

**West University of Timișoara**  
**Teacher Training Department**  
**(D.P.P.D.)**

**International Conference *Beliefs and Behaviours*  
*in Education and Culture* (BBEC)**

**CONFERENCE PROGRAMME**

**25-27 June 2015**

**Timișoara**

**CONFERENCE ORGANISERS:  
West University of Timișoara, Teacher Training Department**

**SCIENTIFIC COMMITTEE**

Distinguished Professor Craig A. Anderson  
(Iowa State University)

Professor Donatella Abbate Badin  
(University of Turin)

Professor Brad J. Bushman  
(Ohio State University and VU University  
Amsterdam)

Professor William Hughes  
(Bath Spa University)

Dr. Duncan Light  
(Manchester Metropolitan University)

Professor Tullio Scrimali  
(University of Catania)

Dr. Andre Krauss  
(Romanian Academy from Bucharest)

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Associate Professor Mădălin Bunoiu  
(West University of Timișoara)

Professor Otilia Hedeșan  
(West University of Timișoara)

Professor Poesis Petrescu  
(West University of Timișoara)

Professor Ștefan Buzărnescu  
(West University of Timișoara)

Professor Dorel Ungureanu  
(West University of Timișoara)

Professor Avram Florea  
(West University of Timișoara)

Associate Professor Mihaela Tomiță  
(West University of Timișoara)

Dr. Marius-Mircea Crișan  
(West University of Timișoara)

Dr. Roxana-Andreea Costea  
(West University of Timișoara)

**ORGANISING COMMITTEE:**

Dr. Marius-Mircea Crișan  
- conference coordination (Humanities)

Dr. Roxana-Andreea Costea  
- conference coordination (Social Sciences)

Dr. Marinela Iordan

Dr. Flavia Barna

**MEMBERS OF THE ORGANISING  
COMMITTEE:**

Dr. Simona Adam

Dr. Adela Magăț Căndea

Dr. Cristina Ceapă

Dr. Oana Danciu

Dr. Gabriela Domilescu

Dr. Cosmina Lungoci

Dr. Narcisa Nadolu

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Dr. Monica Oprescu

Dr. Mihaela Răducea

Dr. Carmen -Maria Țiru

Web-developper Roxana Avram

Dr. Livia Mateiaș

Dr. Raluca Vilceanu

**TAPESTRY EXHIBITION:**

Professor Rodica Banciu

**SPONSORED BY:** Metropolitan Church of Banat, Archiepiscopate of Timisoara, SC Fornetti Romania SRL, Ultramarin Travel Agency, The “Universitas Timisiensis” Union, Signal Tech.

**Thursday, 25 June 2015**

**8.00 – 9.00** Registration

**CONFERENCE OPENING ADDRESS**

**9.00 -9.30 - Aula Magna, West University of Timișoara**

Prof. Dr. Marilen Pirtea, Rector  
Dr. Mădălin Bunoiu, Vice-Rector  
Dr. Marius – Mircea Crișan  
Dr. Roxana – Andreea Costea

**PLENARY SESSION**

Chairs: Dr. Marius - Mircea Crișan  
Dr. Roxana - Andreea Costea

**9.30-10.15**

Prof. Craig Anderson (keynote speaker), *Violent Video Game Effects on Physical Aggression and Violence*

**10.15 – 11.00**

Prof. William Hughes (keynote speaker), *Mythical Space and Mythicized Author: Bram Stoker as a Fictional Protagonist in Modern Fiction*

**Coffee break 11.00-11.30**

**PLENARY SESSION**

Chair: Dr. Roxana - Andreea Costea

**11.30-12.15**

Prof. Dr. Brad Bushman (keynote speaker), *Does Venting Anger Extinguish or Feed the Flame?*

**12.15-13.00**

Dr. Andre Krauss (keynote speaker), *High Culture, Pop Culture: Observations Regarding the Media Effects Debate*

**Lunch 13.00-14.30. Restaurant Rustic**

**14.30 – 16.30** Parallel sessions

**Coffee break 16.30 – 16.45**

**16.45 – 18.45** Parallel sessions

**19.00 – 20.00 Literary and cultural tour of Timișoara.**

(Victory Square, Freedom Square, Union Square)

**Friday, 26 June 2015**

**PLENARY SESSION**

Chair: Dr. Marius – Mircea Crişan

**9.00 - 9.45**

Prof. Dr. Tullio Scrimali (keynote speaker), *Applied Neuroscience and Biofeedback in Educational Environments. New Methods for Assessment, Treatment and Self Regulation*

**9.45-10.30**

Prof. Dr. Donatella Badin (keynote speaker), *The Discourse of Italy in Nineteenth Century Irish Gothic Romances*

**10.30 – 11.15**

Dr. Duncan Light (keynote speaker), *Myth, Media and Place: Dracula and Transylvania in the British popular imagination*

**Coffee break 11.15-11.30**

**11.30-13.30** Parallel workshops

**Lunch 13.30-15.00. Restaurant Rustic**

**15.00-17.00** Parallel sessions

**Coffee break 17.00-17.30**

**17.30 – 19.30** Parallel sessions

**Saturday, 27 June 2015**

**PLENARY SESSION**

Chair: Dr. Duncan Light

**8.15 – 9.00 Room A01**

Keynote lecture: Dr. Marius - Mircea Crişan *Again in Search of Dracula's Castle. Next Destination: Hunedoara*

**9.00-21.00 One Day Conference Tour: Timișoara - Hunedoara Castle - Alba Iulia - Timișoara.**

## 25 June, Thursday

| <b>14.30 – 16.30 PARALLEL SESSIONS</b> |  |   |   |  |
|--|--|---|---|--|
| <b>Time</b>                            | <b>S.1 - Room: A01</b><br>Chair: Donatella Abbate Badin  | <b>S.2 - Room: 301</b><br>Chair: Gabriela Domilescu   | <b>S.3 - Room: 302</b><br>Chair: Mihaela Răducea  | <b>S.4 - Room: 305</b><br>Chair: Ștefania Ciortea Neamțiu  |
| 14.30<br>–<br>14.50                    | 1. Paloma Rodriguez-Miñambres<br><i>A Portrait of Elementary and Primary Teachers-To-Be: their reading beliefs, behaviours and habits</i>  | 1. Gulia Parfilova, Roza Valeeva<br><i>Study of Orphanage Children's Value Orientations</i>   | 1. Agzam Valeev, Alfia R. Baranova<br><i>Pedagogical Conditions Of Students' Self-Realization Capacity Development</i>                  | 1. Stefana Ciortea-Neamțiu<br><i>Loving the Beast. The Loving Beast / The Step from Horror to Romance in Contemporary Entertainment Media</i>                        |
| 14.50<br>–<br>15.10                    | 2. Gabriela Domilescu,<br><i>What are the National Values of Romanians? The Answers of Teachers</i>  | 2. Irina Teodora Radu Motataianu<br><i>Child Affective Neglect</i>  | 2. Lizzie Gauntlett<br><i>Academic Resilience in Non-traditional Students of Higher Education: a Literature Review</i>                  | 2. Sila Durhan<br><i>Rethinking the Vernacular Turkish Residential Architecture</i>  |
| 15.10<br>–<br>15.30                    | 3. Raffaella Leproni<br><i>Transferable and Negotiation Communicative Skills in English for Human Resources – CLIL Activities in a Life-long Learning Perspective</i>                                  | 3. Simona Marica<br><i>Designing an Educational Project for Complementary Training in Clinical Psychology</i>   | 3. Vesna Petrovic, Radmila Milovanovic<br><i>Collaborative Style of Work in a Peer Group – Cognitive and Socio-Emotional Dimensions</i> | 3. Florenta Grigore<br><i>Lost and without Identity - the Child: victim of transgenerational aggression</i>  |
| 15.30<br>–<br>15.50                    | 4. Summer Mouallem<br><i>Linguistic Exploitation and Grammatical Construction of Taboo Language</i>  | 4. Marta Fulop<br><i>The Effect of Competitive and Noncompetitive School Climate on Students' Motivation: a Chinese – Hungarian comparison</i>  | 4. Diego Juarez Bolanos<br><i>Rural Education in Mexico: Connections with Local Cultures</i>  | 4. Kevin Collier, Sarah M. Coyne, Jeremy Yorganson, Laura M. Walker<br><i>A Longitudinal Evaluation of Parental Mediation of Media on Adolescent Health Outcomes</i> |
| 15.50<br>–<br>16.10                    | 5. Marina Simak Spevakova, Ružena Šimoni Černak<br><i>Bilingualism, Biliterarity, Identity (exemplified through the Slovak-Serbian bilingualism in Vojvodina, Serbia – interdisciplinary approach)</i> | 5. Simona Trifu, Anca Gutt, Andrei Serban Zamfirescu, Costina Dimian<br><i>Intellectualization as Ascetic Way within the Avoidant Structure. Between neurosis, inhibition and psychological sensitivity</i> | 5. Adrian Hatos, Andrea (Pop) Șuta, Adrian Pop<br><i>From Aspirations to Engagement in Higher Education</i>                             | 5. Geraldine Morris<br><i>Disturbing Perceptions: Using a digital App to Develop Insight into Choreography</i>   |
| 16.10<br>–<br>16.30                    | Discussions  | Discussions   | 6. Mihaela Răducea<br><i>Educational Intervention Ways (Methods) to Develop Assertiveness at Preschool age</i><br>Discussions           | Discussions  |

**16.30-16.45 COFFEE BREAK**

**16.45-18.45 PARALLEL SESSIONS**

|                     | <b>S.5 - Room: A01</b><br>Chair: Monica Oprescu   | <b>S.6 - Room: 301</b><br>Chair: Simona Drăgan  | <b>S.7 - Room: 302</b><br>Chair: Carmen-Maria Țîru   | <b>S.8 - Room: 305</b><br>Chair: Simona Adam  |
|---------------------|---|---|--|---|
| 16.45<br>-<br>17.05 | 1. Merete Amann Gainotti<br><i>The Use of Autobiographical Literature in Psychological Research</i>   | 1. Rudite Andersone<br><i>Curriculum for Sustainable Development in a Multicultural Society</i>   | 1. Roger Davis<br><i>Plagiarism, Pedagogy, Professionalism: Ethics in Education</i>  | 1. Zuzana Podracka<br><i>Perceptions of Authority among the Slovak Youth before and after the Velvet Revolution</i>                       |
| 17.05<br>-<br>17.25 | 2. Ionuța-Natalia Munteanu-Iorga<br><i>From the Deconstruction of the Socio-Politics towards the Reconstruction of Identity: Central Europe, the State Crisis Mosaic</i>        | 2. Simona Drăgan, Alexandra Enache, Raluca Dumache, Sorin Ursoniu, Marius Raica<br><i>Results of the Assessment for Curriculum Reform at the University of Medicine and Pharmacy Victor Babes Timisoara Romania</i> | 2. Robert Ives, Madalina Alama<br><i>Academic Dishonesty in Romania: a research collaboration</i>  | 2. Simona Adam<br><i>Three Generations of Change: Memory, Socialization and Educational Patterns in Banat Region</i>                      |
| 17.25<br>-<br>17.45 | 3. Minerva Lăcătușu<br><i>Brâncuși's Bird in Space: Archetypal Symbols</i>  | 3. Radmila Milovanovic, Petrovic Vesna<br><i>Competitiveness and Empathy of Teachers and Educators</i>  | 3. Raluca Dumache, Simona Drăgan, Veronica Ciocan, Camelia Mureșan, Alexandra Enache<br><i>Importance of Medical Ethics in Preparing the Future Medical Doctors.</i> | 3. Florentina Carolina Baciuc<br><i>Intercultural Education as a Factor of Non-Violent Behaviours</i>                                     |
| 17.45<br>-<br>18.05 | 4. Monica Oprescu<br><i>Culture and Identity in EFL Contexts</i>  | 4. Gabriela Domilescu<br><i>What are the National Values of Romanians? The Answers of Teachers</i>  | 5. Remus Groze<br><i>Virtue Ethics and Character Education</i>   | 4. Nóra Sebestyén<br><i>Narratives of Effort in Migration Context: comparison among Chinese, Hungarian and Chinese immigrant students</i> |
| 18.05<br>-<br>18.25 | 5. Ana Vlajsavljevic<br><i>A Comparative Exploration of the Impact of Teacher Education on Foreign Language Student Teachers' Pedagogical Beliefs: Serbia and Great Britain</i> | 5. Arianna Giuliani<br><i>Leadership diffusa degli studenti e qualificazione dei servizi di tutorato: uno studio di caso</i>  | 6. Carmen Maria Țîru<br><i>A Comparative Study about Students' Opinion on High School and University Curricular Contents Approaches</i>                              | 5. Octavian Repolschi<br><i>Beliefs and Behaviours in Learning Critical Thinking Skills</i>   |
| 18.25<br>-<br>18.45 | Discussions   | Discussions   | Discussions  | Discussions   |

