROPEAN UNION, PREMISES FOR
THE IMPLEMENTATION OF THE REFORM IN ROMANIA**

**Les évolutions des systèmes éducatifs et de formation professionnelle dans
l'union européenne, prémisses pour implémenter la réforme en Roumanie
Evoluții ale sistemelor de educație și formare profesională din uniunea
europeană, premise pentru implementarea reformei din România**

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Abstract

The European integration as an advanced form of the irreversible process of globalization is one of the most frequently encountered problems in recent years' theory and practice, constituting the object of the efforts of people all over the world. These coordinates in the historical evolution of the international political and economic life have determined essential changes in the field of Romanian education and scientific research, through the manifestation of initiatives to join the European and Euro-Atlantic structures. As a conclusion, we point out the option for a comprehensive reform conceived as an ensemble of six chapters of measures regarding the reform of the curricula and the transition from repetitive to creative learning.

Résumé

L'intégration européenne comme forme évoluée du processus irréversible de globalisation est un des problèmes le plus fréquents dans la théorie et la pratique des dernières années, en faisant l'objet des efforts des peuples dans tout le monde. Ces coordonnées d'évolution historique de la vie politique et économique

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internationale ont déterminé des changements essentiels dans le domaine de l'éducation et de la recherche scientifique roumaine, avec la manifestation des intentions d'adhérer aux structures européennes et euro-atlantiques. L'option est pour une réforme étendue, conçue comme un ensemble de 6 chapitres de mesures concernant la réforme curriculaire et le passage d'un enseignement reproductif à un enseignement créatif.

Key words: educational policies, curricular reform

Mots clefs: politiques éducationnelles, réforme curriculaire

PORTFOLIO – ALTERNATIVE METHOD OF SCHOOL EVALUATION

Le portefeuille – méthode alternative d'évaluation scolaire Portofoliul – metodă alternativă de evaluare școlară

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Abstract

Understood as practical fashion of personalising the evaluation, the portfolio reflects the steps and the acquisitions evolution, under the form of some structural collections of specific documents, of materials, of representative works. Complex, longitudinal evaluation method, the portfolio offers a complete image of the progress achieved along the period of time for which it had been drafted. The structure and the composition are subordinated to the purpose, and the contents relate to the themes established by the teacher. Regardless of the type of the portfolio, this tool develops in pupils and students the ability to analyse and investigate, the reflection ability, the ability to synthesize and organize the material, to handle the information. These are just a few of the abilities that are stressed out in conceiving, performing and presenting a portfolio.

Résumé

Suivi comme manière pratique de personnaliser l'évaluation, le portefeuille propose à la réflexion les démarches et l'évaluation des acquisitions des élèves ou des étudiants, sous la forme de quelques recueils structurés de documents

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spécifiques, de matériaux, d'œuvres représentatives. Méthode d'évaluation complexe, longitudinale, le portefeuille donne une image complète du progrès enregistré au cours de l'intervalle de temps pour lequel il a été projeté. La structure et la composition se subordonnent au but, mais les contenus se rapportent à la thématique établie par le professeur. Sans tenir compte du type de portefeuille, cet instrument développe la capacité des élèves et des étudiants d'analyser et de rechercher, la capacité de synthétiser et d'organiser le matériel, d'utiliser l'information. Ces sont quelques exemples de capacités qui se distinguent dans la création, la réalisation et la présentation d'un portefeuille.

Key words: portfolio, longitudinal evaluation, own activity, personal considerations, personal experience

Mots clés: portefeuille, évaluation longitudinale, activité personnelle, réflexions personnelles, expérience personnelle

**EDUCATIONAL AND PROFESSIONAL GUIDANCE:
A PREMISE OF EFFICIENT USE OF HUMAN RESOURCES IN THE
RURAL AREA**

**L'orientation scolaire et professionnelle: prémisses de l'utilisation efficiente des
ressources humaines du rural**

**Orientarea școlară – profesională: premisă a utilizării eficiente a resurselor
umane în mediul rural**

Maria PALICICA (*)

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[ROMANIA]**

Abstract

In this paper we present a few aspects of educational and professional guidance in rural schools; we start from the premise that a good educational and professional guidance is a fundamental requirement of an efficient use of human resources. The study is based on a sociological research on 11th and 12th grades students in four rural schools in the Timis County. The conclusions we draw point out the small role of school among the factors influencing educational and professional guidance of students. This allowed us to develop some possible recommendations and suggestions meant to increase the role of institutional educational factors in the rural area.

