

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

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

CONFERENCE PROGRAMME

23-25 June 2016

Timișoara

CONFERENCE ORGANISERS:
West University of Timișoara, Teacher Training Department

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(Middlesex University)
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(University of Bordeaux)
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(West University of Timișoara)
Dr. Roxana-Andreea Toma
(West University of Timișoara)

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(coordination Humanities)
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ART EXHIBITION Ramona Hudak

SPONSORED BY:

West University of Timișoara, Timișoara City Hall, The “Universitas Timisiensis” Union

Thursday, 23 June 2016

8.00 – 9.00 Registration

CONFERENCE OPENING ADDRESS

9.00 -9.30 – A01, West University of Timișoara

Prof. Dr. Marilen Pirtea, Rector
Prof. Dr. Nicolae Robu, Mayor of Timișoara
Dr. Irina Macsinga, Vice-Rector
Dr. Mădălin Bunoiu, Vice-Rector
Dr. Cosmin Enache, Vice-Rector
Dr. Roxana – Andreea Toma
Dr. Marius – Mircea Crișan

PLENARY SESSION-room A01

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

9.30-10.15

Professor Ingrid Schoon (keynote speaker), University College London, *Making it Against the Odds: Diverse Strategies and Successful Adaptation in the Transition to Adulthood*

10.15 – 11.00

Professor Clive Bloom (keynote speaker), Middlesex University, *Dracula and the Psychic World of the East End of London*

Coffee break 11.00-11.30

PLENARY SESSION

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

11.30-12.15

Professor Alexandru Gafton (keynote speaker), "Alexandru Ioan Cuza" University of Iași, *Science and Authority*

12.15-13.00

Professor Ștefan Borbely (keynote speaker), Babes-Bolyai University, *The Postmodern Teacher*

Lunch 13.00-14.00

14.00 – 16.00 Parallel sessions

14.00-16.00 Poster session

Coffee break 16.00 – 16.20

16.20 – 17.50 Parallel sessions

18.00– 20.00

Literary and cultural tour of Timișoara (Victory Square, Freedom Square, Union Square).
Meeting point – West University of Timișoara, Pârvan Blvd. 4, main entrance.

Dr. Simona Adam and Dr. Marius-Mircea Crișan

Friday, 24 June 2016

PLENARY SESSION-room A01

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

9.00 - 9.30

Professor Régis Malet (keynote speaker), University of Bordeaux, *Citizenship, Belongings and Youth Cultures in the Global Age*

9.30-10.15

Dr. Sam George (keynote speaker), University of Hertfordshire, *The Representation of Romanian Folklore in British Fictions of the Undead: Bram Stoker to Marcus Sedgwick*

10.15 - 11.15

RRI a Path for Education Science to Meet Citizen Science (presentation)-Virgil Rotaru
Responsible Research and Innovation (workshop)-Virgil Rotaru, Petia Gancheva and Milen Dobrev

Coffee break 11.15-11.30

11.30-13.00 Workshops

Lunch 13.00- 14.00

14.00-16.20 Parallel sessions

Coffee break 16.20-16.30

15-16.20 On line presentations

16.30-17.30 General conclusions

Saturday, 25 June 2016

PLENARY SESSION- room A01

Chair: Professor Ștefan Borbely

8.15 – 9.00

Keynote lecture: Dr. Marius-Mircea Crișan, West University of Timișoara: *The Banat through Foreign Visitors' Eyes*

9.00–16.00: Excursion in the County of Timiș. Meeting point – West University of Timișoara, Pârvan Blvd. 4, main entrance.

23 June, Thursday

14.00 – 16.00 PARALLEL SESSIONS			
Time	S.1 - Room: A01 Chair: Sam George	S.2 - Room: 106 Chair: Simona Vasilache	S.3 Room: 208 Chairs: Raymond Datuon and Cristina Ceapă
14.00 – 14.20	1.Letterio Todaro, <i>On a Journey towards 'Otherness': Themes and Metaphors of the Intercultural Encounter in the Italian Contemporary Children and Young Adults Literature.</i>	1.Emil Mircea Lazar and Elena Nicoleta Mircea, <i>Une méthodologie de recherche possible pour l'évaluation scolaire</i>	1.Simona Adam, <i>Role Models and Value Patterns that Shape the Academic Career Path. Case-study: the West University of Timișoara</i>
14.20 – 14.40	2. Roger Davis, <i>Imagined Monsters: Plagiarists and Cannibals</i>	2.Katalin Hankovszky, <i>Beliefs=Presuppositions? of a Brief Coach Trainer and how They Influence Learning in a Training</i>	2. Mona Vintila, <i>Comparative Assessment of the Stress Level in Romanian Adult Educators and Adult Learners</i>
14.40 – 15.00	3.Constantina Raveca Buleu, <i>Soothing Nightmares: Philip K. Dick's Man in the High Castle</i>	3.Akbar Valadbigil, <i>Capable Teacher, (Capable Teachers, the most efficient human capital in the process of transition into the stable communities)</i>	3.Liisa Uusimaki, <i>Cultural Change and International Student Mobility: A Swedish Experience</i>
15.00 – 15.20	4.Brankica Bojović, <i>A Mosaic of Different Intelligences through the Prism of Culture</i>	4.Milanka Maljković, <i>Correlation or Integration of Speech Development with Other Fields of Work within Creative Interpretation of Literary Texts</i>	4.Sarmite Jegere, <i>The Meaning of Interpretation and Participation in Cultural Tourism's Products</i>
15.20 – 15.40	5.Marius-Mircea Crișan, <i>Teaching the Fantastic in Middle School: Curriculum and Pupils' Reading Preferences</i>	Discussions	Discussions
15.40 – 16.00	Discussions	Discussions	Discussions
16.00-16.20 COFFEE BREAK			
16.20-17.50 PARALLEL SESSIONS			