## 26 June, Friday

### 11.30 – 13.30 Parallel Workshops

| <p style="text-align: center;"><b>Workshop 1</b><br/>Room: A01<br/><b>11.30 – 13.30; 15.30 – 17.00 (S9)</b></p> <p style="text-align: center;"><b>Where's the Place of Dracula:<br/>(De)constructing Stereotypes</b><br/>Dr. Marius – Mircea Crişan</p>  | <p style="text-align: center;"><b>Workshop 2</b><br/>Room: Aula Magna<br/><b>11.30 – 13.30; 15.30 – 17.30</b></p> <p style="text-align: center;"><b>Applied Neuroscience And<br/>Biofeedback in Educational<br/>Environments. New Methods for<br/>Assessment, Treatment and Self<br/>Regulation</b><br/>Professor Tullio Scrimali</p>   | <p style="text-align: center;"><b>Workshop 3</b><br/><b>11.30 – 13.30</b><br/>Room: Aula BCUT</p> <p style="text-align: center;"><b>Empowerment and Mindfulness in<br/>Educational Environments</b><br/>Dr. Roxana – Andreea Costea</p>  | <p style="text-align: center;"><b>Workshop 3</b><br/>Room: 302<br/><b>11.30 – 13.30</b><br/><b>Developing Civic Behaviour<br/>for the Democratic<br/>Contemporary Society through<br/>Activities and<br/>Participatory Projects</b><br/>Dr. Darius Borovic</p>  |
|--|---|--|---|
| <p>Starting from the hypothesis that literature and myth simplify history and transform objective reality into subjective perception, we discuss the relationship between space and imagination, including the situation in which a successful literary work may transform geographic reality into story, and the visit into a way of reading.</p> <p><b>Case studies:</b></p> <ol style="list-style-type: none"> <li>1. Marius-Mircea Crişan, <i>De(constructing) the Transylvanian Stereotype: A Diachronic Perspective</i></li> <li>2. Sam George, <i>Spirited Away: The Representation of Transylvania in the Pied Piper and Dracula Myth in England and Germany (1818-1922)</i></li> <li>3. Kaja Franck, <i>Dracula, the Big Bad Wolf, and the myth of Gothic Transylvania</i></li> <li>4. Hans de Roos, <i>Count Dracula's Address</i></li> <li>5. Kristin Bone, <i>Location and the Vampire: The Impact of Fictional Stories upon Associated Locations</i></li> <li>6. Dorota Babilas, <i>Papa Dracula: Vampires for Family Values</i></li> </ol> | <p>The workshop is focused in demonstrating and discussing the important topic concerning how some recent developments of Neuroscience can be today used in order to better the intervention in any educational environments.</p> <p>During the workshop two methods, coming from Neuroscience Laboratories will be illustrated and explained. They are <b>Quantitative EEG</b> and <b>Quantitative Electrodermal Activity</b>.</p> <p>A new tool, called <b>MindLAB Set</b>, developed by Tullio Scrimali, will be carefully explained.</p> <p>It allows the Teacher to create some new kind of setting in the educational environment, focused on developing in any student both <i>self-knowledge</i> and <i>self control</i>.</p> | <p>The workshop focuses on beliefs related to difficulties that a teacher/trainer meets in the educational environment relations and aims to look at some ways of dealing with it by using empowerment and mindfulness strategies.</p> <p>It is desirable to build learning environments with empowered actors – both teachers/trainers and pupils/students. In this regard participants will explore their resources and use strategies to develop visions of creating such an educational environment.</p> <p>Sometimes there are strong roots of past negative experiences that lead to questioning and refusal of moving away from the negative side of the beliefs toward the positive state. When this happens it is useful to use mindfulness strategies as a part of knowledge transformation.</p> | <p>This workshop is going to explore teaching strategies, learning activities and projects that help developing civic behavior and attitudes for the future citizens of an authentic democratic society. The participants are going to share their experiences in the area of training students of all levels and citizens. The goal of the workshop is to create awareness for new teaching strategies for participatory citizenship in accordance to democratic values, to create a network of good practice and to create opportunities of project partnerships.</p> |

| 15.00 – 17.00 PARALLEL SESSIONS |   |   |  |   |
|---------------------------------|---|---|--|---|
| Time                            | <b>S.9 – Room: A01</b><br>Chair: William Hughes   | <b>S.10 - Room: 301</b><br>Chair: Liliana Donath  | <b>S.11 - Room: 302</b><br>Chair: Dana Craciun   | <b>S.12 - Room: 305</b><br>Chair: Valentin Munteanu   |
| 15.00<br>–<br>15.20             | 1. Nancy Schumann<br><i>Emotion and Identity in Vampire Literature</i>  | 1. Tadej Pirč<br><i>Post-Metaphysical Ethos: “Right Values” between Relativism and Perspectivism</i>  | 1. Guillermo Rios<br><i>The Importance of Play in Early Years Development</i>  | 1. Orsolya Kereszty<br><i>Language Teachers’ Beliefs on Innovative Methods</i>  |
| 15.20<br>–<br>15.40             | 2. Mark Benecke, Ines Fischer<br><i>Large subculture study into a Central European contemporary vampire group</i>   | 2. Letterio Todaro<br><i>Formazione Democratica E Pedagogie Narrative: L’educazione Alla Convivenza Civile, Il Rispetto Delle Regole E Il Contrasto Alle Mafie Nella Recente Letteratura Per L’infanzia E Per Ragazzi In Italia</i> | 2. Elena Rafaila<br><i>The Importance of Physical and Psychomotoric Education in Early Childhood.</i>  | 2. Pilar Colás-Bravo, Teresa González-Ramírez, Jesús Conde Jiménez & Juan De Pablos-Pons,<br><i>Perception of Teachers of Their Digital Competence and Their Students</i> |
| 15.40<br>–<br>16.00             | 3. Ines Fischer, Mark Benecke<br><i>Statistical details concerning the current, large-scale subculture study about central European real-life vampire identity groups</i> | 3. Liliana Eva Donath, Valentin Munteanu<br><i>Researching Education and Social Capital. An Integrated Perspective.</i>   | 3. Roza Valeeva, Aidar M. Kalimullin<br><i>The Role of Parent-Child Relationship in the Formation of Primary School Children Non-violence position</i> | 3. Birgit Adler-Klammer<br><i>Use of the Online Learning Platform Moodle in Higher Education</i>  |
| 16.00<br>–<br>16.20             | 4. Magdalena Grabias-Zurek<br><i>Gothic and Horror in Contemporary Cinema and Television: Aesthetic Experience and Emotional Impact</i>                                   | 4. Andrea Stéber<br><i>Opportunities of Informal Learning in the Workplace</i>  | 4. Simona Butnaru<br><i>The Partnership between Teachers and Parents in Early Education: Conflict vs Complementarity of Beliefs and Expectations</i>   | 4. Simona Maria Vlădica<br><i>Explore Medicine TV</i>   |
| 16.20<br>–<br>16.40             | 5. Raphael de Boer<br><i>(Gendered)Vampires Lecter and Bill in The Silence of the Lambs?</i>  | 5. Bianca Briceag<br><i>Quali strategie si possono adottare, a livello di didattica, per formare i cittadini europei?</i>   | 5. Zvia Markovits, Helen Forgasz<br><i>Beliefs Hold by Elementary School Students toward Mathematics</i>   | 5. Arianna Morini<br><i>Leggere a scuola sui tablet: l’importanza della familiarizzazione</i>   |
| 16.40<br>–<br>17.00             | Discussions   | Discussions   | Discussions  | Discussions   |



| <b>17.00 – 17.30 COFFEE BREAK</b>      |   |  |  |   |   |
|--|---|--|--|---|---|
| <b>17.30 – 19.30 PARALLEL SESSIONS</b> |   |  |  |   |   |
| Time                                   | <b>S.13 – Room: A01</b><br>Chair: Sam George  | <b>S.14 - Room: 301</b><br>Chair: Roxana Costea  | <b>S.15 - Room: 302</b><br>Chair: Octavian Repolschi   | <b>S.16 - Room: 305</b><br>Chair: Narcisa Nadolu  | <b>S.17 - Room: 208</b><br>Chair: Silvia Lucică   |
| 17.30<br>–<br>17.50                    | 1. Brankica Bojović<br><i>The Importance of Culture in Translation and Education.</i>   | 1. Teresa González-Ramírez, Pilar Colás-Bravo & Jesús Conde-Jiménez<br><i>Emotional States Associated With Learning ICT</i>                                    | 1. Simona Vasilache<br><i>Intercultural Communication in a Japanese University International Environment</i>   | 1. Narcisa Nadolu<br><i>Structuring Values in Education</i>   | 1. Adela Măgăţ Cădea<br><i>The Relationship Anxiety, Self-esteem and Academic Performance in Adolescents</i>                                    |
| 17.50<br>–<br>18.10                    | 2. Maria Alcantud Diaz<br><i>TALIS: Intercultural Education Teaching Languages, Connecting cultures, Connecting People...</i> | 2. Alina Chiracu, Alina Chivu<br><i>Mystic Delirium</i>  | 2. Norma Zakaria<br><i>Éduquer à la Culture du Dialogue, un Enjeu pour le Dialogue des Cultures</i>  | 2. Petrescu Magda<br><i>Emotional Intelligence and Academic Performance among Students</i>  | 2. Darius Borovic<br><i>The Students Lost in the Educational Reform</i>   |
| 18.10<br>–<br>18.30                    | 3. H. Kubra Saygili, Talha Yavuz<br><i>Imagination in Speaking Classes: My 'Romeo and Juliet'</i>                             | 3. Anca Gutt, Daniela Brileanu, Simona Trifu<br><i>Substance Abuse, Overlapped an Obsessive-Compulsive Disorder, Trigger of Psychiatric Disease</i>            | 3. Marko Strle<br><i>A Critical Insight into the Understanding of the Teacher's Teaching</i>   | 3. Ioana Banaduc, Cosmina Lungoci<br><i>The Evolution of the Didactical Profession in the Romanian Cultural Space at the End of the 19<sup>th</sup> Century, Beginning of the 20<sup>th</sup></i> | 3. Mirela Lascoiu<br><i>The New Research, Development and Innovation National Strategy</i>  |
| 18.30<br>–<br>18.50                    | 4. Shantana Saikia<br><i>Folk Narratives and the Indexical World of Sattral Identity.</i>                                     | 4. Simona Trifu, Florentina Ionela Lincă, Claudia Nicoleta Vija<br><i>Organic Affective Disorder Effects of Alcohol on Mental Life and Mendacious Behavior</i> | 4. Sonia Gómez Benítez<br><i>La Formación en Investigación: un Camino para las Prácticas Innovadoras y el Mejoramiento de la Calidad de la Educación en Colombia</i> | 4. Craciun Dana, Marinel Iordan<br><i>Open Technology and Educational Resources in the Computer Assisted Instruction</i>  | 4. Dana Gavreliuc<br><i>Intergenerational Analysis of Romanian Educational Environment in Terms of Social axioms and Authoritarian Patterns</i> |
| 18.50<br>–<br>19.10                    | 5. Laura Maria Mesesan<br><i>Communicating through Art: From the Surrealistic</i>   | 5. Dylan Roys<br><i>Radio Therapy: Experience-based Media</i>  | 5. Andrea Bathory Nemeth<br><i>Lack of Competencies and Management Failures of</i>   | 5. Cristina Ceapa<br><i>Social Perception of Cancer and its Impact on quality of</i>  | 5. Maria Lungu<br><i>The Consequences of Labeling on Personality Development</i>  |

|                     |   |   |   |  |             |
|---------------------|---|---|---|--|-------------|
|                     | <i>Drawing to the General Dystopian Picture in Kazuo Ishiguro's Never Let Me Go</i> | <i>Education in the Forensic Context</i>  | <i>Women, who have Achieved Prominent Degrees</i> | <i>life of cancer patients from Romania</i>  |             |
| 19.10<br>–<br>19.30 | Discussions   | 6. Roxana Costea<br><i>Beliefs and Decisions Related to Structuring Hope in Life Areas</i><br>Discussions | Discussions                                       | 6. Daniela Kohn<br><i>Design Levels in the New Romanian as a Foreign Language (RFL)-Textbooks</i><br>Discussions | Discussions |

## POSTER SESSION

25<sup>th</sup> of June 14.00-16.15; 26<sup>th</sup> of June 14.30-16.45:

1. ADELA MĂGĂȚ CÎNDEA  
The Relationship between Mother's Perceived Parenting Style and Adolescent's Emotional Intelligence and Self-Esteem.
2. ANDREA POP (SUTA), RAMONA IOANA UNGUR  
Family, First Educational Environment in Building Career Profile  
COSMINA LUNGOCI
3. Cultural Behavior and its Importance in Learning FFL
4. Dana GAVRELIUC, Alin GAVRELIUC  
Social Capital and Cultural Dimensions in Romanian Educational Environment
5. IGNASI SOLS BALCELLS  
Violent Video Game Play and Reduction of Social Concern
6. LUCICA SILVIA  
The Evolution of Aesthetic Taste and the Fascination of Brands
7. MARIA NICULESCU, ANCA FRANT  
The Influence of Classroom Management Quality on the Students' Behaviour
8. MONICA COSTE  
Social and Affective Anchors" in Supporting the Teaching Profession
9. OANA CRISTINA DANCIU  
Decision and Participation as Features of Personality Specific to Social-Analytical Development
10. OANA CRISTINA DANCIU  
*The three Ds* of Personality in Professional Satisfaction
11. PAULA CRACIUN, DANA CRACIUN  
Increasing Student's Interest for Science through Creative Teaching Methods
12. RAMONA HURDUZEU  
The Role of Professional Interests in Training for a Teaching Career
13. LIVIA MATEIAȘ  
Introducing Contemporary Arts to Contemporary People
14. IOANA BANADUC  
Acknowledging Cultural Identity in Romanian Schools in Banat
15. NICOLAE HURDUZEU  
Practices of Detaining the Soul of the Dead from Returning among the Living
16. MILORANCA HARKAI  
The Role of Graphic Organizers and Feedback Techniques in Facilitating Effective Learning

## ONLINE PRESENTATIONS

**26<sup>th</sup> of June**

**Chair:** Dr. Marinela Iordan, Director IT

**15.00 – 17.00**

|  |         |   |
|--|---------|---|
| 1. KATARZINA ADAMCZYK                                | Poland  | Marital and Love Attitudes as Predictors of Polish Young Adults' Relationship Status: Findings from a 2-Wave Longitudinal Study.  |
| 2. KATARZINA ADAMCZYK                                | Poland  | A Longitudinal Study of the Predictive Role of Marital and Love Attitudes for Polish Young Adults' Relationship Status. Do Sexual Attitudes and Perception of Love and Sex Matter for Polish Young Adults' Relationship Status? |
| 3. NURIA SERRAT, ZOIA BOZU, MARIA DEL MAR PRATS      | Spain   | Entrepreneurship and University. Diagnosis, Good Practices and Actions in the Catalan Universities  |
| 4. MARIANA CERNICOVA, MUGUR DRAGOMIR                 | Romania | Students' Implication In Establishing Their Learning Experiences: Mental Attitudes And Practical Action   |
| 5. LIANA DAHER , ANNA MARIA LEONORA, AUGUSTO GAMUZZA | Italy   | De-institutionalizing Education. Homeschooling Movement as Alternative Social Form of Education in Italy  |

**17.30 - 19.30**

|   |         |   |
|---|---------|---|
| 1. ALICIA ROS GARRIDO, MARÍA JOSÉ CHISVERT-TARAZONA               | Spain   | Las Creencias del Profesorado de Formación Profesional para el Empleo             |
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## ABSTRACTS

**Dr. Simona Adam**, Romania, West University of Timișoara, *Three Generations of Change: Memory, Socialization and Educational Patterns in Banat Region*

The present research relies on the grounded-theory analysis of life-story interviews from the Oral History Archive of The Third Europe Foundation, which is now in the custody of The Interdisciplinary Centre for Regional Studies from the West University of Timișoara. The Oral History Archive is coordinated by Smaranda Vultur and comprises more than 400 interviews. I tried to rebuild the educational projects of three generations of the 20th century. Also, I have analyzed the interpretation of the way in which socio-political changes and major historical events have influenced the educative projects of the studied generations. The analysis of the interviews taken emphasizes ethnic and regional prejudices and stereotypes. It also reveals patterns of the intercultural socialization and the role of various social institutions in the development of the inter-ethnic tolerance.

**Dr. Katarzyna Adamczyk**, Poland, Institute of Psychology, Adam Mickiewicz, University in Poznań, *Marital and Love Attitudes as Predictors of Polish Young Adults' Relationship Status: Findings from a 2-wave longitudinal study.*

The purpose of this study was to examine the association between young adults' relationship status (single vs. partnered) and marital and love attitudes. Results of the first wave indicated no differences between single and partnered individuals in regard to marital attitudes. With respect to love styles, single participants scored significantly higher than partnered individuals on the Eros and Agape scales, whereas partnered individuals scored significantly higher than single individuals on the Storge, Pragma and Mania scales. The second wave is in the course of the performance. Therefore, at this stage, results from the second measurement are not available, but before the 25 June they will be known.

