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I. INNOVATIONS USED IN THE ONLINE ORGANIZATION OF UNIVERSITY SEMINAR

Inovații folosite în organizarea online a seminarului universitar

Ana RURAC

“Ion Creangă”, University of Chișinău, [REPUBLIC OF MOLDAVIA]

Abstract

If we had to ask ourselves how new technologies may be introduced in university didactics and from which part of the traditional-innovative binom it develops its own role, we would immediately recognize in them an innovative element, more than that, the most important innovative element. In reality the problem of university innovation implies a complex integration of technological, methodological and cultural components inside a more general (wide) redefinition of the university's institutional functions. Experiences from the past have already emphasized the fact that not all the changes introduced by new technologies bring important modifications into the quality of the learning. Today the predominant attention is addressed to the projecting of the virtual campuses into a macro-engineering optic, in which the dominant dimension is the one purely informative; but it is very important that the research concentrates more on the varieties of versants, looking for the solutions differentiated in function of diversity of didactic typology.

THE LONG WAY FROM THE MENTOR'S ARK TO THE MENTOR'S YACHT

Lungul drum al mentorului de la arcă la iaht

Angelica POPESCU,

School No. 1 Pitești

Jana OPREA

University of Pitești [ROMANIA]

Motto:

“Mentoring should not be seen as exclusively a one-way process in which the “expert” mentor guides the “inexpert” and “deficient learner”. Any learning that takes place should have a dimension of mutuality” Donald McIntyre, Hazel Hagger and Margaret Wilkin

Abstract

The mentor-a teacher consenting to doing a responsible, difficult but rewarding task- is now called to take part in discussions on pressing problems of supporting the initial teachers to help them better integrate in the complex school life. The paper and the workshop will invite participants onto an ark and, while sailing along, will share our experience as mentors.

The focus is on the importance of a close relationship with all the factors involved in the TP. The authors also hope to turn the workshop into a fruitful discussion and co-operation.

Key words: ark, yacht, mentor, mentee, pupil

THE LETTER BOARDS OF EDUCATION AND THE PARENTS COUNCILORS

Aspecte privind consilierea părinților consilierea părinților

Dana RĂDUȚ

“M. Teiuleanu” Economic College of Pitești [ROMANIA]

Abstract

Permanent education is a process of perfection of personal, social, and professional development on the entire life time of the individual in the main purpose of improving life quality, both of the individual and of his collectivity. This is a comprehensive idea which includes formal, non-formal and informal learning for the attaining and enriching of a knowledge horizon which will permit the reaching of the highest level of possible development in different stages and domains of life.

MENTORSHIP IN EDUCATING CHILDREN WITH SPECIAL NEEDS

Mentoratul și educarea copiilor cu cerințe educative speciale

Elena DĂNESCU

University of Pitești [ROMANIA]

Abstract

Focusing educational attention on children with special educational needs is a sign of the level of civilization reached by a certain society, a clue of the need of searching ways of human solidarity. Through history, children with special educational needs have been ignored, excluded, neglected because they were different from the others. In this matter there is a complex set of data practices, conceptions and psychological perspectives. Children that are different and that have special educational needs demand special attention need support along their development. The problem of children with special educational needs is regarded as an understanding of the extremely various differences between the levels, rhythms, styles and their growth particularities, learning and development. In the open perspective of international educational politics of promoting openness towards a school for everyone which promotes the differences and which uses them as a way for a diverse learning and experimenting. The dimensions of the problem of children with special educational needs become a means of perfecting educational strategies.

A NEW PERSPECTIVE ON THE MENTOR – THE SCHOOL COUNSELLOR

O nouă perspectivă a mentorului – consilierul școlar

Elena Ioana DUMITRU
University of Pitești [ROMANIA]

Abstract

This paper underlines the role and the importance of the school counselor, but also of the activity of career counseling and orientation. There are also presented briefly the stages and the significance of the vocational identity development. In this paper, equally, is presented the activity of career counseling and orientation as being a factor which completes the educational process, helping the students and young people who are supported to develop.