	S.4 - Room: A01 Chair: Constantina Raveca Buleu	S.5 –Room: 106 Chair: Carmen Maria Țîru	S6.-Room 208 Chair: Gabriela Domilescu
16.20 - 16.40	1.Béatrice Boufoy-Bastick, <i>The Culturometric Communication Model: Integrating Beliefs and Behaviours with Education</i>	1.Noemi Maczelka and Asztalos Bence, <i>International Cultural Projects in the Music Education Department at the University of Szeged</i>	1.Aida Stoian, <i>Perceptions, Opinions, Conceptions of Teachers and Pupils on the Role of Complementary Methods of Assessment</i>
16.40 - 17.00	2.Béatrice Boufoy-Bastick, <i>Re-structuring Teachers' Professional Development Programmes to Develop Teachers' Professional Identity – Applying the Culturometric Committed Communication model</i>	2.Bence Asztalos, <i>Promoting Creativity and Entrepreneurship through Music, Performance and Cultural Cooperation (Musik kreativ+)</i>	2.Simona Vasilache, <i>Perspectives on Intercultural Communication in a Japanese University International Environment</i>
17.00 - 17.20	3.Dana Gavreliuc, Alin Gavreliuc and Elena Mitu, <i>Students' Profiles in Terms of Time Perspective and Social Axioms</i>	3.Dombi Józsefné, <i>Contemporary Music in School Education and in Culture of Szeged. New Opportunities for Enjoying Contemporary Music</i>	3.Dave Trotman and Stanley Tucker, <i>Education Reform in Sibiu County, Romania: Policy, Restraint and Innovation</i>
17.20 - 17.50	Discussions	Discussions	Discussions

24 June, Friday

	14.00 – 16.20 PARALLEL SESSIONS		
Time	S.7 - Room: A01 Chairs: Letterio Todaro and Mihai Ivan	S.8 (Romanian Language) - Room: 208 Chairs: Narcisa Nadolu and Magdalena Petrescu	S.9-Room 106 Chair: Roger Davis
14.00 – 14.20	1.Monica Oprescu and Dana Crăciun, <i>„English plus Science” within a CLIL Summer Programme</i>	1.Magdalena Petrescu, <i>Disadvantages Versus Benefits of Intelligence in Social Representations</i>	1.Angela Mesaros Živkov and Zagorka Markov, <i>The Cognitions of Pupils and High Schools Students about the Meaning of the Terms: "Cultural Behavior in School"</i>
14.20 – 14.40	2.Mohammed Al-Sadoun, <i>War in Syria through Children's Drawings</i>	2.Maria Mara-Romocia and Laura Iobb, <i>The Development of Partnerships with Preschool Education: the Experience of „Jean Louis Calderon” Highschool from Timișoara</i>	2.Merete Amann Gainotti, <i>Elementary School Children's Spontaneous Representations of Europe and Culture</i>

14.40 – 15.00	3.Paul Blendea, <i>Buddha's Teaching and their Replication in Educational Management</i>	3. Narcisa Nadolu, <i>Formative Models and Value Benchmarks</i>	3.Raymond Datuon, <i>Competing Values Framework of Administrators Among Private College in the National Capital Region</i>
15.00 – 15.20	4.Mihai Ivan, <i>Symmetry Groups in Mathematics, Literature and Music</i>	4.Marinela Vingan, <i>The Francophone Activities and their Educational and Cultural Impact</i>	4.Usha Sharma and Vikram Bhardwaj, <i>Gods, Heroes and Cults: Folk Traditions and Cultural Memory in the Shimla Hills</i>
15.20 – 15.40	5.Michele Della Ventura, <i>Music Academy Studio Musica, Education on the Internet for Social Sounds: A Qualitative Case Study</i>	5.Mirela Lăscoiu, <i>Dacian Fortresses</i>	5.Carmen Maria Țîru,, <i>High School Students' Opinion on Professional Values</i>
15.40 – 16.00	Discussions	6.Dana Crăciun and Mădălin Bunoiu, <i>Class Orchestration in an Augmented Reality Based Environment</i>	Discussions
16.00 - 16.20	Discussions	Discussions	Discussions
16.20-16.30 COFFEE BREAK			

PLENARY SESSION- room A01

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

16.30-17.30 General conclusions

11.30 – 13.00 Workshops

<p>Workshop 1 Room: A01 <i>Where's the Place of Dracula: (De)constructing Stereotypes in the Study of the Mythical Space in Literature and the Arts</i> Dr. Marius – Mircea Crișan</p>	<p>Workshop 2 Room: 208 <i>Equilibrium as Source of Power: from Conflict to Well-being</i> Dr. Roxana – Andreea Toma</p>	<p>Workshop 3 Room: 106 <i>Enhanced Learning Experience using Augmented Reality</i> Dr. Dana Crăciun</p>	<p>Worskop 4 Plenary session <i>Responsible Research and Innovation</i> Virgil Rotaru, Petia Gancheva and Milen Dobrev</p>
<p>The study of literary texts may contribute to the (de)construction of stereotypes about people and places. Starting from the hypothesis that literature and myth simplify history and transform objective reality into subjective perception, we intend to 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. We intend to discuss reading both as a hermeneutic practice and aesthetic experience, based on the impact of the work of art on the reader.</p> <p>We open the discussion by the example of the Dracula myth, with the variety of its forms of manifestation (literature, film, visual arts etc.) and the representations of Transylvania in Western imagination, and we want to extend the debate to other spaces which are “transformed” by literary perception.</p>	<p>The process of understanding power and its determinants still arouses questions and stirs interest as the challenge of exercising and accessing power has a great impact in moulding the person's state. In this direction the aim is to achieve the state of well being rather than throw the person into personal and interpersonal conflicts.</p> <p>In developing and framing the idea of power in the context of personal development equation the workshop will approach the idea of values, goals and tasks. These ideas will be debated and exercised taking into consideration three relevant pillars of a person's environment: work, family/social environment and relaxation/sleep. Sources of personal power that can be valued and of other people's power that can have an impact on ourselves will be put in balance, will be questioned and will be set in action frames. Among the main themes of discussion will be positive and assertive communication, experiences of gaining/losing power, emotions and objectives.</p> <p>Equilibrium as a person's state is seen as a dynamic process that includes self-regulation, understanding and positive emotions. Equilibrium will be discussed in relation to impulsiveness and defensive reactions. Some layouts regarding the construct of psychological</p>	<p>Bridging fiction and reality, bringing the unreal into the real world, has been a longtime human fantasy. Recent advances in technology have made this dream a reality. Moreover, these technological innovations have the potential to engage students in more effective learning experiences as compared to traditional approaches, by making the content more interactive, dynamic and attractive.</p> <p>Augmented reality (AR) is a cutting-edge visualization technology that allows the users of smart devices to obtain a digitally enhanced view of the real world. AR adds layers of digital information like images, sounds, videos or 3D content over real objects and locations using the camera and additional sensors within a Smartphone or tablet. Hence, a composite view is created in which the real scene seen by the user and the virtual scene generated by the device are merged together.</p> <p>In this workshop we aim to give brief insights into Paul Milgram's Reality-Virtuality Continuum as well as discuss how technology can make a bridge between the real and virtual world in the classroom. This workshop will provide the opportunity for the participants to experience VR and AR through hands-on activities based on apps developed for both Android and iOS devices.</p>	<p>The workshop reflects on the current definition of Responsible Research and Innovation – RRI - and outlines the main obstacles and opportunities for putting this concept into practice within the Education community. Through interactive presentation the workshop aims to provide both theoretical knowledge and related abilities for using RRI Tools. Actions will be done through the support of RRI Tools project – a project designed with the aim to pave the way towards responsible R&I by equipping all stakeholders in the process with the necessary tools and skills to start implementing it. A short overview of the current situation in Europe, Romania and Bulgaria, will be presented before to ask participants to share their own views with the help of various techniques for identification of obstacles and opportunities. A closer look for some of the showcases designed to train the RRI community of practice on how to use the RRI glasses and to identify their own practices out of their daily practice will be done in the end of the workshop.</p>