**Dr. Katarzyna Adamczyk**, Poland, Institute of Psychology, Adam Mickiewicz, University in Poznań, *Do Sexual Attitudes and Perception of Love and Sex Matter for Polish Young Adults' Relationship Status?*

In this study the linkage between relationship status and sexual attitudes, and perception of love and sex during young adulthood was explored. Results showed no differences between single and partnered individuals in regard to sexual attitudes. Results also revealed that single individuals scored lower on the Sex is Declining scale than partnered individuals. In addition, a discriminant factor analysis indicated that Sex is Declining, Love is Most Important, and Birth Control variables are good predictors of relationship status.

**Professor Birgit Adler-Klammer**, Austria, International Office KPH Vienna/Krems Mayerweckstraße, *Use of the Online Learning Platform Moodle in Higher Education.*

The following article, *Use of the online learning platform Moodle in Higher* contextualizes the use of a virtual learning environment against the backdrop of constructivist theory. Constructivism and social constructivism see learning as an experience, as an active and dialogical process, as enquiry and discovery based and as a zone of proximal development. (Social) constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. There also is a change of role of the teacher who is rather seen a facilitator or a coach.

Moodle is a learning management system and incorporates many tenets once theoretically proposed by (social) constructivist theory. An example of how theory and praxis melt together is given by showing how Moodle is used in teaching the course 'European Village' to students of English and Erasmus students at the KPH Wien/Krems by using many of the activating functions of Moodle for self-directed learning in a blended learning setting. Virtual teaching and learning is quite a demanding task, but with Moodle engagement and active participation of the learner, enabling individual construction of knowledge is made really easy.

**Professor Merete Amann Gainotti**, Italy, Università Roma Tre, *The Use of Autobiographical Literature in Psychological Research*

Sigmund Freud was one of the first authors to evidence, in two of his articles (1907, 1908), the relation existing between poetry, fantasy and psychological development and between fantasy, literature and clinical psychology.

Since then many psychologists have been interested in autobiographical literature and have shown how this kind of literature is particularly apt to convey information about how subjects construct their “self” in close contact with the life events they have to face. The purpose of our proposal will be to present and to discuss data from a research we conducted with future teachers of literature that attended our course of developmental psychology, to whom we asked to illustrate and to analyze developmental tasks of adolescence using texts of autobiographical literature.

**Dr. Maria Alcantud Diaz, Dr. Julia Haba Osca**, Spain, University of Valencia *TALIS, Intercultural Education Teaching Languages, Connecting Cultures, Connecting People ...*

Education for Development understands the process of teaching-learning as active since teachers act as facilitators to help young people in the construction of knowledge, starting from their concerns and interests. As highlighted by Paulo Freire, Education must be a transformative process that takes participants on a journey that begins in the self-awareness and is aimed at understanding the various elements and structures that strongly influence their lives. Thus, they will develop the necessary strategies to participate responsibly in the development of their community. This is the methodological basis underlying the TALIS project, the subject of this proposal. TALIS is an initiative of intercultural education for Global Citizenship that is characterized by its interdisciplinary and innovative approach. This is so because it pursues the teaching and acquisition of intercultural and solidarity competences through languages and literature, thus fostering education as connection among cultures. More precisely, we present a proposal based on the CLIL (content and language integrated learning) model using multilingual and intercultural children's literature as a vehicle tool.

**Dr. Rudite Andersone**, Latvia, University of Latvia, *Curriculum for Sustainable Development in a Multicultural Society*

The digital generation, the development of digital economy, globalization and restructuring and development of the branches of national economy as well as the broadening of the cultural environment are important factors to ensure that sustainable development of education becomes one of the most crucial issues in the development of the society. The learning process in the school practice takes place in a dramatically new informational environment (social networks, digitalization, plenitude) and is aimed at the future which is impossible for us to describe in detail. This significantly influences the development of the curricula which implements the transition from the acquisition of concrete knowledge and skills to the formation of learners' competences for life in a multicultural society. The article analyzes curricula in the context of the competence approach in Latvia.

**Dr. Dorota Babilas**, Poland, University of Warsaw, *Papa Dracula, Vampires for Family Values?*

From Dacre Stoker's steamy sequel *Dracula the Undead* (2009), through the animated *Hotel Transylvania* (2012), to the recent *Dracula Untold* (2014), Dracula has increasingly been steered by the popular culture towards starting a family and defending it. Traditionally, the family values were restored by the ritual destruction of the vampire. Early horror movies presented the sons and daughters of the Arch-Vampire as threatening and deadly – and they were hardly ever his physical progeny to begin with. The post-modern Dracula seems to enjoy, and endorse, child-centred family life. Is this a new cultural beginning for Dracula, or a case mid-undead crisis?

**PhD fellow Florentina Carolina Baci**, Romania, University of Oradea, *Intercultural Education as a Factor of Non-Violent Behaviours*

The current social and political context provides worldwide opportunities of communication between different cultures. In this context, intercultural education is a stake as well as a challenge. With social and personal values constantly interfering, the social construction is less “mine” and mostly “ours”. Starting from these premises, our study provides a psychological as well as a sociological approach which analyzes a community in a trilingual context: a mixed Hungarian – Roma - Romanian (inter)community. The main objective of this research is to identify non – violent behaviors as a result of intercultural dialogue.

**Dr. Ioana Banaduc**, Romania, West University of Timișoara, *Acknowledging Cultural Identity in Romanian Schools in Banat (1860-1918)*

From a diachronic perspective we must invoke illuminist ideology, even its late resistance in Banat after 1900, as theoretical support for the exchange of ideas on education. Therefore, the cultural aspect in schools becomes a factor of triggering an identity conscience. The idea of passing on literacy in an efficient manner provoked some young teachers with the purpose of finding adequate educational strategies so that new generations will learn the mother tongue in a correct and valid manner. Developing oral and written skills, adopting the values of the cultural patrimony were

necessities of the time. As a consequence, learning the Romanian language in elementary school became an active manner of valuing identity in Banat.

**Dr. Ioana Banaduc, Dr. Cosmina Lungoci**, Romania, West University of Timișoara, *The Evolution of the Didactic Profession in the Romanian Cultural Space at the End of the 19th Century, Beginning of the 20th*

In the context of late Enlightenment the didactic profession is structured on the basis of new attributes. The teacher has to be self/reflexive, to become aware of his own individuality as moral and spiritual being, by integrating the noble idea of knowledge. At the beginning of the century the teacher did not identify himself with a philosopher, spiritual, modern, but he was an *Aufklärer*, modest teacher, in contact with people most of the time, whose role was to participate in spreading culture due to his European perspective, becoming aware of his mission and invigorating the spirit with new coordinates. He became a factor of dissemination of the ideas that had the role to guide public conscience: involvement in achieving national education, the wish of personal development, the valuing of cultural identity.

**Andrea Bathory Nemeth**, Hungary, Eötvös Loránd University, *Lack of Competencies and Management Failures of Women, who Have Achieved Prominent Degrees*

During several years of business coaching I have noticed that highly capable women leaders are looking for coaches, behind which in many cases I define incomplete childhood socialization as a cause. These women hardly participated in any childhood leisure activities and their afternoon was typically spent with learning. As a result, they haven't been involved in activities that are essential to adequate socialization, they enjoyed childhood for a short time and their number one activity was diligent studying.

Arriving to their workplace, they become leaders in a short time, because of their good results. Although as a result of their insufficient socialization, they have major leading competence issues (cooperation, delegation problems, impatience, distrustfulness, maximalism).

**Dr. Mark Benecke**, International Forensic Research & Consulting, **Ines Fischer**, *Large Subculture Study into a Central European Contemporary Vampyre Group*

Stereotypes about Vlad Țepeș annoy Romanians, misconceptions about Bram Stoker's work may inspire literature and film research. A hidden manifestation of the interest in vampire-related imagery is the subcultural group of "vampyres" who feel that they share similarities with darkness-prone creatures. We present a highly standardized study among central European participants of the largest active 'sanguinarian' vampyre group, i.e., a group including blood drinkers and donors. All participants were personally known and identified. Results show that participants lack religion-like mindsets but share many character traits and biographical similarities including sleep patterns, blood drinking (or giving) and unusual identities.

**Professor Raphael de Boer**, Brazil, Federal University of Santa Catarina, *(Gendered)Vampires Lecter and Bill in The Silence of the Lambs?*

Jonathan Demme's *The Silence of the Lambs* (1992) and Thomas Harris' novel (1988, of the same name) have caught the attention of critics and film theorists due to their likeness to the Gothic genre, especially regarding the character of the cannibal Hannibal Lecter. Hence, it is my intention to examine, in light of film theory of the Gothic and Queer (Halberstam, 1996) that Hannibal Lecter's characterization recalls Bram Stoker's *Dracula* and some other vampire images in the sense that Lecter "vampirizes" his victims due to his fondness for blood. Furthermore, the metaphor of sucking people's energy (the psychological/affective game Clarice Starling in order to torture the fragile FBI agent) is also an important mark for the development of the Gothic horror in the film/novel.

**Dr. Brankica Bojović**, Serbia, Alfa University Belgrade, *The Importance of Culture in Translation and Education*

Translation is not only a linguistic category, but also a matter of culture, ethics and hermeneutics. Therefore, translation reveals individual and general cultural achievements. Translatological theorists have contributed to this topic affiliating it with polysystem theory, culturology, *postcolonial studies*, *deconstruction*, gender studies and feminist theories of translation. Theoretically it is impossible to separate modern translation from its culturological context, and practically, culturological translation is the presenting of another culture through translation.

A colourful example of this is the writing of Coelho as the most translated writer and an adviser for *Spiritual Convergences and Intercultural Dialogues*. Numerous examples of culturological translation and their reflection in education will be illustrated.

**PhD fellow Kristin L. Bone**, Ireland, Trinity College, *Location and the Vampire: The Impact of Fictional Stories upon Associated Locations*

There is a strong connection between works of fiction and the real-world locations that inspired them. It is a connection which blends history and myth, reality and fiction, to create an enthralling experience for those fortunate enough to journey to these famed locals. For the reader of the vampire novel, these locations span the globe, from the mountains of Romania to the streets of New Orleans to the rainy hills of Forks, Washington, each real-world location inspires the imagination of readers. This presentation will examine the locations depicted in the fictional works of Bram Stoker's *Dracula*, Anne Rice's *The Vampire Chronicles* and Stephenie Meyer's *Twilight Saga* and the impact these works of fiction have had on the real-world locations which helped to inspire them.

**Dr. Darius Borovic**, Romania, West University of Timișoara, *The Students Lost in the Educational Reform*

This research focuses on the status of the students in the perspective of the changing landscape of the Romanian post-revolutionary education. Although during the last 25 years there was a constant debate about the educational reform, at cultural level, important fundamental perception, values and practices in schools, remain unchanged. There is a continuing conflict between declarations, curriculum and policy declarations on one hand and the practices, attitudes as parts of the hidden curriculum of school. In this conflict a third party is constantly losing: the students. This study combines both quantitative and qualitative methods to highlight fake values, vicious bureaucracy and bad teaching practices that affect the students life on a daily bases.

**Bianca Briceag**, Italia, Università degli Studi Roma TR, *Quali strategie si possono adottare, a livello di didattica, per formare i cittadini europei?*

A seguito della seconda guerra mondiale è emersa la necessità di formare cittadini civilmente responsabili e di realizzare un saldo rapporto tra l'individuo e lo Stato democratico. L'educazione diventa un progetto politico e sociale finalizzato al giusto inserimento di tutti nell'esercizio della democrazia. Le caratteristiche culturali, politiche ed economiche rappresentano gli elementi costitutivi di ogni progetto educativo percorsi didattici, sperimentati nella scuola primaria, vengono proposti come "traccia" mirati a sviluppare negli alunni competenze operative in linea con la cittadinanza attiva europea. Ogni attività prevede una fase di progettazione e realizzazione in modo individuale e collaborativo.

**Dr. Simona Butnaru**, Romania, Alexandru Ioan Cuza University of Iasi, *The Partnership between Teachers and Parents in Early Education: Conflict vs Complementarity of Beliefs and Expectations*

Although scholars and policy makers emphasized the importance of co-operative and mutually beneficial relationships among educational factors, there is often little indication of how these might be built, supported, and sustained starting from early education level. Constructive partnerships between pre-school teachers and parents need to be established on the basis of understanding what parents want and expect for their children from pre-school provision. This study revealed the diverse priorities of parents and also how diverse the teachers and parents beliefs and expectations are. The implications of these differences for the construction of the partnerships that support diversity of values are discussed.

**Dr. Cristina Ceapa**, Romania, West University of Timișoara, *Social Perception of Cancer and its Impact on Quality of Life of Cancer Patients from Romania*

Behaviour in case of sickness is a normative experience governed by cultural rules. Thus it is not surprising that cross-cultural and historical variations about how diseases were defined and how people were adapting to the mover time can be traced. The main objective of this paper is to highlight existing perceptions about the disease among the population with cancer from Romania and implications that their perceptions about the disease increased their quality of life. The main factors on which we focus are: perception of cancer, self construal and quality of life. The results that we expect are: on the one hand the perception that disease is incurable, with episodes of relapse, strongly represented in emotional plan and lack of coherence forill, leading to poor adjustment to disease and poor quality of life. On the other hand, self-perception of self as an independent lead to decreased quality of life.

**Mariana Cernicova, Mugur Dragomir**, Romania, Politehnica University of Timișoara, *Student's Implications in Establishing their Learning Experiences: Mental Attitudes and Practical Action*



Student-centered learning is currently the model for organizing and building educational settings and practices in universities throughout Europe. The philosophy of student centered learning requires that educational partners and institutions alike embark upon a continuous journey of reflection regarding the way in which teaching, learning and infrastructural systems concur to constantly improve the learning experience of students and ensure that learning outcomes stimulate students' critical thinking and transferable skills. The paper presents results of a survey carried among the students from a given institution (Politehnica University of Timisoara), both from technical studies and social sciences, invited to reflect upon their motivations for learning, their mindset and their practical, everyday involvement in co-creating their learning experiences.

**Dr. Stefana Ciortea-Neamtii**, Romania, West University of Timișoara, *Loving the Beast. The Loving Beast / The Step from Horror to Romance in Contemporary Entertainment Media*

Some of the key-figures in contemporary entertainment media are the beast, the vampire and the cannibal. At the beginning they were used in horror movies, but nowadays they stepped into other genres, like romance movies or even motion pictures. Gradually these negative figures were "humanized", they have become victims, lovers, but moreover, they have become, in several cases, positive figures. The present paper looks at the mechanism behind this shift and talks about the impact on the viewer today.