Key words: career counseling, career orientation, school counselor, vocational identity, methods of the career counseling.

COMPETENCES OF THE MENTOR IN THE VISION OF PRACTICANT STUDENTS, THE FUTURE TEACHERS

Competențele mentorului în viziunea studenților practicanți, viitorii profesori

Gabriela P. PETRUTA

University of Pitești [ROMANIA]

Abstract

During their initial training in the University, the students who are wishing to become teachers have the possibility to choose for the psycho-pedagogical modulus, carried out by the Department for Teacher Training. This is aiming at achieving both a solid grounding for a defined specialization, by covering of the disciplines included in the academic curriculum, and psycho-pedagogical and methodical training required by the future teaching career. Among the disciplines included in the modulus, the pedagogical practice, coordinated at the university by the methodologist and organized in the pre-university schools (gymnasiums and colleges), is extremely important. The mentor teacher has more competences, but the students consider to be important only those competences by which the mentor teacher help them to make progress in their training, during the pedagogical practice, in order to become teachers.

Key words: Mentor teacher, the competences of a good teacher, the competences of a good mentor teacher, the pedagogical practice

**THE ROLE OF THE UNIVERSITY AS A SOCIO-POLITICAL AGENT IN
DEFINING AND PROMOTING SOCIAL JUSTICE, FREEDOM AND
PEACE. REFLECTING ON SOME VOICES FROM THE BALKANS**

Rolul Universității ca și agent socio-politic în definirea și promovarea justiției
sociale, libertății și păcii. Reflecții asupra câtorva voci din Balcani

George. K. ZARIFIS

Aristotle University of Thessaloniki [GREECE]

Abstract

The Balkans is a geo-political area largely overlooked, and partly misunderstood by the rest of Europe for many years. Today and after a series of long lasting social and economic crises due to civil wars and detrimental political decisions, the Balkans are in the phase of being restructured and gradually incorporated to the E.U. Education is highly projected both as the aim and the agent of success of this hard reform of an area, for which little is known and even less has been done to reduce ignorance both inside and outside Balkans. In this context the University both as an academic, but also as a political agent, can play an important role to this reform especially in terms of social and political stability through the promotion of social justice, freedom and peace as part of a wider trend for good neighbouring and collaboration among the Balkan countries. The study aims at exploring the ways that social justice, freedom and peace are interpreted and/or promoted within academic environments (universities) in the Balkans. More specifically the study initially traces issues that relate to social justice as part of the broader trend for promoting freedom and peace in a geographical area that is partly left to its own devices, besides its proximity to the European Union. It then casts some light on how social justice is interpreted and perhaps promoted in Balkan universities, based on the views of academics and students of all disciplines. Finally it argues on how universities in the Balkans, as educational, but also as social and political

institutions, can contribute to promote freedom and peace in the area. The study is entirely based on a case-oriented comparative model that employs the construction of conceptual maps and metaphor analysis of information that has been collected with open questionnaires.

Key words: Balkans, social justice, freedom, peace, academic, University

THE MANAGEMENT OF INITIAL PEDAGOGICAL TRAINING OF STUDENTS AND TEACHERS

Managementul pregătirii pedagogice inițiale a elevilor și profesorilor

Ileana BĂLAN

University of Pitești [ROMANIA]

Abstract

From ancient times till nowadays the teacher represented in every culture the chain loop transmitting knowledge. If one century ago the social development could be based on an elite that was carrying the knowledge, the industrial era brought the necessity that large communities of people to be taught to read and write at the proper level in order to use some industrial production means.

Introduction

Teachers created like when working at „a rolling ribbon” were teaching large number of workers to serve the „rolling ribbon” of the great industrial market halls. Nowadays the great industries producing working and industrial tools have disappeared or are about to disappear. Instead, the high technology distributes people towards the services field. This way, the large numbers of workers from factories are replaced by large numbers of people working within services. The nowadays employee needs to efficiently communicate, to fluently interact, to adapt him/herself to a variable socio-professional environment, of which corollary is the change of the profession several times during the lifetime.