	well being will also be approached.	Workshop overview: • Overview of VR and AR technology in learning and education • Hands-on experience of AR apps and their possible uses in education; • Panel discussions and Future directions. Basic computer skills and usage of mobile applications is desirable.	
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POSTER SESSION

23th of June 14.00-16.00

1. **Adela Cîndea**, *Aspects of Students' Motivation for the Didactic Career*
2. **Cristina Ceapă**, *An Overview of the Impact that the Burnout Phenomenon has on the Students' Academic Performance*
3. **Gabriela Domilescu**, *Education for Values in Current Romanian Education: between National and Global*
4. **Silvia Lucica**, *The Pedagogos of Democracy*
5. **Cosmina Lungoci**, *Considerations On The Role Of Semiology In Developing Intercultural Competences Through The Study of French As A Foreign Language*
6. **Dana Crăciun, Lia-Maria Cinteau and Patricia Vlad**, *Increasing Students' Interest for Science through Creative Learning Activities Based on Cartoon Posters*
7. **Ioana Ancuța Franț**, *Implications of Self-Esteem in Adolescence*
8. **Ramona Hurduzeu**, *Perceptions on the Crises Periods during the Professional Career*
9. **Maria Lungu**, *Emotional Intelligence and Vocational School*
10. **Livia Mateiaș**, *Insights on the Space Art Policy*
11. **Silviu Nișu**, *The Eco-touristic Potential of Semic National Park – an Opportunity for Pupils and Students*
12. **Mihaela Răducea**, *Beliefs, Social Desirability and Assertiveness at Preschool and Primary School Teachers*

ONLINE PRESENTATIONS

24th of June

Room 701, 15.00– 16.20

Chair: Dr. Marinel Iordan, Director IT

1.Zoia Bozu	Spain	<i>Identificación y desarrollo de competencias: una estrategia para la formación del profesorado de educación primaria</i>
2.Zoia Bozu and Beatriz Jarauta Borrasca	Spain	<i>Gamificación y educación: construyendo puentes entre lo lúdico y didáctico en contextos formales de enseñanza</i>
3.Anca Ionescu Trisca	Romania	<i>Challenges in Translating Naval Architecture Texts by 1st Year Naval Architecture Students</i>
4.Raffaella Leproni	Italy	<i>Literature, Language, Prejudice and Society: teaching social behaviours against bullyism in an intercultural perspective</i>
5.Smita Ray	United Kingdom	<i>English as Second Language and the Question of Identity</i>

ABSTRACTS

Simona Adam, Romania, West University of Timișoara, *Role Models and Value Patterns that Shape the Academic Career Path. Case-study: the West University of Timișoara*

The present study analyses two important dimensions of the academic career path. The first of these is the influence of mentors or role models in various stages of the academic career. The second dimension analysed in the study is the core value system that defines the professional identity of the academics. I have used a qualitative methodological approach, based on the comparative analysis of more than 60 semi-structured interviews with retired professors from the West University of Timișoara. The interviews took place between 2011 and 2013 by a team of researchers of the same university. The main goal of the project was reconstructing institutional history through the memories of its key members.

Mohammed Al-Sadoun, United Arab Emirates, United Arab Emirates University, *War in Syria through Children's Drawings*

War in Syria has caused the displacement of millions of people, half of them children. Children who are often unable to understand the complexities and the continuation of this terrible war, find drawing an effective form of expression. Children under such conditions draw to say something or to escape from a tragic reality. The main purpose of this paper is to investigate to what extent war has emotional and psychological effects on Syrian children as revealed in their drawings. Syrian children refugees usually draw scenes of war based on real events they have experienced. This explains why they draw scenes of fighting, death and lethal weapons such as military aircraft, tanks, guns and more. In fact their drawings look very realistic representation of war events. This can be a challenge to the notion that children draw what they know instead of what they see (Willats, 1997). But if drawing is considered a means of expression, therefore it is a language that children use to express themselves. In another words children's drawings "speak louder than words." as de Jager argues (2012). The findings are useful to identify violations and war crimes committed against children.

Bence Asztalos, Hungary, University of Szeged, *Promoting Creativity and Entrepreneurship through Music, Performance and Cultural Cooperation (Musik kreativ+)*

The primary goal of this three-year designed Musik kreativ+ programme is to bring more creativity in school music lessons and identify ways of dealing creatively with music. The established educational networks of the four participant countries Germany (Freiburg), France (Strasbourg), Czech Republic (Brno), Hungary (Szeged) are developing a concept related to the manner in which students can be formed through music in the three areas of creativity, performance and entrepreneurship.

Under these educational and artistic perspectives and conditions the pursuing concept is being tested together with students at Universities and students at schools and will be made available to the public in a common final concert at the end of the second year of the project. In addition, the proven concepts are published in a teacher training curriculum that enables and informs teachers of different types of schools to apply the country-specific creative approaches to teaching. The close integration of the four partner countries forms the basis for the promotion of cultural cooperation in educational, artistic and university level.

Paul Blendea, Romania, Institute of Educational Sciences Bucharest, *Buddha's Teaching and their Replication in Educational Management*

In the paper some essential landmarks of India on the situation before and during the period in which Buddha lived are briefly presented. We will make a parallel between Buddha's philosophy and the philosophy of nature in ancient Greece. A similar pattern is found in the development of material and spiritual culture in ancient Greece and India around 1000 B.C. Buddha's Teaching is analyzed and compared with the Buddhist religion and a number of elements relating to the application of Buddha's Teaching in educational management are pointed out.