Résumé

Dans ce travail on analyse quelques aspects de l'orientation scolaire et professionnelle dans des écoles du milieu rural; on part de la prémisse qu'une

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bonne orientation scolaire et professionnelle représente une condition fondamentale de l'utilisation efficace des ressources humaines. L'étude est basée sur une recherche sociologique réalisée dans les classes de 11e et de 12e de quatre écoles du Département de Timiș. Les conclusions qui en dérivent mettent en relief le rôle assez restreint que joue l'école parmi les facteurs qui influencent l'orientation scolaire et professionnelle des élèves. Cela a permis l'élaboration de possibles recommandations, des suggestions destinées à faire accroître le rôle des facteurs éducatifs institutionnels du rural.

Key words: educational guidance, professional guidance, educational and professional option, factors of educational and professional guidance

Mots clefs: l'orientation scolaire, l'orientation professionnelle, options scolaires, options professionnelles, facteurs de l'orientation scolaire et professionnelle

THE EVALUATION OF THE INDIVIDUAL AND GROUP SCHOOL CONSELLING SESSION

**L'évaluation de la séance de conseil scolaire individuelle et de groupe
Evaluarea sedintei de consiliere scolara individuala si de grup**

Ioana – Cristina BRĂTESCU MUSCALU (*)

N. Tonitza, G. Enescu High-Schools, Bucharest [ROMANIA]

Abstract

How can we know whether the counselling relationship is well enough strengthened and whether the patient makes indeed a real progress in the direction he or she wants. Sometimes the patient gives up counselling services for different reasons. The case study below shows how, after the application of the counselling evaluation scale at the end of the session, the common established objectives between the patient and the counsellor have completely changed and the former continued to attend the counselling sessions, with a higher confidence than before.

Résumé

Comment peut-on savoir si la relation avec le conseiller est bien consolidée et si le client accomplit vraiment un progrès dans la direction il désire ? Parfois le client renonce à venir chez le conseiller pour différents motifs. L'étude de cas présentée dans cet article montre comment, après l'application du questionnaire d'évaluation à la fin d'une séance, les objectifs établis d'un commun accord entre le conseiller et le client sont radicalement changés et le client continue à faire appel avec plus de confiance qu'avant, aux services du conseiller.

Key words: counseling, patient, counselling services

Mots clefs: le conseiller, le client, le conseiller

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FRIENDSHIP LANGUAGE FROM AN AGE PHASE TO ANOTHER

Le langage de l'amitié d'une étape d'âge à une autre Limbajul prieteniei de la o vârstă la alta

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Abstract

Making an analysis of many studies and researches we have as a main goal in this article approaching relationships between language and incipient forms of friendship. Our intention is to point out the role and significance of socio-emotional relationships in the period of first life years within the process of language achievement and development.

Résumé

Toutes les études montrent le fait qu'il y a une transformation dans le langage de l'amitié au fur et à mesure que l'enfant grandit. Outre le langage utilisé pour décrire les amis et les « non amis », les enfants utilisent aussi un certain langage dans le cadre de la relation d'amitié qu'ils entretiennent. Par conséquent, une attention particulière devrait être accordée aux transformations du langage des enfants lors des interactions avec leurs amis. Nous essayons de mettre en relief la façon dont la capacité de l'enfant de parler dès sa petite enfance est corrélée avec ses relations d'amitié.

Key words: friendship, language, socio-emotional relationships, achievement, development, incipient forms of friendship

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Mots clefs: relation d'amitié, développement du langage, psychologie des âges

PROVISION OF QUALITY OF HIGHER EDUCATION IN THE BULGARIAN UNIVERSITIES

**L'assurance de la qualité de l'enseignement dans les universités bulgares
Asigurarea calității educației în universitățile bulgare**

**Tsvetanka KOVACHEVA
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Abstract

The paper focuses on the concept of harmonization the higher education systems on a European scale, clearly formulated in the Sorbone Declaration of 1998. The purpose of this article is to analyze the general framework for improvement of the process of the external recognition of the qualifications and facilitating the students' mobility and easier job finding. There are different definitions for quality as per the different approaches that exist in the higher education and that in fact complement each other, but two of them are basic.

Résumé

Le présent article traite du concept d'harmonisation des systèmes d'enseignement universitaire européens, formulé dans la Déclaration de Sorbonne de 1998. Le but de cette étude est d'analyser le cadre général d'amélioration du processus de reconnaissance externe de la qualification et de facilitation de la mobilité des étudiants, afin qu'ils trouvent plus facilement des emplois. Il y a différentes définitions de la qualité, en fonction des diverses approches de l'enseignement universitaire, qui se complètent réciproquement. Parmi ces démarches, deux sont fondamentales.