**PhD fellow Alina Chiracu, PhD fellow Alina Chivu**, Romania, University of Bucharest, *Mystic Delirium*

We want to discuss paranoid schizophrenic patient case, chronic hallucinations. The man 41 years old shows continually auditive hallucinations, accusatory, imperative, denigrating voices. These are associated with a strong tendency to philosophic speech, with a deep cognitive disturbance, symbolic thinking, and a mystic delirium ideation. We tried to identify causality bond between patient's life environment and his delirium's theme, ("God said there is no God" or "Man have no soul. Woman is the soul"), as well as his personal antecedent's influence on his present state.

**PhD fellow Silvia-Maria Chireac, Antonio Romero Zamora**, Spain, University of Valencia, *Linguistic Attitudes of Refugee Students in a Bilingual Context*

In this study we investigate the role of the attitudes towards three languages (Spanish/Valencian/English) of 60 refugee students, mainly from Africa and Middle East and the provision of education in Valencia (Spain) for this people from a wide range of cultural, linguistic and racial backgrounds. The school is certainly one of the most important strategic factors that provided refugee students with linguistic integration and equality conditions. Sociolinguistic questionnaires were administrated to gather information regarding the participants' demographic, linguistic, socio-psychological variables. Finally, conclusions are drawn concerning the support of the language education of refugee students in Spain.

**Alicia Ros-Garrido, María José Chisvert-Tarazona**, Spain, University of Valencia, *Las Creencias del Profesorado de Formación Profesional para el Empleo*

La comunicación analiza el concepto de teorías implícitas y valora su efecto en la educación, concretamente en el ámbito de la Formación Profesional para el Empleo (FPE, en adelante) en el estado español. Se parte del marco teórico establecido por Marrero (1988) contextualizado en la escolaridad obligatoria y de posteriores estudios realizados partiendo del mismo. Se realiza una aproximación a su concreción en el contexto de la FPE. Teóricamente el profesorado de esta formación asumiría la teoría técnica, pero los resultados obtenidos en las investigaciones analizadas muestran como el profesorado de FPE tiende a centrarse en el alumnado.

**Dr. Pilar Colás-Bravo, Dr. Teresa González-Ramírez, Jesús Conde-Jiménez, Juan De Pablos-Pons**, Spain, University of Seville, *Perception of Teachers of Their Digital Competence and Their Students*

This paper examines the perception of teachers on their level of digital competence and their students. It works with a sample of 120 Spanish teachers of Elementary and Secondary Education. Empirical data is collected through a Likert scale, valid and reliable. The results indicate that teachers perceive medium-high digital skills. Also value with medium-high level their students. However statistically significant differences were found in some aspects. The value of this research lies in the close relationship between the level of teachers' digital competence and innovation processes in the classroom.

*This contribution is part of research project called: <<The policy of a "computer per child" in Spain. Visions and practices of teachers at the School Program 2.0.A comparative analysis between Autonomous*

*Communities*>>(EDU2010-17037).Funded by I+D National Plan of the Ministry of Science and Innovation (Government of Spain).

**PhD fellow Kevin M. Collier, Dr. Sarah M. Coyne, Dr. Jeremy Yorganson, Dr. Laura M. Walker**, United States, Brigham Young University, *A Longitudinal Evaluation of Parental Mediation of Media on Adolescent Health Outcomes*

General parental media monitoring (i.e. restrictive and active) has recently been linked with BMI or obesity scores in young children. Our research will expand the current literature by including longitudinal data, mediating models, and separating the two types of monitoring, as they are very different in nature and influence age groups differently. Using parent and child reports, our hypothesis is that active and restrictive media monitoring of adolescent media use will predict adolescent BMI and exercise habits several years later, mediated by adolescent self-regulation and media use.

**Dr. Monica Coste**, Romania, West University of Timișoara, *Social and Affective Anchors in Supporting the Teaching Profession*

The aim of this study is the analysis of the personal resources which sustain the option for the teaching profession, in the opinion of students (first and second level) and beginning teachers. In order to achieve this aim, we made a SWOT analysis of the personal resources appeared in supporting the teaching profession and we identified the nature of the option for this profession (positive, by appropriate individual structuring or negative, by eliminating other variants). The sample was composed of the following categories of respondents: 30 students from the first Level and 30 students from the second Level enrolled in the teacher training program offered by the TTD from the WUT. The findings highlighted the following: more than half of the students at Level I, Level II students and all beginning teachers involved in the research have a positive motivation for the teaching profession and the social and affective personal resources are considered to be the most important.

**Dr. Roxana Andreea Costea**, Romania, West University of Timișoara, *Beliefs and Decisions Related to Structuring Hope in Life Areas*

Recent studies place hope in the category of emotions although the debate upon the subject is not far from being finished. In this regard the present study focuses on approaching some themes related to hope dimensions in life areas like: social relationships, academics, romantic relationships, family life, work and leisure activities. The main objective of the study is to investigate on the presence of hope in life areas and some of the relations of hope with pro-social beliefs and behaviour and empowerment. The sample consisted of 75 young adults. The findings pointed specific levels of hope in life areas and relations to pro-social behaviour and personal empowerment dimensions.

**PhD fellow Paula Crăciun**, France, INRIA, **Dr. Dana Crăciun**, Romania, West University of Timișoara, *Increasing Student's Interest for Science through Creative Teaching Methods*

In a knowledge based economy, science education should no longer be regarded as elitist and dedicated to future scientists or engineers, but rather as an increasingly important part of basic literacy. Furthermore, skills in Science and Mathematics are very important since only a science-aware citizen can make informed decisions in a knowledge society. Thus, a major change in science education is required that targets the reform of the curriculum, the teaching and assessment methods used, as well as the encouragement of active partnerships between schools, research institutions and museums, but also an increased support offered to science and mathematics teachers.

In this paper, we present an analysis of the current reality in Romanian science education and propose several approaches to increase the student's interest towards this group of disciplines: a new integrated curriculum, new interactive tools to aid the teaching-learning process based on ICT and new methods inspired from humanities that can be successfully integrated in science formal and non-formal education.

**Dr. Marius-Mircea Crișan**, Romania, West University of Timișoara, *De(constructing) the Transylvanian Stereotype: A Diachronic Perspective*

Why should a region whose inhabitants have learned about vampires from films be associated with a strong belief in vampirism? Why should a country like Romania be a preferred topos for Gothic fiction? My presentation tries to explain the evolution of the association of the Romanian space with the vampire myth, from Bram Stoker to contemporary gothic literature in English. In a diachronic approach, I point to the main elements which construct and deconstruct this fictional image.

**Dr. Marius-Mircea Crişan**, Romania, West University of Timișoara, *Again in Search of Dracula's Castle. Next destination: Hunedoara*

My presentation starts with a discussion of the Transylvanian castles that inspired Bram Stoker in the construction of the most famous vampiric location. Are there any certain models and what did the novelist know about 19<sup>th</sup> century Transylvanian castles? My focus is both on Stoker's working notes for *Dracula* and on his sources for the novel. Recent work has discussed a possible influence of Hunedoara Castle. My paper tries to find pertinent answers to the question whether the association of Hunedoara Castle with the Dracula myth has a scientific basis or is a mere speculation.

**PhD fellow Oana Danciu**, Romania, West University of Timișoara, *The Three Ds of Personality in Professional Satisfaction*

The connection between personality and professional satisfaction is underlined in various studies which emphasize the importance of *the three Ds* of personality: description, dynamics and development. These three features may explain the personality of persons by revealing the causes of behaviour as a form of manifestation for personality. Professional satisfaction is the positive result of the three Ds and occurs when there are no conflicts at the working place, when personal predispositions are in concordance with our actions. Working place behaviour is influenced by each predisposition of the personality at the moment in which it is activated (described, dynamized and developed): extraversion/introversion, sensoriality / intuition, reflex/ affection, judgement (reason)/ perception.

**PhD fellow Oana Cristina Danciu**, Romania, West University of Timișoara, *Decision and Participation as Features of Personality Specific to Social-Analytical Development*

Social- analytical development refers to "inner personality", i.e. "identity", as a term which explains behaviour and "exterior personality" perceived from the exterior as "reputation", explained as a description or forecast of behavioural patterns. Consequently, *reputation* refers to what one does and *identity* refers to the reason for which one does something. When decision and involvement exist as personality features we deal with a full social-analytical approach, and identity and reputation are complementary. In 2004, Hogan forwarded the social- analytical theory as a model for personality meant to explain individual differences in career success and in significant organizational behaviour, grounded on identity and reputation.

**Dr. Liana M. Daher, Anna M. Leonora, Augusto Gamuzza**, Italy, University of Catania, *De-institutionalizing Education. Homeschooling Movement as Alternative Social Form of Education in Italy*

The paper proposes an exploratory fieldwork about the homeschooling practices in Italy, unveiling the nexus between the paths of non-institutional/alternative education as a rising interactional dynamic of social movements. The emerging case of homeschooling in Italy shows the transversal tendency in establishing "groups of interest" in spite of individual conflicting actions. This research, framed in the general crisis of public educational processes, setting two levels of issues: the theoretical conceptualization of the homeschooling phenomenology in Italy, and an up-to-date description of the symbolic elements that surround parental motivations in practicing homeschooling.

**Dr. Roger Davis**, Canada, University of Calgary, *Plagiarism, Pedagogy, Professionalism: Ethics in Education*

While recent technologies like the internet have inculcated a belief in arise of plagiarism and other acts of academic dishonesty, this paper will examine the multiple causes, effects, and actors in the post-secondary environment to argue that the problem is not necessarily increasing and it is conceivably not much of a problem at all. Although contemporary acts of academic dishonestly may take new technological forms, the responses to academic dishonesty are often acutely immediate and, arguably, a historical or non-contextual. My paper proposes two outcomes: 1) a practical, illustrative lesson in deterring academic dishonesty in the classroom specifically and the institutions more generally; and, 2) an examination of the numerous arguments about the causes and effects of academic dishonesty from all stakeholders in the educational process. Although the paper will address theoretical questions regarding academic dishonesty, I will focus on the practical challenges facing faculty (and others) with the questions "Is it a problem?" and "What can we do about it?"

**Dr. Liliana Eva Donath, Dr.Valentin Partenie Munteanu**, Romania, West University of Timisoara, *Researching Education and Social Capital. An Integrated Perspective*

Human capital investment is regarded as one of the major determinants in social capital enhancement. Therefore, education plays a significant role in meeting the challenge to restore and/or enhance the values that define the social capital of a community or a region. Presently, the prevailing approach is to revisit the principles and the traditional methods of education in order to allow a durable economic and social development. The paper presents an integrated approach of research education able to restore scientific networking and trans-disciplinary research. A comparative and benchmarking method is used, the results showing that nations, strongly focusing on education and research, enable communities to build strong social networks as a prerequisite of a sustainable development.

**Dr. Gabriela Domilescu**, Romania, West University of Timișoara, *What Are the National Values of Romanians? The Answers of Teachers*

In our opinion it is very important that – within the educational activity – we should give more importance to national values. In this paper we intend to identify the national values of Romanians in the opinion of teachers working in undergraduate education. Thus, we conducted a survey and asked 100 teachers from three counties (Timis, Caras-Severin and Mehedinti) to list the most common five values that they think define us as a nation. After data processing and interpretation, we will analyze them in terms of the 10 classes of values (benevolence, conformity, universalism, stimulation, hedonism, self direction, security, performance, tradition, power) proposed by S. Schwartz.

**Professor Simona Drăgan, Professor Alexandra Enache, Dr. Raluca Dumache, Dr. Sorin Ursoniu, Professor Marius Raica**, Romania, University of Medicine and Pharmacy Victor Babes Timișoara, *Results of the Assessment for Curriculum Reform at the University of Medicine and Pharmacy Victor Babes Timișoara Romania*

To modernize the curriculum, an analysis and an assessment of the potential for change expected by teachers and by graduates were made at the University of Medicine and Pharmacy Victor Babes Timisoara. A questionnaire on quality of teaching was developed within the POSDRU project eMediqual. The teachers were asked about their opinions on the quality of medical education in the University, 62% considering it good and 27% mediocre. The vast majority of teachers (54% +36% = 90%) consented totally or partially to the need of the curriculum reform.

The quality of information delivered during courses was considered updated by 58% of the students, appropriate in terms of quantity by 57% and relevant for professional training by 44% (343 respondents). In addition, students were dissatisfied with their active involvement in the teaching process (30% of courses).

The reshaping of the curriculum and the medical education reform across Europe has to meet the expectations of students. The most used educational method is still the spoken course accompanied by PPT presentations (89,54%), followed by case presentations (67,97%), demonstrations (56,86%), patient visits (47,71%), analysis of patient charts (42,70%) and small group discussions (41,39%). Assignments for personal study are given in a rate of 35%.

Learning and applying new teaching methods is considered necessary to a high extent by 79,4% of teachers. The teaching methods required the most are case presentations (20,34%), individual decision making and decisions within multidisciplinary team (36,72%), analysis of results of medical articles (28,81%) and small scale projects (19,21%).

**Dr. Raluca Dumache, Professor Simona Dragan, Dr. Veronica Ciocan, Dr. Camelia Muresan, Professor Alexandra Enache**, Romania, University of Medicine and Pharmacy Victor Babeș Timișoara, *Importance of Medical Ethics in Preparing Future Medical Doctors*

At the European Union level medical education is regulated by the Directive EC 36/2005 on recognition of professional qualifications. The major goal of our University is to integrate medical education in the European system. Medical ethics is provided in the Medical School. During the residency training clinical ethics is studied and research bioethics is provided in the Doctoral School. The students learn about the informed consent of the patient, the confidentiality of information, ethical aspects in genetics and doctor-patient relation. As future doctors they need to have the capacity to analyze how this knowledge applies to the daily situations.

**Dr. Sıla Durhan**, Turkey, Işık University, *Rethinking the Vernacular Turkish Residential Architecture*

The vernacular Turkish residential architecture has different examples. Categorized under “Turkish House” term, as it is used in widespread discourse, this issue has been discussed from perspectives of morphological, typological, social approaches; and various assumptions have been put forward with respect to historical development of “Turkish House”. It can be suggested that the spatial as well as structural and functional diversification varies in relation to factors such as belief systems, life styles, customs, traditions, habits, religions, and privacy issues. This work looks at the vernacular Turkish residential architecture from the point of education architecture-culture relationship. Different housing examples from different regions of the Turkey are investigated to explore the parameters that influence the architectural formations. A discussion of type and typology can promote a way of looking at the vernacular house, that

can not only help us recognize and discover basic types but also enhance our ability to see the differences as well as similarities among architectural artifacts by recognizing the invisible connections between them.