Brankica Bojović, Serbia, Alfa University Belgrade, *A Mosaic of Different Intelligences through the Prism of Culture*

This paper discusses emotional, social and ecological intelligence through the prism of culture. Emotional moderation, social and ecological relations between people and the environment determine intrapersonal and interpersonal communication. An innate human tendency toward empathy, cooperation and altruism develops, provided that social intelligence has been developed. Ecological intelligence, according to Goleman, allows you to apply what you have learnt about the ways in which human activity is affecting the ecosystems, so that people might again live sustainably in the area they inhabit, which today extends to the whole planet. All three intelligences are considered in a multidimensional way, seen through the prism of different cultures, and aid the primary recognition of the human dimension in a compiled mosaic of different intelligences.

Béatrice Boufoy-Bastick, Jamaica, University of the West Indies, *Re-structuring Teachers' Professional Development Programmes to Develop Teachers' Professional Identity – Applying the Culturometric Committed Communication Model*

The international literature is replete with scathing criticisms of Teachers' Professional Development programmes (TPD programmes). Many of these programs offer little objective evidence of success and educators internationally are calling for fundamental structural change. A major catalyst driving that change is the burgeoning research on Developing Teachers Professional Identity. In this presentation, we focus on the Culturometric Committed Communication (CCC) as a framework for re-structuring the existing content of Teachers' Professional Development programmes to directly develop Teachers' Professional Identity. Culturometric committed communication (CCC) has been tested for effectiveness in N=150 case studies from seventeen countries over three years. Culturometrics also provides objective measurement processes for evaluating successful implementations of re-structuring Teachers' Professional Development programmes to develop Teachers' Professional Identity.

Béatrice Boufoy-Bastick, Jamaica, University of the West Indies, *The Culturometric Communication Model: Integrating Beliefs and Behaviours with Education and Culture*

Culturometrics (CM) is a Humanistic research philosophy focusing on the dynamics of Cultural Identity. CM has developed specific functional definitions of cultural communication that provide clarifying perspectives on complex social phenomena. It also offers operational definitions of cultural identities from which objective measures of subjective social constructs have been derived that enable these perspectives to be empirically researched and tested. This paper presents the Culturometric Communication model. The Culturometric Communication model is particularly apt for the theme of this conference because it explains the functional integration of beliefs and behaviours with education and culture. This gives a new perspective on affirming Cultural Identity that enables teachers to understand how and why different teaching methods succeed or fail. Thus it empowers teachers to improve teaching and learning and provides a framework for successfully developing innovative pedagogies across the curriculum for both Education and Training from early childhood to tertiary education.

Zoia Bozu, Spain, University of Barcelona, *Identificación y desarrollo de competencias: una estrategia para la formación del profesorado de educación primaria*

Uno de los retos actuales del Espacio Europeo de Educación Superior es la formación por competencias. Es en este contexto que se enmarca el presente trabajo cuya finalidad es doble. Por una parte el estudio pretende identificar y analizar las competencias genéricas o transversales y las específicas que, con mayor o menor frecuencia, aparecen explicitadas en las distintas asignaturas o diseños curriculares que conforman el plan de estudios del Grado de maestros y maestras de Educación Primaria de la Universidad de Barcelona. Y, por otra, ejemplificar o demostrar el desarrollo de la competencia de diseño y planificación de proyectos y recursos en el contexto de una asignatura concreta de formación básica del mencionado programa formativo.

Zoia Bozu and Beatriz Jarauta Borrasca, Spain, University of Barcelona, *Gamificación y educación: construyendo puentes entre lo lúdico y didáctico en contextos formales de enseñanza*

El trabajo que presentamos en esta comunicación es fruto de un proyecto de investigación planteado con el propósito principal de contribuir a la mejora del aprendizaje y las propias competencias de los jóvenes adolescentes a través del desarrollo eficaz de nuevas estrategias metodológicas de aula en la enseñanza secundaria basadas en la gamificación o ludificación. Y, por otro lado pretende contribuir al fomento de la cultura lúdica desde un enfoque más bien didáctico y pedagógico, propiciando al profesorado de enseñanza secundaria una fuente de formación metodológica orientada hacia la correcta traducción e interpretación de la dinámica del juego en un escenario de aprendizaje formal.

Constantina Raveca Buleu, Romania, The "Sextil Puscariu" Institute for Literature and Linguistics within the Romanian Academy Cluj-Napoca, *Soothing Nightmares: Philip K. Dick's Man in the High Castle*

Annie Dillard once said, in a memorable phrase reproduced by Brian McHale in his seminal *Postmodernist Fiction*, that “contemporary fiction gives us a pretext for doing «unlicensed metaphysics in a teacup»”. The phrase can be extended – Brian McHale says – to postmodern fiction itself, “which gives us a pretext for doing unlicensed ontology in a teacup”. My paper starts from the assumption that science fiction combined with unorthodox, fictional historiography, all gently melted in a more or less nightmarish postmodern teacup leads us to the rather old mastery of uchronia, that is to the deconstruction of the traditional way of perceiving registered events by recombining them into a playful, alternative historical scenario. The paper will shortly present the intellectual roots of uchronia, followed by a detailed analysis of Philip K. Dick's *Man in the High Castle*. Jean-Paul Sartre once said that man was the outcome of what history had made of him. This is deeply true: but what if we change history, if we combine its events differently? Is paranoid history teachable?

Adela Cîndea, Romania, West University of Timișoara, *Aspects of Students' Motivation for the Didactic Career*

The paper refers to the motivational aspects that determine students of the 1st and 2nd level of the Psychological-Pedagogical Teacher Training Programme at the West University of Timișoara, Romania, in choosing the didactic career. The sample on which the research has been done is constituted of 100 students, 50 following the 1st level of study and 50 the 2nd one.

Cristina Ceapă, Romania, West University of Timișoara, *An Overview of the Impact the Burnout Phenomenon has on the Students' Academic Performance*

This paper aims to make a retrospective study of the literature on the phenomenon of burnout experienced by students from different cultural backgrounds. It is known that a feeling of burnout is expressed through hostility and alienation between subject and the task / work they perform. Our interest in this study identifies the following issues: what the factors that contribute to the phenomenon of burnout among students are and depending on the cultural environment whether there are differences between the factors that trigger burnout. On the other hand it is interesting to see the impact of burnout feeling on academic performance. And one last point towards which our attention is directed is to emphasize the methods to stop this phenomenon among students.