Key words: higher education, quality, education, training

Mots clefs: enseignement supérieur, qualité, éducation, formation

QUALITY IN CURRICULUM AND TEACHING

Qualité dans le curriculum et dans l'enseignement Calitate în curriculum și predare

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Abstract

In the Republic of Macedonia, QA falls within the responsibility of the schools. The public opinion about the quality of the particular school usually is formed on the basis of the achievements of distinguished teachers whose students win special contest prizes and awards, achieve higher entrance rates in the subsequent educational levels, or continue their education in foreign prestigious educational institutions. All educational reforms were directed toward establishing parameters for achieving higher quality in education in general. The crucial issue for sustainable development of assessment and examination development is, in the author's opinion, establishing an Institution that will be responsible to carry out those activities.

Résumé

Dans la République de Macédoine, QA est la responsabilité des écoles. La perception publique concernant la qualité de l'enseignement privé est formée, d'habitude, à partir des réalisations des enseignants renommés dont les élèves gagnent divers concours et prix. Ces élèves obtiennent de meilleures notes à l'école ou continuent leur éducation dans des établissements internationaux prestigieux. Toutes les réformes éducationnelles sont dirigées en vue d'établir les paramètres pour l'obtention d'une qualité supérieure du système d'enseignement. L'idée essentielle pour l'appui du développement de l'évaluation est, selon l'auteur, la

création d'une Institution qui assume la responsabilité de l'accomplissement de cette tâche.

Key words: curriculum, teaching, quality, reform, education

Mots clefs: curriculum, enseignement, qualité, réforme, éducation

THE FOUNDATIONS OF CURRICULUM

Les fondements du curriculum Fundamentele curriculumului

Gabriela C. CRISTEA^(*)

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Abstract

This study has as main objectives the following: a) to emphasize the main foundations of curriculum, which determine its elaboration as sources, resources, issues, conditions; b) to analyze the main foundation of curriculum of a historical, philosophical, sociological and psychological nature; c) to extract and consolidate the pedagogical foundation of curriculum which require special treatment.

Résumé

Cette étude se propose comme objectifs : a) de mettre en évidence les principaux fondements du curriculum, qui déterminent son élaboration au niveau des sources, des ressources, des facteurs, des conditions ; b) d'analyser les principaux fondements du curriculum, de nature historique, philosophique, sociologique, psychologique; c) de déduire et fixer les fondements pédagogiques du curriculum, qui exigent un traitement particulier.

Key words: curriculum, foundations of curriculum, historical foundations, philosophical foundations, sociological foundations, psychological foundations

Mots clefs: curriculum, fondements du curriculum, historique fondements, philosophique fondements, sociologique fondements, psychologique fondements

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**STRATEGIC ELEMENTS OF CURRICULUM DEVELOPMENT IN P.H.
HIRST'S AND R.S. PETERS' VISION**

**Eléments stratégiques du développement curriculaire, dans la vision de P. H.
Hirst et de R.S. Peters**

**Elemente strategice ale dezvoltării curriculare în viziunea lui P. H. Hirst și
R.S. Peters**

Emanuel SOARE (*)

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Abstract

The present paper analyses the most significant moments in the evolution of curriculum paradigm. The author focuses on the analysis of post-Tyler period, emphasizing the contributions of one of the most outstanding authors in the field. It is underlined the role of the conceptual analysis advanced by P.H. Hirst and R.S. Peters in order to define the terms we operate with in the educational field. Education represents therefore a specific concept which presupposes the individual's development implying desirable knowledge and understanding. Under these circumstances, the focus on the public modes of experience, which are indispensable to the development of these features, becomes necessary.

Résumé

Le présent article analyse les moments significatifs de l'évolution du paradigme du curriculum. On se concentre sur l'analyse de la période post Tyler en mettant en évidence les contributions de certains auteurs représentatifs pour ce domaine. On met en lumière le rôle de l'analyse conceptuelle proposée par P. H. Hirst et R.S.

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Peters pour la définition des termes avec lesquels on travaille dans le domaine éducationnel. L'éducation représente ainsi un concept spécifique qui présuppose un certain épanouissement d'une personne, qui implique connaissance et compréhension, caractéristiques vues comme désirables. Dans ces conditions, il apparaît nécessaire de se concentrer sur les public modes of experience qui sont indispensables au développement de ces caractéristiques.

Key words: curriculum paradigm, conceptual analysis, public modes of experience, curriculum development, education

Mots clefs: paradigme du curriculum, analyse conceptuelle, les formes publiques de l'expérience, développement curriculaire, éducation

**CURRICULUM THEORY AND METHODOLOGY. FUNDAMENTAL
SCIENCE OF EDUCATION**

**La théorie et la méthodologie du curriculum. Science fondamentale de
l'éducation
Teoria și metodologia curriculumului. Știință fundamentală a educației**

Gabriela C. CRISTEA^(*)

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Abstract

In this study we follow three principles: a) to underline the important role this new pedagogical discipline, entitled *Curriculum theory and methodology* plays in the system of the sciences of education; b) to prove that it represents a fundamental science of education, besides *Basics of Pedagogy* and *General Didactics / Instruction Theory*; c) to present the specific problems of this new discipline.