**Professor Marta Fulop, Dr. Tamas Nagy**, Hungary, Institute of Cognitive Neuroscience and Psychology, Hungarian Academy of Sciences and Eötvös Loránd University, *The Effect of Competitive and Noncompetitive School Climate on Students' Motivation: a Chinese –Hungarian Comparison*

There are controversial data in the literature on how the competitive climate affects students' motivation. In our study Hungarian and Chinese high school students answered a questionnaire about how their perception of the motivational effects of those school subjects in which they experience intense competition versus those school subjects in which they do not. While in China the competitive school climate is taken for granted, in Hungary it is seen as more detrimental than beneficial. Results show that students in both countries consider the competitive climate more motivating than the non-competitive one.

**Dottoranda Arianna Giuliani, Docente Giovanni Moretti**, Italia, Università Roma Tre, *Leadership diffusa degli studenti e qualificazione dei servizi di tutorato: uno studio di caso*

Lo studio di caso è stato condotto nel contesto del Servizio di Tutorato Didattico attivo presso il Dipartimento di Scienze della Formazione dell'Università Roma Tre. A partire dall'analisi delle questioni che le ricerche nazionali e internazionali hanno messo a fuoco relativamente al tema della leadership diffusa degli studenti (Dugan, 2006), si focalizza l'attenzione sul modo in cui le azioni didattiche integrative progettate dal Servizio potrebbero essere qualificate attraverso l'implementazione di interventi educativi flessibili ed individualizzati (Baldacci, 2006; Domenici, 2009) e che fanno uso del feedback personalizzato (Shute, 2008) come strumento a sostegno dell'apprendimento. Le evidenze emerse suggeriscono la possibilità di promuovere il successo formativo degli studenti nel contesto universitario coinvolgendoli in "programmi di leadership" (Komives *et al.*, 2011) che ne accrescono la competenza autoregolativa e la motivazione allo studio.

**Sonia Gómez Benítez**, Colombia, Universidad Industrial de Santander, *La formación en investigación: un camino para las prácticas innovadoras y el mejoramiento de la calidad de la educación en Colombia*

Este texto presenta las ideas de fundamentación epistemológica de la perspectiva de formación docente e investigación de la licenciatura en Educación en la Universidad Industrial de Santander. Lejos de la racionalidad técnica, la propuesta retoma la práctica de los estudiantes como objeto de reflexión crítica y análisis, como una vía para pensar en alternativas de transformación de la enseñanza en nuestro país que logre, en un futuro no muy lejano, superar los bajos resultados obtenidos en las pruebas internacionales (PISA) sobre la calidad de la Educación en Colombia. Frente a esta crisis, se toman planteamientos de Schön para la formación de profesionales en educación autónomos, destacados, críticos e innovadores con capacidad de desempeñar un papel activo en la construcción de conocimientos.

**PhD fellow Remus Groze**, Romania, West University of Timisoara: *Virtue Ethics and Character Education*

This paper starts from the main thesis of the virtue ethics that being virtuous is necessary for a flourishing life. So, paper's objectives will focus on character education as an attempt to make people more virtuous by adopting new virtues and developing those they already have. Educating the character has an important place in the culture and functions of families, classrooms, and schools. As a conclusion, character education is crucial in helping students to grasp what is ethically important in situations, and to act for the right reasons. All students need to decide wisely the kind of person they wish to become.

**Anca Gutt, Daniela Brileanu, Dr. Simona Trifu**, Romania, Bucharest University, *Substance Abuse, Overlapped an Obsessive-Compulsive Disorder, Trigger of Psychiatric Disease*

The combination between a personality disease and substances abuse (alcohol, drugs, etc.) can constitute the trigger for psychiatric illness. This paper will reveal the insidious debut of paranoid schizophrenia, concealed by the alcohol and marijuana consumption.

Our patient had the illness debut more than 3 years before the first admission in a psychiatric hospital. How a certain type of parent's indifferentism, an obsessive-compulsive disorder and a high IQ can keep our patient in a relative social functionality for more years after the illness debut and how the psychiatric disease exceeds any coping mechanism we will analyze in the present paper.

**Dr. Ramona Hurduzeu**, Romania, West University of Timișoara, *The Role of Professional Interests in Training for a Teaching Career*

Professional evolution is, for everyone, deeply determined by the initial training period, during which time abilities, personal aspirations and motivations go through psychological evolution and finally develop into competencies in relation to the specific requirements of the training in the chosen field of knowledge. Professional orientation is determined by professional interests, internalized or not, which may generate a successful teaching career, supported by the personality features as well as by the particularities of the occupational activities suited or not to individual interest. Individual decisions regarding the career are not determined only by the *representations* and *history of the person*, by the *future prospects*, *future representations* as well as present *abilities* and *interests*.

**Dr. Nicolae Hurduzeu**, Romania, West University of Timișoara, *Practices of Detaining the Soul of the Dead from Returning among the Living*

In the villages in Banat, on the valley of Timiș river, the soul is considered very important, so that it will find peace in the world beyond. That is the reason for which when a person dies, the members of the family and the relatives will do everything possible for the soul to find its peace through different rituals in order not to haunt the living ones. Any lack of such practices will result in the unhappiness of the soul which will come back to the house where he had lived and his presence will be felt and will bother the living ones. To protect from the soul of the dead, they will go through a series of rituals that aim at detaining the soul from returning among the living, starting with keeping signs from the dead, placing objects with magic values in the coffin and other diverse practices that happen on the day of the funeral, the day after the funeral, the second day till six weeks, all having the purpose to bring assure the peace of the soul in the world beyond.

**PhD fellow Kaja Franck**, U.K., University of Hertfordshire, *Dracula, the Big Bad Wolf, and the Myth of Gothic Transylvania*

This paper explores how Bram Stoker uses Emily Gerard's *The Land Beyond the Forest* (1888) to create a Gothicised version of Transylvania which exists outside the realms of Western experience: a landscape peopled with monstrous wolves and the lycanthropic Count Dracula. Though presented as the ultimate vampire, Dracula is both werewolf and vampire. *Dracula* abounds with wolfishness and Stoker builds upon Victorian ideas regarding the wilderness and animality to make the Transylvanian wolf exemplify Gothic nature. A once native species, the arrival to Britain of Count Dracula in the form of the Big Bad Wolf encapsulates the uncanny quality of Stoker's representation of Transylvania, a place from which childhood nightmares return.

**Ines Fischer, Dr. Mark Benecke**, Germany, International Forensic Research & Consulting, *Statistical Details concerning the Current, Large-Scale Subculture Study about Central European Real-Life Vampyre Identity Groups*

To determine psychological, biographical and life style parameters in a large, active, real-life vampyre subculture, we used an internet-based questionnaire with special features, including strict inclusion criteria, missing outgroup and proof of existence of all participants. We discuss to what extent the characteristics of identity groups — especially in the context of two former studies (Atlanta Vampyre Alliance (since 2006): Vampirism & Energy Work Research Study; Joseph Laycock (2010): *Nova Religio* 14(1):4-23) — are matched since we found no coherence in possible trauma, economical and job status, but high coherence in the time interval of personal “awakening”.

**PhD fellow Lizzie Gauntlett, Dr. Bethan Collins, Professor Gail Thomas**, England Bournemouth University, *Academic Resilience in Non-Traditional students of Higher Education: literature review*

Resilience' is a term that has significant meaning within developmental psychology (Rutter 2006; Windle 2011; Masten 2014), and come into recent usage within studies on student experience of Higher Education (Caruana et al 2011). Undergraduate success is facilitated by academic resilience, which is further enhanced or impeded by risk or protective factors (Allen et al 2013). This paper sets out to critically review studies of academic resilience in educational contexts with a focus on students who are traditionally under- represented in higher education. It argues for further qualitative research to enrich our understanding of the protective processes that enhance student success using a positive resilience framework.

**Dr. Dana Gavreliuc**, Romania, West University of Timisoara, *Intergenerational Analysis of Romanian Educational Environment in Terms of Social Axioms and Authoritarian Patterns*

This study resumed the main outcomes of a research conducted on Romanian sample composed by teachers (N=522), operating with the conceptual framework of social axioms, in combination with cultural dimensions provided by Geert Hofstede's model. One-way ANOVAs with cohorts as independent variable found statistically significant

intergenerational differences regarding power distance (as a variable associated with authoritarian pattern) and social cynicism. We found a younger generation with a problematic profile (highest scores in power distance, social cynicism), describing a controversial social portrait, different than the most part of precedent studies associated with this cohorts belonging. All of these trends suggest the presence of a truly insightful and inertial process of contamination at the level of social cognition for the Romanian younger social strata generated by the older cohort socialized in communism. Thus, the younger cohorts developed a more fatalistic and duplicitous strategies, even if the younger are expected to be more self-determined and opened.

**Dr. Dana Gavreliuc, Professor Alin Gavreliuc**, Romania, West University of Timișoara, *Social Capital and Cultural Dimensions in Romanian Educational Environment*

Organized in the Western part of Romania, we have investigated on a sample composed by 522 subjects, the role of symbolic capital as a generator of more opened relational patterns in an educational environment. We have found a problematic profile of teacher from universities, compared with the profile of teachers from secondary schools (higher social cynicism or power distance for academic sample), that indicates the spreading of duplicitous social symptoms as a functional way of acting and thinking in Romanian educational organizations. Thus, the thesis of relational modernization (as higher the subject is in symbolic capital as less he/she is in duplicitous) is refuted, underlining the role of social attitudes and values rooted in cultural history centred on dependency, assistentialism and precarious self-determination.

**Dr. Sam George**, U. K., University of Hertfordshire, *Spirited Away: The Representation of Transylvania in the Pied Piper and Dracula Myth in England and Germany (1818-1922)*

This paper will investigate the mythologizing of Transylvania in Germany and England through the lens of the Pied Piper and the Dracula myth. It will focus in particular on the Grimm brothers *Deutsche Sagen* (1816-18) and Browning's poetic rendering of the Piper in English in 1842. By this point, rats had made their appearance in the story, together with the proposal that the children were taken to Transylvania. German migration to Romania and belief in transportation by necromancy are possible explanations. However, the piper can command the meaner animals and is known to have conquered 'a monstrous brood of vampire bats'. I argue that Browning's Piper anticipates Stoker's Count and conclude via Murnau's *Nosferatu*(1922), which sees the Dracula myth shifted to the German town of Bremen (1830s), there is another metaphorical plague, and rats are the again the vampiric totem animal.

**Dr. Magdalena Grabias-Zurek**, Poland, Maria Curie-Skłodowska University in Lublin, *Gothic and Horror in Contemporary Cinema and Television: Aesthetic Experience and Emotional Impact*

Gothic tradition has left an indelible mark upon the ever-popular cinematic horror genre. One of the most beloved gothic tales, repeatedly adapted for the screen, is that of Dracula, the Transylvanian Master vampire, which, from the first silent version, has fuelled the public's fascination for the mysterious and supernatural in both cinema and TV. The aim of my article is to discuss this gothic legacy in relation to 21st century evolution of the (vampire) horror film genre, including *The Twilight Saga* and *Underworld*, and with specific focus on the visual and thematic aspects, as well as the emotional impact of modern horror films upon the understanding of a contemporary multicultural world.

**Teresa González-Ramírez, Pilar Colás-Bravo, Jesús Conde-Jiménez**, Spain, University of Seville, *Emotional States Associated With Learning ICT*

This paper focuses on the study of ICT in schools from an emotional perspective. It aims to identify emotional states generated by the use of ICT in school learning. This study is conducted in Andalusia (Spain), with a statistically representative sample, consisting of 700 students of Primary Education. For data collection a Likert scale is made, the validity (factor analysis) and reliability (Cronbach's Alpha) of it is. The results point to the primacy of positive emotions which are identified by the literature as a key factor for learning.

*This contribution is part of research project called: <<The policy of a "computer per child" in Spain. Visions and practices of teachers at the School Program 2.0.A comparative analysis between Autonomous Communities>> (EDU2010-17037).Funded by I+D National Plan of the Ministry of Science and Innovation (Government of Spain).*

**Florenta Grigore**, Romania, University of Bucharest: *Lost and without Identity – the Child: Victim of Transgenerational Aggression*

The work has a special particularity because it demonstrates the importance of the elements of transgenerational pathology, with a major impact on the structure of personality, the apparition and evolution of the major depressive

disorder in descendants. According to the loyalty phenomenon, the child takes over his mother's untreated depression, being the first born after an unfinished mourning and having a sacrificial role, as a replacement child.

The situation has serious implications in the future adult's life scenario, who develops as a "host" for the "psychological phantom" of the lost child. The adolescent rejects the role of the adult unconsciously, preferring the secured status that the blockage at a stage of adapted child, characterised by conformism and complaisance.

**PhD fellow Miloranca Harkai**, Romania, West University of Timișoara, *The Role of Graphic Organizers and Feedback Techniques in Facilitating Effective Learning*

Today, one of the concerns of teachers is to facilitate student's learning. In this regard, they use various methods, of which we have chosen the importance of graphic organizers and feedback methods. Through graphic organizers teachers facilitate the transmission of knowledge. Thus, students learn actively and make correlations between ideas and information. We will analyze several graphic organizers, such as clusters, Venn diagram, fishbone diagram, conceptual matrix. Teachers use feedback in order to increase the effectiveness of the educational process and the quality of communication. We will emphasize the following feedback methods: learning diaries, the five minutes essay, drawing a hand, feedback on coloured cards, and questionnaires.

**Dr. Marinel Iordan, Dr. Dana Crăciun**, Romania, West University of Timișoara, *Open Technology and Educational Resources in the Computer Assisted Instruction Curriculum*

The initial teacher training aims to develop professional skills for a teaching career, but also the necessary skills needed by a graduate student in the 21st century for his professional integration in the knowledge based economy of the future. In this paper, we present an innovative way in which the Computer Assisted Instruction (CAI) course can be organized based on the analysis of effective ways to integrate ICT in the teaching activities at the undergraduate level. We design the structure of this course, from the approached theme, the teaching activities and the student assessment methods, to the open technology and educational resources used in order to maximize creativity and knowledge building, adaptability, collaboration and communication skills, social responsibility and the desire for self-training of future teachers.

**Dr. Robert Ives, PhD fellow Madalina Alama**, USA, University of Nevada, Reno, *Academic Dishonesty in Romania: A research Collaboration*

During the summer of 2014, we formed a research collaboration of scholars from Romania and North America to create a research agenda around the topic of academic dishonesty (AD) in Romania. Planned research projects in Romania include surveys of students to answer the following questions about AD:

- What is the prevalence of AD?
- What are student perceptions of the seriousness of AD?
- How often students get caught committing acts of AD?
- What are the consequences of getting caught?
- What students know about the AD behaviours of other students?
- What are students' reasons for engaging in AD behaviours?
- How well do students know the AD policies of their universities?
- What do students believe about the AD of instructors?

We are also discussing other topics related to AD for additional research proposals, including:

- A comparison of AD policies and how those policies are implemented across universities.
- A review of the training provided to students, and instructors, about AD.
- Instructor involvement in AD in their own work.
- AD reflected in grant applications to Unitatea Executiva pentru Finantarea Invatamantului Superior, a Cercetarii, Dezvoltarii si Inovarii (UEFISCDI).