Dana Crăciun, Romania, West University of Timișoara, **Lia-Maria Cinteau**, Secondary School No 18 Timișoara and **Patricia Vlad**, National Art College Ion Vidu Timișoara, *Increasing Students' Interest for Science through Creative Learning Activities Based on Cartoons*

The Romanian science education reform is targeting a real literacy in science and technology among all students during compulsory education. Creative learning activities, active-participative teaching methods or the use of ICT tools aim at increasing students' interest in sciences both during formal and non-formal education. The tools that can be used to this purpose include also cartoons, a visual method that facilitates the active participation of students in the construction of knowledge in science education.

In this article, we describe and analyze how ICT-based activities incorporating computer generated cartoons can facilitate the learning and understanding of specific concepts, the explanation of studied phenomena or how they can be part of formative assessment. We present how such activities can be successfully designed, but also the ICT tools used and the feedback we have received from both pupils and teachers with respect to the activities done by the students from the Faculty of Physics which are also enrolled in the pre-service teacher training programme offered by the West University of Timișoara.

Dana Crăciun and Mădălin Bunoiu, Romania, West University of Timișoara, *Class Orchestration in an Augmented Reality Based Environment*

Class orchestration targets the way in which technology is used in the design and management of multiple learning processes and teaching actions within the complex class environment. Important elements within this approach are both the teacher - centric constructivism, but also the various ways in which different computer applications can benefit science education at a class level while taking into account the multiple constraints that exist in a real class. Augmented reality (AR) is known as an emerging technology with a high impact in teaching approaches based on class orchestration. AR is defined as the real-time overlay of virtual 2D or 3D content over the real environment.

In this article, we present ways in which mobile AR can be successfully integrated into Romanian science education, we propose and analyze learning activities based on this visualization technology and highlight the advantages and constraints of such an approach.

Marius-Mircea Crișan, Romania, West University of Timișoara, *Teaching the Fantastic in Middle School: Curriculum and Pupils' Reading Preferences*

This paper aims to analyse the place of fantastic literature within the Romanian national syllabus and to refer to some of the observations which I made regarding middle school pupils' reading preferences. In the middle school, the fantastic is taught only occasionally and its study is usually based on the characteristics of the fairytale, which has its roots in Romanian folklore. A preliminary questionnaire shows that many Romanian pupils are fond of contemporary foreign authors of fantastic literature. One of the main questions raised in this context is how the teacher of language and literature could use the pupils' personal reading experience in the class.

Raymond Datuon, Philippines, Chiang Kai Shek College, *Competing Values Framework of Administrators Among Private College in the National Capital Region*

This study attempted to identify the competing values framework, differences on organizational culture, management practices, and skills of administrators utilizing the descriptive-evaluative method to 150 randomly selected respondents from private colleges in the Philippines. Data gathered were then computed for interpretation using percentage, weighted mean, t-test, and ANOVA. Results showed that the present and preferred organizational culture, management practices, and skills were that of clan culture based on Cameron and Quinn's (2006, 2011) competing values framework. Significant differences were found on the key dimensions of organizational culture while no significant differ-

ences were found with respect to the management practices and management skills of the respondent administrators when grouped according to their profiles. An Executive Training Program for Administrators was designed to improve administrators' weaknesses as reflected on the Competing Value Management Practices Survey and Management Skills Assessment Instrument.

Roger Davis, Canada, Red Deer College, *Imagined Monsters: Plagiarists and Cannibals*

This paper will map a rough literary history of monsters, cannibals, and plagiarists to frame a discussion around the problems and perceptions of plagiarism in higher education in relation to metaphors of cannibalism and monstrosity. Specifically, the narrow but persistent presence of the cannibal as monster in colonial and capitalist enterprises manifests itself because of larger anxieties about the purity of imperial subjectivity, the accumulation of cultural capital, and the broader project of liberal Enlightenment. The cheater, like the cannibal, is an ethical transgressor. That is, cannibalism is often not explicitly illegal or is often justifiable within a specific context. Similarly, plagiarism is rarely a criminal offense but more often a moral one. In academic terms, plagiarism is the representation of another's words or ideas as one's own; in colonial and metaphorical terms, cannibalism is the consuming of the Other in order to establish, to assert, or to justify the dominance of the colonial power. Both, essentially, are acts of taking the Other for different means or ends. In drawing together these two themes, this paper will argue that the history of cannibalism can reveal how the disciplinary techniques of contemporary educational approaches to plagiarism ensure a purity of student behaviour to learn, to consume, and to act in ways appropriate to the dominant models of educational practice. Put simply, the similarities in our conceptions about contemporary plagiarism and about historical cannibalism reveal monstrous traces on the underside of Enlightenment education as a system of indoctrination or domination.

Józsefné Dombi, Hungary, University of Szeged, *Contemporary Music in School Education and in the Culture of Szeged. New Opportunities for Enjoying Contemporary Music*

The aim of this poster is to present the teaching material for contemporary music to 7th and 8th graders. We analyse the course books and our question is when students meet XXth century and contemporary music during their studies and what methods are used in the books.

We examine the possibilities for students to participate in and enjoy the Szeged Contemporary Music festival, as participants or as audience. This way we contribute to the development of their attitudes towards contemporary music.

Results: We have found that in the material of Hungarian primary and secondary school books, the art of Bartók and Kodály gets special emphasis. The 20th century material and contemporary music are dealt with in the books for 8th graders. The programmes of the Contemporary Music Festival of Szeged can contribute to the development of students' attitudes towards contemporary music, as formal and non-formal learning can be integrated.

Gabriela Domilescu, Romania, West University of Timișoara, *Education for Values in the Current Romanian Education: between National and Global*

Taking into account the dynamics of present social and demographic changes, it is very important, in our opinion, to address national values within the educational activity, trying to connect them with pupils' and students' values. In this paper we will offer a comparative perspective of actual values of Romanians in the opinion of teachers working in undergraduate education. We conducted a survey and applied a questionnaire to 100 teachers from three counties (Timis, Caras-Severin and Mehedinti) from the West and South of Romania addressing national values and pupils/students' values. After the presentation and analysis of our results, we intend to offer an integrative perspective in respect to the options that present Romanian education for values has.

Ioana Ancuța Franț, Romania, West University of Timișoara, *Implications of Self-Esteem in Adolescence*

Self-esteem, especially in adolescence, has many influences, from socializing with others to the results achieved by a person. Adolescence is a time of many changes, and psychologically, we can speak of self-definition, shaping and strengthening of the self-image. Outlining the new identity and shaping the self-image require evaluation against the image of an adult, along with acceptance of a set of social and group norms retrieved from other teenagers. In the present study we wanted to find a link between self-esteem in adolescents and their educational profile, and, the correlation between self-esteem and emotional intelligence within the same age period.