STUDY ON STUDENTS' PERCEPTIONS ON THE PEDAGOGICAL PRACTICE MENTOR'S DESIRABLE PROFILE

Studiul percepțiilor studenților asupra profilul dezirabil al mentorului de practică
pedagogică

Liliana EZECHIL, Emanuel SOARE, Claudiu LANGA
University of Pitești [ROMANIA]

Abstract

The present paper presents the partial results of a research undergone at the level of DTT of the University of Pitesti as regards the identification of a way of improving the activity of didactic mentorship, whose object is future teachers' training. After emphasizing some efforts of systemizing this activity on a European level, but also in Romania, the stress is being laid on the revealing and pinpointing several of students' perceptions on the mentorship activity they got familiar with during the pedagogical practice training they have just finished. Based on synthesizing and processing the information gathered with the help of the questionnaire, the authors draw some directions of improving the didactic mentorship activity, as well as some arguments for elaborating a curriculum for teachers- mentors' training, so as the expectations of the trainee students (future teachers) should be met.

Key words: mentoring, mentor, mentee, perceptions, pedagogical practice,

MENTORING AND COACHING: SIMILARITIES AND DIFFERENCES

Mentoratul și trainingul: asemănări și deosebiri

Maria Claudia IONESCU
University of Pitești [ROMANIA]

Abstract

Mentoring and coaching are two forms of developmental interaction. The controversies around these concepts are regarding the identification of specificity for each process, by marking the limits between them and other similar concepts. The present paper has as objective to investigate the characteristics of these two realities, by pointing out: the most frequent significance in the literature for mentoring and coaching, mentoring and coaching types, conditions required by the development of those two processes, effects that they have for different actors involved, and similarities and differences between mentoring and coaching, in order to better understand these realities.

Key words: mentoring, coaching, types and effects of mentoring and coaching

THE ROLE OF THE TEACHING MENTOR IN DEVELOPING PSYCHO-SOCIAL COMPETENCIES IN DEBUTANT TEACHERS

Rolul mentorului în dezvoltarea competențelor psiho-sociale la profesorii debutanți

Maria Magdalena STAN
University of Pitești [ROMANIA]

Abstract

In order to be successful, school as an organization has been subject to a strong pressure. To be efficient, the teacher is asked to rapidly build up his abilities, knowledge, but professional reputation as well. Certainly, he is in charge with the determining role of planning and developing his own career, but the school organization should as well involve in his career management, by facilitating both his initial and his continuous professional becoming. The mentor is that teacher who, through his experience, supports debutants, but also students, in practicing the teaching profession. Today's mentor has the responsibility to ensure the success of the school organization he is part of, by concentrating his entire effort, but also he is meant to ensure the professional accomplishment of his disciple. The challenge to build and sustain his disciple's efforts leads to both their success, but to the school's success as well. The partnership that the relationship between mentor and disciple is based upon represents a considerable advantage towards promoting an authentic organizational culture.

Key words: teaching mentoring, social competence, professional competence, proficiency.

AN ALGORITHM OF THE PSYCHOLOGY TEACHER'S INITIAL TRAINING. THE MENTOR'S ROLE IN THIS DIDACTIC FRAMEWORK

Un algoritm al formării inițiale a profesorului. Rolul mentorului în acest context didactic

Marinela TĂNASE, Andreea ARSENE
University of Pitești [ROMANIA]