Résumé

Dans cette étude, nous poursuivons trois objectifs : a) mettre en évidence la place importante que possède cette nouvelle discipline pédagogique intitulée La théorie et la méthodologie du curriculum, dans le système des sciences de l'éducation ; b) démontrer le fait que la théorie et la méthodologie du curriculum représente une science fondamentale de l'éducation à côté des Fondements de la pédagogie et de la Didactique générale / La théorie générale de l'instruction ; c) présenter la problématique spécifique de la théorie et de la méthodologie du curriculum

Key words: curriculum theory and methodology, pedagogical discipline, pedagogy, instruction

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Mots clefs: la theorie et la methodologie du curriculum, discipline pédagogique, la pédagogie, l'instruction

**METHODOLOGICAL ASPECTS OF THE USE OF LOGOCENTRIC AND
LOGO-PSYCHOCENTRIC METHODS OF TEACHING WITHIN THE
BIOLOGY LESSONS**

**L'aspèctes methodiques concernant l'utilisation des modeles logocentrique et
logo-psychocentrique d'instruction dans les leçons de biologie**

**Aspecte metodice privind folosirea modelelor logocentric și logo-psihocentric
de instruire, la lecțiile de biologie**

**Gabriela-Paula PETRUȚA (*)
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Abstract

For teaching biology in the preuniversity education, not exclusively a single model of teaching is currently used, but rather a combination of models, thus being valorized the positive aspects of each of them. In the high school, due to the abstract content of the notions of genetics, evolution science and general biology, as well as due to the great volume of knowledges, the logocentric model is most often used. However, for the activization of students, the logo-psychocentric model can be used as well, taking into account their individual particularities.

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Résumé

Dans l'enseignement de la biologie, dans l'enseignement préuniversitaire on n'utilise pas un seul modèle d'instruction, mais une combinaison de ceux-ci, en essayant de valoriser les valences positives de chacun. Au niveaux de lycée, grâce au contenu abstrait des notions de génétique, évolution et biologie générale, et au grand volume de connaissances, le modèle logocentrique est plus utilisé. Pour l'activation des élèves, dans le cas de l'enseignement des notions abstraits, on peut utiliser le modèle logo-psychocentrique, ayant en vue les particularités individuelles des élèves.

Key words: Teaching model, logocentric model, logo-psychocentric model, informational content, concepts, activation

Mots clefs: modèle d'instruction, modèle logocentrique, modèle logo-psychocentrique, contenu informationnel, concepts, activation

**AN INVESTIGATION ON ATTITUDES OF THE STUDENTS OF MERSIN
UNIVERSITY TOWARDS INDIVIDUALS USING ADDICTIVE
SUBSTANCES**

**O investigație a atitudinii studenților Universității Mersin privind
consumatorii de droguri**

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Abstract

In this work, factors related to knowledge, experience and usage of addictive substances depending on the gender of students are examined and a correlation is sought as to determine whether gender plays a role in determination of those factors or not. Subject universe consists of 19707 students enrolled in Mersin University in 2005-2006 education periods. Sample space of this research consists of 1008 students from faculty (48%) and 1091 students from vocational school (52%), all of which were selected via the "Random Layering" method. In order to gather demographic and family information, information on knowledge towards addictive substances and treatment properties and other similar information aiming at determining independent variables, a "Personal Information Form" was used. A Likert type scale of 23 questions, validity and reliability of which is ensured by the researcher was used to determine attitudes of students towards individuals using addictive substances. As for the analysis of research data, arithmetic mean and standard deviation of score points gathered via the scale were calculated and

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variance analysis was conducted in alignment with independent variables. The scores indicate that students' attitudes towards individuals using addictive substances vary depending on gender, age groups, departments in which they are enrolled, whether they do or do not know, use or do not use addictive substances.

UNIVERSITARY DIDACTIC AND CRITICAL THINKING ELEMENTS

Elemente de gândire critică și didactică la nivel universitar

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Abstract

Applying critical thinking in the university teaching act is something new and innovative. The critical thinking has the role of finding the shortest way to develop the thinking of the student, changing in the same time, his attitude towards the study and positive development of his personality. This is why we considered that teaching a class from its practical perspective, has a chance of success from the point of view of that “something new“, which results from the direct implication in the approached theme. The course developed circularly, applying for each theme a series of specific methods of the critical thinking, stimulating the curiosity, the interest, the implication and creative anxiety of the students, helping the relation time-course to evolve under new auspices and principles. Medicine students lived such an experience at the class “Adults Education”, showing their capacity to be true adults at a given moment.

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