Merete Amann Gainotti, Italy, Università Roma Tre, *Elementary School Children's Spontaneous Representations of Europe*

Since 2005, in our Laboratory of "Educazione e Formazione all'Europa" (Education and Formation to Europe) at University of Roma Tre in Italy, we have undertaken a series of researches on the process of construction of European identity in elementary school children.

The theoretical frame refers to J.Piaget's constructivist approach to cognitive development and to the studies produced in many countries on children's social thinking after the publication of Piaget's famous studies of 1926 on children's representations of the world.

The purpose of our contribution is to present some results of the investigations we conducted in three countries, Italy, Germany and Greece, on primary school children's spontaneous representations and notions about Europe, and their ideas about being or not being European using different methodologies

Dana Gavreliuc, Alin Gavreliuc and Elena Mitu, Romania, West University of Timișoara, *Students' Profiles in Terms of Time Perspective and Social Axioms*

This article analyses the relation between student's time perspective and their general beliefs. The Social Axioms Survey (SAS) and Zimbardo Time Perspective Inventory (ZTPI) were tested on a sample of 519 students from Romania. The purpose of the study was to examine the construct and discriminate the validity of SAS and ZTPI. Both questionnaires provided acceptable fit indices. We have observed that Social Cynicism is positive correlated with Past Negative and Present Fatalist, and Fate Control is positive correlated with Present Fatalist. We have discovered a positive relationship between Present Hedonist and Social Complexity. At the same time, we have realized another correlation of the Time Perspective factors with Locus of Control and Self-esteem, evidencing some contradictory relationships (like positive correlations between Self-esteem and Past Negative). Following these trends, we have also critically analyzed the role of specific socialization of young cohorts in post-communist Romania centred on fatalistic generalised beliefs.

Katalin Hankovszky, Hungary, ELTE PPK doctoral school, *Beliefs=Presuppositions? of a Brief Coach Trainer and how They Influence Learning in a Training*

Our presuppositions shape our conversations as a coach and also as an educator. Research shows (Bavelas et. al. 2013), that in the process of the interviewing, clients and coaches agree on a shared reality and co-construct a world, shaped by the used assumptions.

In this presentation I show a case study of a trainer in adult education who uses the presuppositions (de Shazer 1985, O'Hanlon 1987) of the topic (solution focused brief coaching) and makes them to his working assumptions in the training. This leads us to the concept of congruency between what's taught and how it's taught and the participants' view on it. We'll put spot on effects of proposing presuppositions (and not beliefs) in the brief (therapy and coaching tradition).

Ramona Hurduzeu, Romania, West University of Timișoara, *Perceptions on the Crises Periods during the Professional Career*

An indicator of development, both personally and professionally, assumed by the individual, is change, an aspect which has been studied by researchers for some time, related to the directions and mechanisms through which it is produced at the level of needs, values, ways and strategies used in career development; career, organisation or working place chosen through personal decision; manners in which managers support the development of employers' careers; social representation of career, behaviour and attitudes. Change attracts confrontation with conflictual crises situations, situations which generate intense feelings. Moreover, progress is measured through the change of personal and professional life, produced on the basis of adequate choices. The perceptions people have on crises moments are also very interesting, afterwards these being followed by the focussing on becoming autonomous and the application of the changing plan.

Anca Ionescu Trișca, Romania, University of Galați, *Challenges in Translating Naval Architecture Texts by 1st Year Naval Architecture Students*

The present article aims at presenting the most common errors encountered in naval architecture students' translation as well as the most common difficulties encountered in translating a naval architecture text. Our study was conducted on 60 volunteers. Beside translations, they filled a questionnaire aiming at identifying the most difficult aspects when translating the given texts. We have gathered the results and analyzed them according to the language level (lexis, grammar, e.s.o.) and translation strategies.

Mihai Ivan, Romania, West University of Timișoara, *Symmetry Groups in Mathematics, Literature and Music*

The rigorous and systematic study of the law of symmetry has started in the 19th century, simultaneously with modern crystal research. For solutioning the complex and diverse problems in the field, many scientific researchers have investigated their transposition in an algebraic manner. These research have contributed to the use of modern algebra and implicitly the theory of algebraic structures. One of the fundamental algebraic structures is one of group and of concrete particular groups, as for example: groups of plane and spatial isometries, groups of geometrical transformations (symmetry group) and group of substitutes (permutations). In this study I present concrete examples of symmetry groups in mathematics, music and literature.

Sarmite Jegere, Latvia, Riga Teacher Training and Educational Management Academy (RTTEMA), *The Meaning of Interpretation and Participation in Cultural Tourism's Products*

The difficult economic situation of Latvia poses each sector of the economy, including tourism, questions about return of investments, productivity of work, effective planning and product competitiveness in the domestic and regional market. Latvia presented the lowest results directly for competitiveness advantage in tourism. We consider the interpretation and the opportunity to participate - as essential conditions for a competitive cultural tourism product development. In this perspective, the problem has not been studied in Latvian. Aim of the study. Identify successful products in cultural tourism, as well as determine the opportunity balance of participation and interpretation in the product structure.

Emil Mircea Lazăr and Elena Nicoleta Mircea, Romania, University of Craiova, *Une méthodologie de recherche possible pour l'évaluation scolaire*

La composante axiologique de la théorie et de la méthodologie de l'évaluation (au sens de l'émission de jugements de valeur par le processus de l'évaluation), la complexité comme processus (au sens de l'abordage des domaines cognitifs, affectifs et comportementaux), l'interférence entre les processus (d'enseignement et d'apprentissage) ainsi que le rapport de la contribution de chacun des processus pour expliquer les résultats obtenus dans le processus de l'évaluation, la fonction de rétroaction, dominante dans le domaine de la communication et de l'information, mais aussi dans le domaine de l'amélioration, de l'optimisation et de l'intervention sont les spécificités et les priorités qui font que la théorie et la méthodologie de l'évaluation soit un domaine de la pédagogie récente, mais avec une historicité, avec sa propre méthodologie et des domaines de compétence qui doivent être explorés.

Mirela Lăscoiu, Romania, West University of Timișoara, *Dacian Fortresses*

Dacians sites give us key data about those who built the fortresses. So we find out who lived in the city, who participated in their construction. The obtained data can determinate some degree of stratification of the society of the time. Another perspective that opens following interdisciplinary studies on fortifications and temples is the relations between politics, military aspects and religion.

Raffaella Leproni, Italy, Sapienza – Università di Roma, *Literature, Language, Prejudice and Society: Teaching Social Behaviours against Bullyism in an Intercultural Perspective*

Goals: Teaching Social Sciences University students how to deal with social issues like prejudice and bullyism in different contexts through an intercultural perspective.