We are proposing a presentation for the BBEC conference with four purposes.

1. To discuss AD with all interested conference participants, including our concerns, experiences, recommendations, etc.
2. To share our progress to date, including some preliminary data.
3. To share our experiences with working as a collaborative group. For many of us, the SRS conference will be our first opportunity to meet face to face.
4. To invite conference participants to join us in our work.

The entire collaboration currently includes representatives from seven Romanian universities, six North American universities, and one publishing house. If our proposal is accepted, the presenters for the BBED conference will be:



**Dr. Adrian Hatos, PhD fellow Andrea (Pop) Şuta, PhD fellow Adrian Pop** Romania, University of Oradea, *From Aspirations to Engagement in Higher Education*

In this paper we want to present the importance of aspirations of students on their educational engagement. The process of determining aspirations appears during adolescence and is influenced by several factors. These factors are: socio-economic aspects, cultural and educational level of the individual and his family and peers. We want to analyze the importance of aspiration of the students in comparison with other social, economic and psychological factors that determinate its degree of engagement in completing or dropping out of higher education. The data used for this paper were collected in 4 Universities, 3 from Romania and one from Hungary. 2728 questionnaires were completed by students from all years of study and from all the faculties.

**Dr. Diego Juárez Bolaños**, Mexico, Universidad Iberoamericana, *Rural Education in Mexico: connections with local cultures.*

Over 40% of primary schools in Mexico are rural. However, not all schools are related in a clear and respectful way with local communities. This paper analyzes the case of 9 rural schools located in three Provinces. In particular, the relations established between teachers and parents are examined. The qualitative study shows that little attachment of teachers with local communities has impacted the work of the teacher in schools. Furthermore, there are no government programs that promote the strengthening of relations between parents and teachers. The paper proposes some strategies to confront this issue.

**Proffesor Orsolya Kereszty**, Hungary, Eötvös Loránd University, *Language Teachers' Beliefs on Innovative Methods*

It is not a contested fact nowadays that without being able to communicate in a foreign language, which is acknowledged as a key competence by the European Union, it is impossible to live in knowledge- and information societies (Európai Parlament, 2006). Globalisation, migration, and information technological processes, which define every field of social coexistence, have a marked effect on language teaching and learning, which is most notable in changing learning environments, teacher and student roles. The main question of the research is how language teachers teaching adults in language schools in Hungary today use those new methods which integrate information technological innovations. To what extent do they know about and use newer methods and learning modes (for example: problem-based learning, learning by doing, learning through personal experience, free learning, learning based on experience, flexible learning, project teaching, blended learning, media learning, digital education) keeping in mind that the successful learning experience of adults largely depends on methods due to the fact that it is an autonomous person who partakes in the teaching-learning process? How do language teachers see and reflect on language learning as a community experience and the diversity of learning organisation based on e-learning? On what basis can the differences be categorized? Are there differences based on the languages that are being taught?

**Dr. Daniela Kohn**, Romania, Victor Babeş University of Medicine and Pharmacy in Timișoara, *Design Levels in the New Romanian as a Foreign Language (RFL)-Textbooks*

The establishing of the Common European Framework of Reference for Languages (CEFR) determined a significant structural shift of RFL-textbooks. The CEFR requested suited teaching and learning methods which demanded serious adjustments for RFL-textbook authors – at the same time paving their way to the 21th century. It affected almost every level of textbook design, from rethinking contents, to the graphic layout. And each and every level confronted the authors with notable challenges. How to create seamless transitions between the individual topics? Which graphic tools would serve this purpose best? How could the textbook author and the graphic designer interact and collaborate in order to deliver an efficient content design of the textbook?

**PhD fellow Minerva Lăcătușu**, Romania, West University of Timișoara, *Brâncuși's Bird in Space: Archetypal Symbols*

With a lot of symbolic allusions, mythical influences and clean geometrical lines, Brancusi is considered to be the patriarch of modern sculpture, but also one of the most influential artists of the 20th century. This paper is dedicated to Brancusi's most controversial sculpture, Bird in space, which, as many critics say, might express the liberation of the spirit. This paper is not meant to be an exhaustive art study about this work of art, but rather a brief analysis of the archetypes which inspired the Romanian sculptor to create it.

**Dr. Mirela Lăscoiu**, Romania, West University of Timișoara, *The New Research, Development and Innovation National Strategy (SN CDI 2014-2020).*

The New Research, Development and Innovation National Strategy (2014-2020) includes the principles, objectives and a few recommendations for this period. This strategy focuses on two priorities: intelligent specialisation priorities and priorities of public relevance. In addition, *fundamental research* (including humanities and socio-economic disciplines) will be a priority in the strategy as a source for frontier and interdisciplinary research. The vision on research and innovation in Romania in 2020 establishes a set of principles for action supported by three main pillars: regional assertion, global assertion, excellence through internationalisation and regional leadership at the frontier of science and in technology.

**Professor Raffaella Leproni**, Italy, Università degli Studi Roma Tre, *Transferable and Negotiation Communicative Skills in English for Human Resources - CLIL Activities in a Life-long Learning Perspective*

Introducing HR: meaning, structure, aims and needs, dynamics, concerns, etc. - Teaching University students the HR jargon and its meaning in context (e.g. “official” meaning of some terms vs their use in Italian Companies). Methodology: CLIL Central idea: in some contexts, as HR, content learning passes through the acquisition of the specific lexicon and linguistic behaviour proper to that field/environment.

In a life-long learning perspective, implying continual updating and training, students should learn to develop transferable and negotiation communicative skills at their best (e.g. to understand implicit meanings and to negotiate them).

**Dr. Silvia Lucică**, Romania, West University of Timișoara, *The Evolution of Aesthetic Taste and the Fascination of Brands*

The aim of school to shape collective taste still appealing to notorious cultural elites and creations becomes more and more difficult in the current conditions of brands entailment. Through image, industrial products are associated not only with figures of popular celebrities, but, also, with generally positive social and cultural experiences.

Fascinated by screen images, electronic music, advertised clothes and cosmetics, young people share the illusion of belonging to a unified demographic category. Branding tends to expand triumphantly towards a chimera which has been aimed at for decades: the global teenager. Sociologists and educators rely, however, on the unfavorable effects of the excessive advertising of corporate slogans and on identifying new ways of funding and financial aid for culture.

**Dr. Cosmina Lungoci**, Romania, West University of Timișoara, *Cultural Behaviour and its Importance in Learning FFL*.

In the assimilation of a foreign language the development of a communication skill meant to ensure its proper use also implies the acquisition of certain elements of cultural behaviour. The functional approach in FFL didactics gives a lot of importance to this cultural dimension of natives, which rules the majority of their attitudes, behaviors, representations and customs they obey. In our article we intend to do an analysis of the elements of cultural behaviour existent in a number of French textbooks in use in Romanian schools in order to emphasize their role and importance in learning French. We also aim to achieve a contrastive approach by relating the elements identified with similar or different Romanian cultural practices.

**Dr. Maria Lungu**, Romania, West University of Timișoara, *The Consequences of Labelling on Personality Development*

We generally attribute a word to every behaviour or attitude, for example: beautiful, ugly, good, bad, disciplined, undisciplined etc. All these are actually labels, either positive or negative, addressed by those whom we interact with and which we finally assume and we sometimes identify with. The others expect us to take action and behave according to these labels. According to the labelling theory, the moment a person is attributed such a label, identifies, in time, with it. The research proposed is a qualitative one, realised on students at the West University of Timișoara. The method used is that of the semi-structured interview

**Dr. Livia Mateiaș**, Romania, West University of Timișoara, *Introducing Contemporary Arts to Contemporary People*

Having as a starting point the motto: “In the last century, defining art has become a challenge” (Stephen Wilson, *Art+Science Now*, New York, Thames & Hudson, 2010, p. 8.) the conference *Introducing Contemporary Arts to Contemporary People* intends to present the latest tendencies in arts. Observing the mutations in the behaviour of people in the 21 century due to the internet, mobile technologies and social media, it becomes obvious that the contemporary spirit is prepared for a new kind of art. Digital art has evolved along with computer technology in

different stages.

**Dr. Zvia Markovits**, Israel, Oranim Academic College of Education, **Dr. Helen Forgasz**, Australia, Monash University, *Beliefs Hold by Elementary School Students toward Mathematics*

Beliefs students hold toward mathematics influence their learning. In order to investigate beliefs of elementary school students toward mathematics an open-ended questionnaire was administered to 134 fourth grade students (72 girls, 62 boys) and to 149 sixth grade students (71 girls, 78 boys). Results suggest that elementary school students in both grade levels believe it is important to learn mathematics, but that sixth graders believe it is more important than fourth graders do. Fourth graders believe they are doing well in mathematics, and doing better than the sixth graders believe. Boys believe they are better at mathematics than girls do.

**Dr. Adela MăgăŃ Cîndea**, Romania, West University of TimiŃoara, *The Relationship Anxiety, Self-Esteem and Academic Performance in Adolescents*

The present study is a correlational one and is aimed at identifying anxiety and self-esteem levels in adolescents and associations between these characteristics and the academic achievement of adolescents. The sample consists of 300 teenagers in grades VIII, X and XII, aged between 14 and 19, studying in schools in Romania, Timis, Caras-Severin, Hunedoara, Gorj.

The working tools used in the study are The Spielberger State-Trait Anxiety Inventory, Rosenberg scale meant to identify the level of self-esteem and the analyses of student achievement and grade point averages of the previous semester. The analysis and interpretation of statistical data illustrated the existence of positive correlation, statistically significant between state anxiety and trait anxiety, as well as between the amount of self-esteem and the academic achievement of students, but also negative correlations between state anxiety and trait anxiety, respectively teens' performance.

**Dr. Adela MăgăŃ Cîndea**, Romania, West University of TimiŃoara, *The Relationship between Mother's Perceived Parenting Style and Adolescent's Emotional Intelligence and Self-Esteem*

This study aims to identify the level of emotional intelligence and self-esteem in adolescents and correlations between these characteristics and perceived parenting styles' mother. The sample consists of 187 adolescents in grades XI and XII, aged between 17 and 18 years old, studying in schools in Romania, Timis, Caras - Severin, Hunedoara.

The working tools used in the study are intended to identify the scale Rosenberg self-esteem, parenting educational inventory models Embu and emotional intelligence assessment questionnaire (adapted by Mihaela Roco Bar-On and D. Goleman).

Analysis and interpretation of statistical data illustrated the existence of positive and negative correlations, statistically significant between certain parenting styles perceived by adolescents and the self-esteem that their emotional intelligence.

**Laura Maria MeseŃan**, Romania, Novaci Secondary School, *Communicating through Art: From the Surrealistic Drawing to the General Dystopian Picture in Kazuo Ishiguro's Never Let Me Go*

Despite the fact that Kazuo Ishiguro's awarded novel *Never Let Me Go* has been highly appreciated as a dystopian one, revealing a futuristic society determined by medical progress, the aim of this work is to approach how art becomes a means of communication and expression for the characters. My analysis will be focused around Tommy's drawings and the connections that can be made between his artistic perspective and Salvador Dali's surrealist realities. This brief study will bring into discussion how art can communicate suffering, obsessions and an unrealistic perception of world.

**Iulia Mancila**, Spain, Universidad de Málaga, *Policies and Practices in Intercultural Education in Spain. An Overview.*

This paper presents a cartography of the landscape of Intercultural Education in Andalusia, Spain and the current situation of dealing with increasing linguistic, economic, ethnic, socio-cultural diversity in schools. Firstly, it begins with a conceptual clarification of what is understood by Intercultural Education and the underpinning theoretical principles. Then it analyses how the discourse of interculturality is reflected in policy documents and school practices, highlighting the often contradictory distance between the dominant discourse and the daily realities in schools. It ends suggesting the need for more professional development for teachers and school-based research as necessary strategies in achieving quality education for all.

**Dr. Simona Marica**, Romania, Spiru Haret University, *Designing an Educational Project for Complementary Training in Clinical Psychology*

There are, at the present moment, a multitude of development programmes within the different psycho-therapeutic schools of different orientations (psycho-dynamical, experiential, integrative, behaviouristic etc.), but relatively few programmes (including masters) of formation in clinical psychology. In our teaching activity (both authors having a teaching experience in higher education of over 15 years), we have noticed certain lacks of these programmes, our research being focused not only on the analysis of the deficiencies of these programmes, but also on the proposals of realizing a new type of formation in clinical psychology. Specifically, we are aiming at a modular system, within which the analytical syllabus will give more emphasis to clinical practice and developing clear competences, starting from the idea that a curriculum should be a coherent and balanced system of learning experiences through which the student will not only find knowledge, but also develop skills and abilities, internalise values and form aptitudes and behaviours that will progressively help him.

**Radmila Milovanovic, Petrovic Vesna**, Serbia, University in Kragujevac: *Competitiveness and Emphaty of Teachers and Educators.*

Competitiveness represents an important source of competitive behaviour, defined as the tendency for self-evaluation as compared to others, connected with the negative attitudes towards others and the feelings of hostility and string value. Despite the fact that the competitive behaviour does not favour the development of empathy as an important initiator of prosocial behaviour, competitiveness and competitive behaviour are initiated in contemporary education. Starting from this and from the importance of empathy in the context of the development of the professional competencies of the teachers and educators, the work had the goal to examine the empathic competencies of the competitive teachers and educators. The sample of the research was made of 65 teachers and 78 educators (N=143) employed in different towns in Serbia. For the estimation of the empathic competencies *EMI scale of Genc, Mitrovic and Colovic* was used. Competitiveness was examined for the needs of research with the modified *Test of Competitiveness (The Competitiveness Test, Houston and Smither)*. The received results point that the students and educators in the whole sample possess the empathic competencies, but that there are also important differences ( $p < 0,001$ ) in the empathy with the negative emotions of others between the competitive and non-competitive teachers and educators. The results point to the necessity of re-examining attitudes about the importance of initiation of the competitiveness in the context of the development of the personality and the educational work.

**Dottoranda di ricerca in Pedagogia Arianna Morini**, Italy, Università degli Studi Roma Tre, *Leggere a scuola sui tablet: l'importanza della familiarizzazione*

L'obiettivo della ricerca di tipo esplorativo è analizzare le migliori modalità per introdurre la lettura di e-book illustrati e interattivi su tablet nella scuola primaria. Dallo studio di caso condotto emerge che, nonostante gli studenti siano considerati nativi digitali, la fase di familiarizzazione (Lumbelli, 1983; L'obiettivo della ricerca di tipo esplorativo è analizzare le migliori modalità per introdurre la lettura di e-book illustrati e interattivi su tablet nella scuola primaria. Dallo studio di caso condotto emerge che, nonostante gli studenti siano considerati nativi digitali, la fase di familiarizzazione (Lumbelli, 1983; Schugar et al. 2013) con il dispositivo è indispensabile per assicurare al bambino gli elementi di base per navigare e interagire con l'e-book. Considerata la natura variabile dei software, i giovani lettori dovrebbero essere incoraggiati a sviluppare flessibilità mentale e capacità di problem solving nella lettura di testi digitali in continua evoluzione (Javorsky e Trainin, 2014).