Abstract

In accordance with the investigations made in the specialty literature, the university is to offer favorable opportunities to acquire those capacities that would ensure the future psychology teacher, a flexible and constructive adaptation to educational-type changes. Based on the critical and retrospective analysis of the processing of the didactical act, a future professor needs a series of such capacities: cognitive and communicative capacities, abilities of affective and personal equilibrium; abilities of action and social and professional insertion: praxiological and reflex abilities; functional professional capacities. Implicitly and in addition to these offers, there is another actor interposing on the road of the future graduate, respectively the actor of forming, the mentor of pedagogical practice. Specialist, pedagogue and psychologist at the same time, the mentor is an experimented self-confident and wise person that would stir himself valuing the transfer of his knowledge to less experienced persons. Therefore, he is self-motivated and willing to offer his abilities, knowledge and way of seeing life to a younger person so that to support the latter in achieving his personal and professional goals. The hereby paper justifies the necessity of the mentor's implication in the professional training of the psychology teacher especially in forming the abilities of interactive communication. Maintaining the equilibrium within the workgroup, the development of his abilities to teach certain knowledge and acquire customs, guiding the students in order to observe the teaching-learning process, guiding the

students in drawing the didactical project, assessment, and planning, professional development.

Key words: mentorship, mentor, initial professional training, psychology teacher, didactical capacities and competences.

IMPROVING MENTORING, A NEW DIMENSION OF MENTORING COURSES: E-MENTORING

Îmbunătățirea mentoratului, o nouă dimensiune a cursurilor de mentorat: e-mentoratul

Mihaela Gabriela NEACȘU

University of Pitești [ROMANIA]

Adrian ADĂSCĂLIȚEI

“Gh. Asachi” Technical University of Iași [ROMANIA]

Abstract

Electronic mentoring involves the use of computer-mediated communications to support a mentoring relationship in e-learning. It allows participants to communicate at their own convenience, eliminating geographical restrictions and lessening scheduling constraints.

Present work evaluates teachers using information and communications technology in educational settings: learn how to collaborate effectively; develop a shared knowledge base; express individual opinions with less fear of interruption.

Key words: e-mentoring, e-learning, computer mediated communication, tele-mentoring,

EMPATHY IN THE MENTOR'S PERSONALITY STRUCTURE

Empatia în structura personalității mentorului

Mihaela PĂIȘI LĂZĂRESCU
University of Pitești [ROMANIA]

Abstract

An efficient mentor is a good teacher, but not any good teacher automatically turns into a good mentor. The present work intends to emphasize the fact that, in a hierarchy of competencies of the teaching practice mentor, a special importance is granted to psycho-social competencies. Empathy, as one of these, resides in re-living the other's emotions and feelings, in entering his inner universe, in the ability to foresee, within some limits, the next behavior of other individuals. Considering that empathic capacity is a common characteristic of all educators, the truth still is that it manifests itself in different degrees and on different qualitative levels in their personality structure.

Key words: educational mentoring, empathy, mentor's competencies

THE DOMINANT CURRICULA OF THE DIDACTIC PRACTICAL PROGRAMS

Curricula dominante ale programelor didactice practice

Nicolae GHIORGHIȘOR

“I. L. Caragiale” School No. 16 of Pitești [ROMANIA]

Abstract

Building competences and motivating persons in the development of competences are the major factors for the professional success of the future teacher. Analyzing competences, the project –based program for the pedagogic practice and the criteria of evaluation of the didactic staff are the coordinates of the present paper in relation with modern objectives based on the student’s activity.

Key words: competences, pedagogical practice, school, professor, initial formation, student

A NEW CHALLENGING MENTORING APPROACH THROUGH RURAL EDUCATION PROJECT

Procesul de mentorat din cadrul Proiectului pentru Învățământul Rural – un demers educațional provocator

Nicoleta LIȚOIU
Polytechnic University of Bucharest [ROMANIA]

Abstract

Rural Education Project is mainly aimed to improve access to quality education for students from rural areas. The activities and structures implemented through the REP, in all its aspects, are among the most innovative, dynamic and high-performance activities and structures of this kind. Professional development system through mentoring activities at school level is one of the major directions which join the education reform process in a challenging and innovative way, according to the life long learning approaches. In line with all of these, the paper focuses on the main aspects related to the professional development of teachers from rural areas, in the frame of the project, describing the most important issues related to the designing and implementation of the mentoring process.