Methodology: text analysis; storytelling

Central idea: literature has often been dealing with social issues, even in unexpected and undetected ways. The analysis of texts written in a non-native language and dealing with delicate issues like prejudice and bullyism, proves helpful in showing university students specializing in Social Sciences how to use coping strategies to deal with deviant behaviours in an intercultural perspective.

Silvia Lucica, Romania, West University of Timișoara, *The Pedagogues of Democracy*

The stimulation of democratic participation represents a fundamental aspect that is a duty of the educational system. Even though its concrete directions of action seem fragmentary and unsystematic, they were evidenced by some elements that are the fundament of the construction of citizenship. These start from acknowledging an ensemble of values and moral convictions, and also the formation of stable attitudes and behaviours, coherent and definitory for the future adult. Exercising the right to vote, as synthetic expression of the political dimension of the citizen, must be sustained by the intellectual elites of any nation. The offer of the parties and of the candidates is now made through modern publicity techniques, giving manipulation many opportunities. In these conditions the roles of educators, intellectuals and artists is to maintain the faith in political liberty and in the real capacity of the citizen to contribute to the amelioration of the society through democracy seen as a process.

Cosmina Lungoci, Romania, West University of Timișoara, *Considerations On The Role Of Semiology In Developing Intercultural Competences Through The Study of French As A Foreign Language*

Semiology provides learners with the possibility of understanding the deep surface hidden connotations in various situations of communication. Culture is an assembly of systems which are organised around certain implicit codes, within which language has a central position. The values of semiology have not been fully exploited in the sociocultural field of foreign language acquisition, even though semiology plays a huge part in the development of intercultural competences on the learners' part. To emphasize this, I have used, in (my) teaching French as a Foreign Language the distinction defined by Umberto Eco between the conventional significance and the situational significance of an expression. There are words, expressions, sintagmas, which carry implicit cultural meaning in specific communication situations. We consider that, in view of achieving real communication competences, it is important to develop these intercultural competences.

Maria Lungu, Romania, West University of Timișoara, *Emotional Intelligence and Vocational School*

Various professional studies have demonstrated that intelligent use of emotions provides for a good capacity of adaptation of the individual in the social environment.

Emotional intelligence ensures the quality in interpersonal relations. It represents the ability to relate to people around us, to control our emotions and to direct them towards the achievement of personal goals. Research has shown that children who have learned to better control their emotions / sentiments turn out to be not only more adaptable from an emotional point of view, but also more competent in school and in everyday life. This study intends to prove to what extent emotional intelligence influences the school results of pupils from vocational schools (music, arts, sports).

Noemi Maczelka and Asztalos Bence, Hungary, University of Szeged, *International Cultural Projects in the Music Education Department at the University of Szeged*

Our paper presents the international music-cultural projects of our department of the Education Faculty "Juhasz Gyula". Besides more than twenty Erasmus bilateral agreements we have regularly developed multi-years duration international projects with the participation of more university-music departments.

Milanka Maljković, Serbia, Preschool Teachers' Training College in Kikinda, *Correlation or Integration of Speech Development with Other Fields of Work within Creative Interpretation of Literary Texts*

In preschool institution, creative interpretation of literary texts is closely related to correlation and integration with other fields of education. Nowadays, the need for an integrated educational work is more and more often talked about. Reasons for this possibly stem from the hypothesis that correlation is designed by a kindergarten teacher according to their own level of creativity and their personal view of the children's needs, whereas in integrated learning/approach the contents of the activities are shaped by the child based on his/her personal choice of the means, materials, interests, time devoted to an activity, and such. In our wish to answer the question of how these two processes are related in the creative interpretation of a literary text, we conducted a survey among 150 kindergarten teachers. The goal of our research was to analyze whether the teachers more often start from correlation or integration when working with preschoolers. In the research, descriptive method and surveying technique were applied. The obtained results are encouraging, since they suggest there is a considerable presence of the integrated approach in which children are active, equal participants in the process of acquiring and presenting the contents of a literary text, an approach based on the children's own knowledge, experience and interests.

Maria Mara-Romocia and Laura Iobb, Romania, J.L.Calderon Highschool, Timișoara, *The Development of Partnerships with Preschool Education: the Experience of „Jean Louis Calderon” Highschool from Timișoara*

Learning foreign languages in preschool and primary school is an activity that has been growing lately and it has a positive impact on students. They are able to develop language skills, but also positive attitudes towards other languages and cultures. Awareness activities are the future for choosing a foreign language and these allow French sustainability. However, starting to study foreign language at an early age doesn't guarantee better results than the later learning. For that experience to be crowned with success, certain conditions must be brought together, both in terms of pedagogy and resources: financial funds, parental implication, continuity, time, teacher training, methodologies suitable for different age groups, potential risks.

Livia Mateiaș, Romania, West University of Timișoara, *Insights on the Space Art Policy*

The article "Insights on the Space Art Policy" illustrates the concept of Space Art, as being the art related to the cosmos, in terms of being created in different gravitational field than that of the Earth. It refers to artistic projects made during the space flights or even art experiments at the board of a Space Station. The policy of creating such visionary art projects is quite strict when it comes to the rules and regulations of the cosmic flight.

What can be done?

Which are the limits of creation in space?

How can artists get involved in creative research for the future of mankind?

These are some questions which should be answered and some problems which should be solved.

Angela Mesaros Živkov and Zagorka Markov, Serbia, College for Preschool Education in Kikinda, *The Cognitions of Pupils and High Schools Students about the Meaning of the Terms: "Cultural Behavior in School"*

The cultural behavior in communication is one of the core functional factors of the modern school. In the system of perturbed social values there are "reasonable" doubts about the borders of the students' understanding of the importance given to these concepts. To reach this target, a research whose primary objective was to determine the opinions of pupils and students about the meaning of terms was carried out: *cultural behavior in school*. A number of 120 students of both genders filled in questionnaires.

The results of this research aim to determine whether the views of respondents about the cultural behavior in school are different from moral traditional or from the legal ones.

Narcisa Nadolu, Romania, West University of Timișoara, *Formative Models and Value Benchmarks*

The dynamism of the contemporary society often makes it difficult for each generation to keep the rhythm of time while maintaining an existential and valoric consistency of personal and professional transformation. Values, as a structural element of the human, but also of the social personality, continue to remain an essential landmark of the manner in which we build our personal and professional becoming. Records of these theoretical and pragmatic elements could constitute a significant support in developing training programs for future teachers. In the present paper, we highlighted the current generation of student's hierarchy of values and we tried to open some perspectives regarding the correlation between initial teacher training and the valoric profile of the respective generation.