**Dr. Geraldine Morris**, UK, University of Roehampton, *Disturbing Perceptions: Using a Digital App to Develop Insight into Choreography*

Joseph Dunne writes that education should create 'an ability for independent thought and reflection...and a care for clarity and expressiveness...' Educating through an art medium can help to achieve just such an objective. In the following paper, I discuss the benefit of engaging with a choreographed work as opposed to a performance of it and show that by using a digital App, specifically designed to guide observers away from technique, perceptions of dance can be altered. An App can encourage observers to pay attention to the art-work. It asks us to reconsider dance, thereby developing an independent way of thinking about all art. The paper will explore the notion of practical judgment, arguing that engaging with a dance App can be both liberating and creative.

**PhD fellow Summer Mouallem**, U.K., University of Central Lancashire, Preston, England. *Linguistic Exploitation and Grammatical Construction of Taboo Language*

Taboo embarrasses humans and brings shame to them; it means we avoid it and try not to talk about it. Yet, taboo has long fascinated us especially as it is seen as something forbidden. Yet many use it to express emotion or to gain attention. How we handle it differs according to many factors, including our culture. Despite the avoidance of uttering taboo, it has managed to affect our use of language in creating new terms or euphemisms and special rules when uttering it. This paper aims to address those rules of language and the linguistic exploitation of taboo.

**PhD fellow Ionuța-Natalia Munteanu- Iorga**, Romania, West University of Timișoara *From the Deconstruction of the Socio-Politics towards the Reconstruction of Identity – Central Europe, the State Crisis Mosaic*

The discussion terms concerning the Central-European literature define – up until this moment – the cultural diversity, the paradox and even the irony as a sign of epic spontaneity. Along with a certain pattern of an organic understanding the *generalized history* (that various nations have often arbitrarily cultivated over the centuries), polarities of various types define the central part of Europe as a space confirmed to be an amazing geostrategic area. The historical events are, as well as the moments of personal existence within a community, the reasons that have caused a literature limited by household issues, habits and provincial struggling and worries. The political, social and personal dramas have determined, at their turn, the occurrence of some specific themes (cleavage, memory and rememorize, the imperial myth, inadaptability and inadequacy). These are the starting points towards the examination of the state crisis, which influenced the recast of the ethnic and cultural Central-Europe identity. Within this process, literature is an instrument that serves for illustrating the cultural landscape area - which is still changing. The direct signs of a generalized crisis are also part of a series of tertiary political phenomena, placed in a relationship of economic and ideological causality.

**Dr. Nadolu Narcisa**, Romania, West University of Timișoara, *Structuring Values in Education*.

Aiming to polish and propel each human potential, but through a proper connection to social, economical and cultural contexts, specific educational activities connect powerfully with the relational and axiological aspects of our development. Thus, values give meaning to the educational demarche, adjusting and enriching it with prospects that support human development in line with the desirable aspects for our world. Through the polarization of reality, values, as main axiological structure, prove to be a facilitator of constructive exchanges between the individual and the environment. What the social awaits – social desirability - or what the social validates (as arguments or reasons for individual actions) is a reference point in structuring the educational approach. The knowledge and analysis of the axiological dimension continues to be considered a significant element for the optimization of teaching.

**Dr. Maria Niculescu, Dr. Anca Frant**, Romania, West University of Timișoara, *The Influence of Classroom Management Quality on Students' Behaviour*.

The value of a teacher depends, among others, on their ability to transfer information from the scientific level to that of the efficient reception and understanding of each beneficiary of education, depending on individual features and age. The present study investigates teachers' and students' beliefs and visions about student behaviour management. Starting from the assumption that the identification of the line between formative supervision vs punitive supervision or between formative supervision vs the absence of supervision is a sensitive issue, the present study analyses these forms of supervision in order to provide support for high quality professional development and training.

**Dr. Svitlana Novoseletska**, Ukraine, National University of Ostroh Academy, *The Student's Self-Study of Professional English as a Complex Teaching Phenomenon*

Self-education of the students in the study of professional English is the primary means of mastering the learning material at any time, free from mandatory training tasks. It helps in deepening and broadening of knowledge, cognitive abilities of the students as the main reserve that increases the efficiency of training of highly qualified specialists. The aim of self- education is to develop an independence of the students to create the ability to take the responsibility to solve the problem and find solutions. It has an educational value to create independence, not only as a set of skills, but as a trait that plays a significant role in the personality structure of modern highly qualified specialists.

**Dr. Monica Oprescu**, Romania, West University of Timișoara, *Culture and Identity in EFL Contexts*

The identity of learners has been a subject of interest for some time, especially with reference to ESL and EFL settings, due to the multicultural and multilingual situations. Connections between language, the cultural dimension and the social one have been analysed by Claire Kramsch, who inquires about the creation of new identities that the

teaching of English promotes. The focus of this presentation will be on the development of elements such as cultural identity, intercultural communication and intercultural awareness in specific EFL situations.

**Dr. Gulfia Parfilova, Dr. Roza A. Valeeva**, Kazan, Federal University, *Study of Orphanage Children's Value Orientation*

The aim of the research is to study and diagnose the Russian orphanage children's value orientations formation with all its components aggregated. 52 children of Laishevo orphanage, Republic of Tatarstan took part in the empirical study. To study children's value orientations we have applied M. Rokeach's (Rokeach, 1973) procedure of value orientations investigation. During our research terminal and instrumental values of boys and girls living in orphanages were identified. On the basis of the received results, recommendations of special psychological and pedagogical work organization to increase the level of the orphanage children positive value orientations are given.

**Dr. Magda Petrescu**, Romania, West University of Timișoara, *Emotional Intelligence and Academic Performance among Students*.

In this paper we will highlight a series of social aspects regarding emotional intelligence. Our considerations are based on the results obtained after administering the Test on Emotional Intelligence (adapted by M. Roco after Bar-On and D. Goleman) to students from West University of Timișoara.

The overall objective of our research was to identify the level of emotional intelligence at different categories of subjects and the relations between them and the elements that define academic performance of the students participating in the study. Thus, after the processing and analysis of results, we have obtained a set of data regarding the level of emotional intelligence of the different investigated categories (gender, field of study, area of origin), a hierarchical distribution of content exploitation of emotional intelligence and we also established a relationship between emotional intelligence and academic performance.

**Vesna M. Petrović, Radmila Milovanović**, Serbia, University of Kragujevac, *Collaborative Style of Work in a Peer Group - Cognitive and Socio-Emotional Dimensions*

The goal of this work is to examine the connection between cognitive and socio-emotional aspects of peer collaboration while solving physics problems in a group. In this work, part of the findings are presented which dealt with the effects of group learning on the development of scientific terms in a school environment. Fifteen groups participated in the study; each group consisted of 3-4 students, with a total of 50 students. According to the results there are significant differences between the groups in the collaborative style - some groups were mainly using argument-based way, while the others used mainly non argument-based dialog. This differences are statistically important on the level of 0.01 ( $\chi^2=31.28$ ,  $df=11$ ,  $p<01$ ). Unlike the groups with argument-based dialog, 'non-argument' groups are characterized by a discrepancy in cognitive competence between the members. Cognitive differences between the members of the group, on a socio-emotional level are related to the ratio of dominance and submissiveness.

**Tadej Pirc**, Slovenia, University of Ljubljana and Germany, University of Tübingen, *Post-Metaphysical Ethos: "Right Values" between Relativism and Perspectivism*

Based on Nietzsche's analysis of the morality this paper seeks to explain the thesis that the postmodern, or post historic ethos in the form of value and belief system (ideology) lost its point of reference and a proper measure, since there is no other foundation left than that of rationality and calculation. The disenchantment of metaphysics resulted in the vanishing of the difference between a priori good and a priori evil, and, therefore, sentenced the contemporary man to mere relativism and perspectivism. How to, then, pass on the so-called right values and cultivate children into "good citizens"?

**Dr. Zuzana Podracka**, UK, Aberystwyth University, Wales, *Perceptions of Authority among the Slovak Youth before and after the Velvet Revolution*

Based on an on-going oral history research project on secondary education in Czechoslovakia before and after the Velvet Revolution, this paper examines the changing attitudes of young people towards traditional figures of authority, such as elders, parents and teachers. There is evidence to suggest that teachers now command less authority and respect than they did before 1989, and this arguably mirrors the changing attitudes of society towards the concept of authority figures in a broader context. Several factors identified as sources of this phenomenon, such as societal norms, family environment, and the quality of teaching and approach of the teachers themselves will be discussed.

**Dr. Irina Teodora Radu Motataianu**, Romania, University of Bucharest, *Child Affective Neglect*

"Bad" treatments applied to children generate serious effects on their development and, ultimately, on their anti-social behaviours. The warm and comprehensive climate in which both children and parents send each other clear signals of mutual approval, valuation, love and respect represent not only a framework, but also a means of harmonious and integral development, of mental and moral health. Parents' self assessment and understanding of their children's needs build the foundation of this climate. Our aim was to identify the practices used by families with their own children and the effects of these practices, as well as the involvement of school in parents' training. We used the research methods of psychological observation and questionnaire-based survey.

**Dr. Elena Rafaila**, Romania, University of Bucharest, *The Importance of Physical and Psychometric Education in Early Childhood*

Physical and psychometric education begins in the first year of a child's life, is intensive throughout his different stages of growth, then it continues during his whole life in the form of education and self-education. Self perception, self confidence, the feeling of success, a predominantly positive affectivity are just a few of the psychic components of personality. Physical and psychometric education considerably contributes to the shaping and development of these components.

Our aim was to see the family involvement in this education and the extent to which school intervenes in the instrumentalization of the family for an early and efficient physical and psychometric education. In our study, we used the methods of observation, pedagogical experiment and questionnaire-based survey.

**Dr. Mihaela Răducea**, Romania, West University of Timișoara, *Educational Intervention Ways (Methods) to Develop Assertiveness at Preschool Age*

This paper aims to identify the type of relationship between the usage of the educational techniques and communication, assertiveness of the child to teacher at preschool age and identifying how the education assertive techniques influence the development/improvement of socio-emotional (socio-affective) of learners.

The deceleration observed effects will take into account the following categories of variables: type of study (quasi-experimental); subjects age (3-6 years old); assertiveness issues under consideration (assertive behavior, assertive communication); the gender of subjects and the type of educational techniques - directive, nondirective, "locus of control", playful educational techniques, etc. Qualitative variables studied are: assertiveness, passivity, aggression.

**Dr. Camelia Radulescu, Dr. Laura Ciolan, Dr. Anca Petrescu, Dr. Cristian Bucur**, Romania, University of Bucharest, *The Role of Teacher Trainees' Beliefs in Shaping a Sense of Self as a Teacher*

This paper discusses the role of the initial training in shaping teaching philosophies and practices. Teaching beliefs and attitudes are considered central to effective teaching and learning behaviour, as teacher trainees are influenced by their beliefs which are closely linked to their values, their views of the world and to their conceptions of their place within it. This research investigated 1<sup>st</sup> year trainees who revealed their expectations for training, the development of their understanding of 'teaching' and 'being a teacher' throughout the programme, and their plans for further professional development. The findings can inform future course and programme design.

**Dr. Octavian Repolschi**, Romania, West University of Timișoara, *Beliefs and Behaviours in Learning Critical Thinking Skills*

The paper will present the relation between students' beliefs and behaviours observed in the process of learning Critical Thinking Skills. In the first place some consideration concerning Critical Thinking Skills are to be sketched. Then the testing-learning procedure will be shortly summarized and justified. Thirdly the evaluation of beliefs, their relations with knowledge and the associated behaviours are presented. The results of the periodic testing procedures that were taking place according to the established methodology are to be discussed. Finally, some general considerations concerning the relations between beliefs, behaviours and knowledge emerged in the process of learning are going to be presented.

**Professor Paloma Rodriguez-Miñambres**, University of the Basque Country, *A Portrait of Elementary and Primary Teachers-To-Be: their reading beliefs, behaviours and habits*

This paper presents the results of an investigation about the reading beliefs and behaviours of Elementary and Primary Teacher Training Degree students at the University of the Basque Country. This research aims to highlight

the importance of the reading practices these future teachers perform, as they will be responsible to develop and promote children's interest and affection for reading. 740 students participated in the research. The results are consistent with data from previous research on the reading habits of university students: although students acknowledge that reading as a daily basis is important and necessary for being good teachers, their reading habits are poor and reading takes little time in their leisure activities.

**Hans de Roos**, Germany, *Count Dracula's Address*

My paper will deal with Stoker's strategy to refer to real locations, simultaneously obscuring the places where essential scenes take place. Examples: the location of Castle Dracula, the location of the Scholomance and the model for the Count's Carfax building - all directly associated with Count Dracula himself. The same mechanisms applies for the timeframe of the novel (not 1893) and the identity of the Count: the novel does not point to Vlad the Impaler but to an "other" of the Dracula race. Some examples will be added from Stoker's notes (Singleton) and from Makt Myrkranna (Barrington, Tellet, Varkony, Koromezzo).

**Dylan Roys**, Lincoln School of Film and Media, University of Lincoln, *Radio therapy: Experience-Based Media Education in the Forensic Context*

This paper reports on the challenges, ethos and goals of a creative a media education project undertaken at one of the UK's highest security NHS psychiatric hospitals, Rampton, which provides treatment for some of the most profoundly disturbed offenders in the country. This collaboration between the hospital's education unit and the School of Film and Media, University of Lincoln, involves engaging a group of highly volatile patients with enhanced personality disorders in the production of audio drama, through a structured, creative and reflective learning experience. The aims of the work are to use creative practice and experience-based education to contextualise the dialectical behaviour therapy (DBT) provided and to facilitate improved patient understanding and regulation of emotional states.

**Mr. Guillermo Rios**, ARK, Atwood: *The Importance of Play in Early Years Development*

From a psychoanalytic perspective, one of the first references to play within young child development may be found in Freud's (1920) description of his grandson's play. According to Freud, his grandson played with a wooden reel as a way of dealing with separation from his mother. Subsequent psychoanalytic authors as Klein (1975) and Winnicott (1971) have stressed the importance of play and have pointed the different meanings that it has within intra-subjective experience. This paper will refer to some psychoanalytic ideas on play and will relate them to a contemporary educational setting where free play and emotional development seem to be marginalized.

**Dr. Shantana Saikia**, India, Bahona College, *Folk Narratives and the Indexical World of Sattra Identity*

In India, oral traditions of imparting education have been a part of cultural ethos since ancient times. Popular folk narratives defining and idealizing a particular community are found in every community and caste and create cultural constructs and identity formation.