Keywords: mentoring process; mentor; professional development; rural teachers; interactive methods; teacher training.

COUNSELING FOR THE DIDACTIC CAREER

Consilierea pentru cariera didactică

Simona VIȘINESCU

”I. L. Caragiale” School No.16 of Pitești [ROMANIA]

Abstract

Being a professional in education means knowing its complexity, being able to face the inherent uncertainties of the domain, having the knowledge and the courage of taking important decisions, having the technical competence that allows you to apply efficiently your decisions. The present paper is proposing to analyze the following aspects: the probationist as an active partner, the mentor for probation and a curricular module for the preparation of mentor teachers.

Key words: Initial formation, continuous formation, school, probationer, mentor

DEVELOPMENT OF PEDAGOGICAL PROFICIENCY THROUGH EDUCATIONAL MENTORING

Dezvoltarea abilităților pedagogice prin mentoratul educațional

Sofia Loredana TUDOR
University of Pitești [ROMANIA]

Abstract

The study of the activity of the teacher, of the efficiency of the instructive-educative demarche was a constant preoccupation for the researches in this field. No matter the perspective, the researchers settled on identifying the existence of some factors in order to describe and explain the competence in the didactic activity, factors which once understood could be developed and formed through educational mentoring. The theoretical perspective from which we treat this issue is suggested by a classical definition of mentoring that states that mentoring is a protected relationship in which experimentation, exchange and learning can occur and skills, knowledge and insight can be developed. The concept of pedagogical competence acquires specific valences according to the concrete educational situation in which the teacher finds in the sense that the system of information assimilated during the years of the initial training for the didactic career is structured according to the model of the educative action required: the didactic activity for kinder-garden or primary school.

Key words: mentor, educational mentoring, proficiency, didactic proficiency, psycho –pedagogical proficiency.

MENTORING ... THE MENTORS

Mentoratul ... mentorilor

Steliana TOMA

Technical University of Civil Engineering of Bucharest [ROMANIA]

Abstract

The mentors of the students who intend to become teachers form a very special category of mentors. Mentoring these mentors is the title of a new mentoring program The Teacher Training Department of Technical University of Civil Engineering of Bucharest has already started. Exploring an innovative approach to mentoring, this type of mentoring is considered a learning experience that empowers mentors networking, direct and web- based group learning.

Key words: mentee, mentors, network

DILEMMAS OF LONG-DISTANCE MENTORING IN TRAINING FOR THE DIDACTIC CAREER

Dileme ale mentoratului „la distanță” în formarea pentru cariera didactică

Venera-Mihaela COJOCARIU
University of Bacău [ROMANIA]

Abstract

The importance and permanent impact of mentoring in professional training determines the current rejuvenation of the interest in this matter. The paper punctually intends the following: to realise the preliminary conceptual delineations and to characterise the mentoring relationship; to outline the personality of the mentor and the categories of influences exercised upon the mentee; to axiologically approach the mentoring relationship and emphasize the central values of this activity; to mention the concepts of long-distance learning and on-line mentoring; to comparatively present (for the initial training as well as continuous training programme) the “dilemmas” of long-distance mentoring; to formulate some conclusions regarding the types of difficulties faced with during the didactic on-line mentoring.

Key words: mentoring, mentoring relationship, mentor, mentor’s functions, long-distance learning, on-line mentoring

THE MOTIVATION AND THE COMMUNICATION REGARDING THE EDUCATIONAL MANAGEMENT IN HIGH- SCHOOL

Motivația și comunicarea în managementul educațional la liceu

Violeta Elena ROMAN
„Zinca Golescu” National College of Pitești [ROMANIA]

Abstract

The paper aims at analyzing a micro-group from the educational institution (high-school) in order to discover in an applied and establishing study, the degree of motivation in work, the forms of motivation and communication at this level.

Key words: motivation, interpersonal communication, educational management, excellence activity, work group.