This paper focuses on a few legends of supernatural injunction found within a five hundred year old religious monastic institution called sattras. Regarded as sacred, their performances fulfil various tasks like encoding a belief system that mould their behaviour and create an index of self perception. The paper is based on primary data collected over a period of three years.

**Nóra Sebestyén**, Hungary, Social and Comparative Cultural Psychology Group, Institute of Cognitive Neuroscience and Psychology Research Centre for Natural Sciences, Hungarian Academy of Sciences, *Narratives of Effort in Migration Context: Comparison among Chinese, Hungarian and Chinese Immigrant Students*

The aim of the study was to reveal cultural scripts of effort in narratives among Chinese (N=47), Hungarian (N=49) and Chinese immigrant (N= 43) students living in Hungary, moreover to investigate the effect of acculturation on the script. Participants were asked to provide narratives about past personal efforts. Content analyses were done on 222 narratives (76 Hungarian, 79 Chinese, 67 immigrants). The results show that Chinese cultural script of effort (learning-related, elaborated strategies, pragmatic) is maintained even in cultural transition, the Hungarian script (relationship-related, less elaborated, emotional) had no effect on the immigrants' narratives.

**H. Kubra Saygili, Talha Yavuz**, Turkey, İstanbul Şehir University, *Imagination in Speaking Classes: My 'Romeo and Juliet'*



Main purpose is to indicate an activity which aims to promote the speaking and writing abilities. This workshop will increase the communicative competence since it involves fun feature of the motivation. In conclusion a few game-like writing activities followed by role-play are planned to be shown. Teacher gives the summary script of real Romeo and Juliet to each group and teaches the targeted vocabulary. Teacher asks students to finish the play as they wish. Final stage aims to help students use some productive skills. Each group distributes the roles among themselves and starts to act their own 'Romeo and Juliet'.

**Dr. Nuria Serrat, Dr. Zoia Bozu, Dr. Maria del Mar Prats**, Spain, University of Barcelona: *Entrepreneurship and University. Diagnosis, Good Practices and Actions in the Catalan Universities*

In this work let's sense, beforehand an investigation, which aim is to understand and transform the views, attitudes and current practices (in multiple senses) of the Catalan universities regarding the promotion of entrepreneurship, and adding a new component to achieve the excellence in higher education and thus, optimizing the chances of future employability of graduates. That is why we analyze what actions, practices, resources etc. the Catalan universities set up to promote entrepreneurship, which could be observed in best practices transferable to other realities and latitudes and determine what might be the strategies to follow to improve integration in the labour market based on self-employment. We propose a qualitative applied research. We believe that this is the best methodology that will allow us to investigate the object of our study, holistic, and attending the meanings of the different actors involved in the research. Our intention is to analyze and understand the practice of promoting entrepreneurship in the context of the Catalan university, taking into account the meanings and perceptions of the actors involved in them. The method used will be the qualitative study of multiple cases (Stake, 1999). Specifically, we will work with a sample of seven Catalan universities.

**Dr. Marina Šimak Spevak**, Serbia, Faculty of Philosophy in Novi Sad, University of Novi Sad, **Dr. Ružena Šimoni Černak**, Serbia, Faculty of Education in Sombor, University of Novi Sad, *Bilingualism, Biliterarity, Identity (exemplified through the Slovak-Serbian Bilingualism in Vojvodina, Serbia – interdisciplinary approach)*

The first part of the paper analyses and defines the concepts of bilingualism, biliterarity, cultural identity and literary context. The paper then proceeds to observe relations between these phenomena in terms of the psychology of bilingualism, sociolinguistic and literary comparatistics. There are complex relations between these phenomena in multilingual and multicultural environments. The paper emphasizes relations between the psychological identity of bilingual authors and the identity of biliterary authors. The relations are observed through examples of cultural and literary context of Slovak-Serbian bilingualism in Vojvodina, Serbia.

**Nancy Schumann**, "Books with Bite", *Emotion and Identity in Vampire Literature*

The paper explores the representation of emotions and identity in Dracula and Interview with the Vampire. The paper focuses particularly on the differences of representation between the ages with regards to the narratives' gender roles. Dracula sets out on the traditional gender-role path of showing it's women as the emotional being; whereas Anne Rice's works reverse the gender-role when it comes to emotions. The paper will explore that and how this is done to open the discussion on when and why.

**PhD fellow Ignasi Sols Balcells**, Spain, University of Barcelona, *Violent Video Game Play and Reduction of Social Concern.*

Many studies have found that playing violent video games increase aggressive behaviour, both in the short and in the long term. However, the values of habitual violent video game players have been less well studied. I have done a cross-sectional pilot study (N=208) that shows that violent video game players have less interest for several important social issues analysed. When controlling for sex, this effect is reduced, although still significant in many important questions, especially among male participants. I also present an improved test design.

**PhD fellow Andrea Stéber**, Hungary, Eötvös Loránd University, *Opportunities of Informal Learning in the Workplace*

One of the most important platform of adult learning is workplace learning, where formal learning is limited thus in the information society non-formal and informal learning became emphasized. I have investigated workplace learning, especially the informal learning processes in connection with channels and tools of knowledge sharing and acquisition with the use of literary analysis and a micro research done in an SMB company operating in a knowledge-intensive sector. The results verified my hypothesis, that informal learning plays an important role in workplace learning, and its efficiency can be increased by (proper) knowledge management tools. Using these results I would

like to highlight the importance of having both knowledge management and to support of workplace learning in place in order to maintenance an efficient knowledge economy.

**Marko Strle**, Slovenia, University of Primorska, *A Critical Insight into the Understanding of the Teacher's Teaching*

This paper presents some crucial thematic areas in education, such as critical thinking, reflective reasoning and the active role of teachers in understanding their own process of teaching and working. In the project work we were analyzing the effects of enhancing critical thinking and cooperation among teachers who were developing the pupils' competencies of critical thinking. In a more general aspect we directed our work toward professional discussions about critical thinking and in a more specific domain toward the development of interpersonal learning to boost critical thinking. Teachers were asked to implement their teaching process through different options of evaluating their teaching in terms of being more cooperative among colleagues and furthermore to be more reflective on their own practice.

**PhD fellow Andrea (Pop) Suta, PhD fellow Ramona Ioana Ungur**, Romania, University of Oradea: *Family, First Educational Environment in Building Career Profile.*

At mid-century, in 1949, the American sociologist Robert King Merton wrote in one of his publications that family is the most important „ belt ' cultural norms from generation to generation'' . Through the primary socialization process, children acquire important values and beliefs specific to the family of origin. All this became significant factors in the career decision.

One of the main goals of this paper is to identify how family values transmitted from generation to generation can be found in the construction of youth career profile. With the transmission of this values and beliefs, parents transmit particular profession too? It is one of the questions that obtained many affirmative answers and also is the question that we will try to answer at the end of this article.

**Dr. Carmen Maria Țiru**, Romania, West University of Timișoara, *A Comparative Study about Students' Opinion on High School and University Curricular Contents Approaches*

The main issue highlighted in this article is the importance of approaching the curricular contents in a modern perspective, respecting some characteristics, pointing of also by the new curricular theory. Using a 22 items inventory, on a sample of 165 students from West University of Timișoara (first year of study), our research goal was to establish students' opinion about the measure on which the curricular contents taught to them respect the main characteristics of this modern approach. The interpretation of the research data points of the similarities and the differences between the curricular contents used in the teaching process at high school level and that used at university level.

**Dr. Letterio Todaro**, Italia, Università di Catania, *Formazione democratica e pedagogica e pedagogie narrative: L'educazione alla convivenza civile, il rispetto delle regole e il contrasto alle Mafie nella recente letteratura per l'infanzia e per ragazzi in Italia.*

L'educazione alla cittadinanza, al rispetto delle regole e alla legalità costituisce un'istanza fondamentale della pedagogia contemporanea all'interno delle società democratiche. La vita democratica si basa infatti sull'apprendimento di norme e di valori che fin dalla prima infanzia orientano l'individuo a riconoscere nel sistema delle regole condive il dispositivo capace di governare le pratiche sociali ai fini del 'bene comune'. Ma attraverso quali strumenti è possibile suggerire i valori dell'importanza del rispetto delle regole, delle norme, delle leggi e orientare la formazione della persona verso un immaginario alimentato da un'etica della convivenza che rispecchia il senso dell'adesione al progetto democratico? Il racconto per immagini o la narrativa letteraria possono costituire sicuramente dei supporti importanti per accompagnare una progettualità pedagogica sensibile ai valori della legalità e delle democrazie. Uno sguardo alla recente evoluzione della letteratura per l'infanzia in Italia può riuscire utile a indicare come la narrazione e la lettura possano interpretare già nel messaggio rivolto ai più piccoli – a partire dal picture book – la capacità di parlare di argomenti importanti, costruendo una sensibilità per i temi sociali e aiutando la pedagogia democratica in un efficace compimento del suo percorso.

**Dr. Simona Trifu, Anca Gutt, Andrei Șerban Zanfirescu, Costina Dimian**, Romania, Bucharest University, *Intellectualization as Ascetic Way within the Avoidant Structure. Between Neurosis, Inhibition and Psychological Sensitivity*

The present study outlines the personality of a young man, which can be classified by the old psychiatric terminol-

ogy as a *verra neurotic structure* and by DSM IV as *avoidant personality*, who would like to have social relations, but lives every social contact in a *cvasi- anxiety*. Our patient has difficulties to integrate because of his permanent anticipative sceneries regarding a potential fiasco and also he presents ascetic inflexibility type and intellectualization who lead to cancel the sexual compulsion and shame, mediocrity and depreciation. The psychological sensitivity, in this case, without the medical care can develop a major depressive episode.

**Dr. Simona Trifu, Florentina Ionela Lincă, Claudia Nicoleta Vîja**, Romania, Bucharest University, *Organic Affective Disorder Effects of Alcohol on Mental Life and Mendacious Behaviour*

In this paper we bring to your attention a topical issue, extensively addressed in the world of psychologists and psychiatrists, such as, a case of conduct mendacity. The patient had disorganized thoughts, emotional turmoil, organic affective disorder (caused by alcohol) and dispositional mixed episode, Axis I, personality disorder of Cluster B (histrionic, antisocial, self-centered) with grandiose ideation, invented some. A complex diagnostic, which emphasizes the pathology of the human psyche, behaviour mendacity and disorganization of thought.

**Dr. Roza Valeeva, Dr. Aidar M. Kalimullin**, Kazan, Federal University, *The Role of Parent- Child Relationship in the Formation of Primary School Children Non-Violence Position*

The aim of the research was to identify and test experimentally the impact of parent-child relationship on the formation of the primary school children non-violence position. During the research the effectiveness of the correctional and development program "Together with my mom" was verified to promote parent-child interaction, as well as gaming technology aimed on creating a position of non-violence of primary school children. 54 school children, Kazan, Russian Federation took part in the empirical research. The complex of diagnostic instruments to research parent-child relationship characteristics, non-violent interaction of children has been applied. To identify the correlation between the received data (types of interaction between children and data on the scale of the child-parent relations), we used the method of correlation analysis, based on the calculation of Spearman's Rank Correlation.

**Dr. Agzam A. Valeev, Dr. Alfia R. Baranova**, Kazan, Federal University, *Pedagogical Conditions of Students' Self-Realization Capacity Development*

Pedagogical conditions of students' self-realization capacity development are the scientific problem of the research. The objective of the research was to study and diagnose students' capacity for self-realization and to prove theoretically and test on the basis of the experiment pedagogical conditions of future specialists' capacity for self-realization formation. The students' capacity for self-realization development as the process of uncovering and realization of personal potential of students in a variety of activities and communication can be effective under the following conditions: - Inclusion terms and concepts into the learning content targeting future specialists on reflection, self-projection, self-development of professionally significant qualities, the development of students' reflective and evaluative skills and abilities; - Cultivation of the student's imperative for self-orientation embedded in his instincts and abilities, the formation of his value systems to the self-realization. The most productive potential of students' self-realization is formed in the space of culture, its specific features reflected in the humanities (for example, foreign languages). It helps to form their worldview, important for personal identification and readiness for professional fulfillment.

**Dr. Simona Vasilache**, Japan, University of Tsukuba, *Intercultural Communication in a Japanese University International Environment*

Communication between people belonging to different cultures has a unique dimension in the context of high-level education. In our study, we observe the cultural aspects of communication between international students coming from more than 20 different countries, studying at a university in Japan. The subjects in our case study belong to a particular program, in which the curriculum is taught entirely in English. Classes are often a mixture of international and Japanese students, with various cultural backgrounds, studying in English at a Japanese university. We believe we can offer an interesting view on intercultural communication in the above-mentioned context.

**Ana Vlaisavljevic**, Serbia, Faculty of Philology, Belgrade University, *A Comparative Exploration of the Impact of Teacher Education on Foreign Language Student Teachers' Pedagogical Beliefs: Serbia and Great Britain*

The paper examines various factors that shape foreign language student teachers' pedagogical beliefs including their prior language learning experience, professional coursework, teaching experience, exposure to the target language/culture, etc. The analysis of personal histories of one Serbian and one British student teacher serves to

determine the extent to which pre-service teacher education in their respective cultures plays a role in the development of their personal theories of teaching.

**Dr. Simona Maria Vlădica**, Romania, Sănătatea Media Group, *Explore Medicine TV*

Explore Medicine TV is the most elaborate medical video portal on the international market in the field. The online teaching platform is unique by its novelty, quality and especially useful because of its teaching opportunities. The existing scientific content on Explore Medicine TV meets the real needs of all health care professionals involved in education and covers human medicine, veterinary medicine, dentistry and pharmacy.

Video teaching materials are specifically designed for students of Human Medicine and Veterinary Medicine, physicians, primary care physicians, dentists, pharmacists, nurses, dental assistants and teaching assistants. All teaching material is structured according to the level of training and understanding of each user. All the people interested in such content can benefit from video teaching materials designed separately, for each condition. Constantly taking the pulse of the medical world, Explore Medicine TV is the main source of education and information for those working in the health sector, covering a wide range of topics for each category of user.

**Proffesor Norma Zakaria**, Liban, Université Saint-Esprit de Kaslik, *Éduquer à la culture du dialogue, un enjeu pour le dialogue des cultures.*

Les changements qui ont affecté la vie dans les dernières décennies après lesquelles le dialogue des cultures est devenu une évidence à admettre, ont préconisé un nouveau mode d'éducation dont la portée se répercute actuellement sur le contexte scolaire. De là à savoir quel type de relation est à déceler entre culture, dialogue et éducation, sans toutefois omettre que la vraie tâche de l'éducation a toujours été une tâche éminemment sociale. En effet une corrélation étroite entre la culture du dialogue et le dialogue des cultures régit actuellement les visées éducatives pour l'épanouissement de la personnalité de chacun et la construction d'une altérité solidaire.

**Mitchell Grant**, U. K., participant without paper.

**Susannah Schaff**, U.S.A, Pace University in New York, participant without paper.