Silviu Nișu, Romania, West University of Timișoara, *The Eco-touristic Potential of Semenic National Park – an Opportunity for Pupils and Students*

The natural touristic potential of the National Park Semenic gives it a unique character in Europe, ecologically, due to special variety and originality of the landscape, morpho-hidrologic and faunistic. Investigating the available resources I propose, as major objective, the valorification of this area by our target groups: pupils of the schools in the Timiș County, in the Western part of Romania and students of specialised faculties (Physical Education, Biology, Geography) at the West University of Timișoara, Romania.

Monica Oprescu and Dana Crăciun, Romania, West University of Timișoara, *“English plus Science” within a CLIL Summer Programme*

The need for the improvement of learner opportunities within CLIL programmes is mentioned by Meehisto, Marsh, Frigols who regard integrated learning as “one innovative methodology that has emerged to cater to this new age” (2008:11). The summer schools described focus on a CLIL approach, integrating English and Science. The activities were taught with the help of students involved in the teacher Training Programme at the Wes University of Timișoara, Romania and it was an occasion to experiment a new type of learning, an experiential one. The paper will focus on the differences and similarities between the two summer schools, the use of activities, resources and techniques and presents the advantages and disadvantages of such a programme for all parties involved: teacher trainers, student-teachers and pupils.

Magdalena Petrescu, Romania, West University of Timișoara, *Disadvantages versus Benefits of Intelligence in Social Representations*

Generally, the aspiration level of the society leads to an increasing demand for intelligence or intelligent individuals in the case of all social dimensions. The issue of social representation of intelligence was highlighted by determining ways to exploit its social contents in terms of advantages and disadvantages in the contemporary society. The present paper is the result of a study conducted at the West University of Timișoara, encompassing students from all faculties. Using the sociological survey based on a questionnaire, we analyzed and interpreted the involvement of social factors in the expression and conditioning of intelligence. Intelligence has been associated mostly with success in life, but also with aspects of social networking and with some ways of superior information processing.

Mihaela Răducea, Romania, West University of Timișoara, *Beliefs, Social Desirability and Assertiveness at Preschool and Primary School Teachers*

This paper refers to the relationship between beliefs (cognitions), social desirability level and assertive behavior, the implications of beliefs about assertiveness in the development of personal social desirability level, deliberation and action to move towards assertiveness. In the present research the general aim is to highlight the impact of beliefs about assertiveness, teachers and social desirability style on the assertive conduct. The study started from the following premise: assertive behavior is learned; personal beliefs about assertiveness, the level of social desirability and the type of cognitive style influence the deliberative capacity of the human individual to respond to assertiveness.

Smita Ray, United Kingdom, BPP University London, *English as Second Language and the Question of Identity*

English language teaching is seen as one of the remedies for community cohesion. The aftermath of 9/11 and the 7/7 attacks in London generated an emphasis in policy on the need to promote ‘social (and community) cohesion’. Prime Minister David Cameron recently announced £2 million of extra funds to provide English lesson to Muslim women in the UK. However while doing so he linked lack of speaking English among some Muslim women to extremism. As a researcher studying language learning and identity among South Asian women in the UK, I wish to question this monolingual view of family life and examine the role of further education among connecting culture. I intend to highlight the construction of identity of migrant women through the process of language learning.

Virgil Rotaru, Romania, University of Medicine and Pharmacy V. Babes Timișoara and **Petia Gancheva and Milen Dobrev**, Bulgaria, Ruse Chamber of Commerce and Industry, *RRI a Path for Education Science to Meet Citizen Science*

Sometimes described as “public participation in scientific research”, citizen science has a central position within the today’s socio-economics dynamics, leveraging the shift from observatory to participatory role of the general public in research, education and innovation. While bridging the societal aspects of science, technology, engineering and math (STEM) to the forefront of education RRI could also play an important role in motivating students to pursue STEM studies and research careers. To argue these, the article has a twofold purpose: firstly, to highlight some of the existing potential of community engagement in research, education and innovation and secondly, to promote the systemic thinking approach for the knowledge triangle integration based on RRI, within the global citizen education.

Usha Sharma and Vikram Bhardwaj, India, Government College for girls (RKMV), Distt. Shimla, *Gods, Heroes and Cults: Folk Traditions and Cultural Memory in the Shimla Hills*

Shimla hills in the western Himalayas have plenty of folk beliefs and legends associated with deities’ heroes and cults, and these play an important role in the life of the masses. The region has several great deities drawn from their historical past. These gods and heroes, and the folklore associated with them are the guardians of the traditional value system which governs the life of the people in this area. The unique amalgamation of good and evil spirits as gods has tremendous effect on the social and religious culture of the people residing in the region.

Aida Stoian, Romania, University of Craiova, *Perceptions, Opinions, Conceptions of Teachers’ and Pupils’ on the Role of Complementary Methods of Assessment*

The present study analyzes the directions of teaching methodology’s modernizing emphasizing in the theoretical level the need to move from traditional methods of assessment to the complementary ones. The research project has targeted as objectives: studying the option of secondary education teachers to use complementary or traditional methods of assessment in comparison with the seniority in teaching and learning environment; identification of the evaluative reality in the pupils’ opinion regarding the appliance of the complementary and traditional methods of assessment; developing the teachers’ skills to select methods of assessment depending on certain criteria. The research sample involved teachers and pupils in secondary education, both urban and rural areas, being a nationally stratified sampling. The results of the research get the adhesion of the teachers to use complementary methods of assessment.

Letterio Todaro, Italy, Università di Catania, *On a Journey towards 'Otherness': Themes and Metaphors of the Intercultural Encounter in the Italian Contemporary Children and Young Adults Literature*
In viaggio verso l'altro: metafore e temi dell'incontro interculturale nella recente letteratura per l'infanzia e per ragazzi in Italia

Le spinte migratorie che dal Mediterraneo si proiettano verso le coste meridionali dell’Europa vedono ormai da anni l’Italia come Paese coinvolto nello sviluppo di una politica dell’accoglienza che trova nella scuola e nell’apertura dell’educazione all’esigenza dell’incontro multiculturale un tema di riflessione alquanto significativo.

Da ormai circa trenta anni si è significativamente consolidato in Italia il numero di bambini stranieri presenti nel sistema formativo pubblico, mentre accoglienza e ospitalità sono ormai considerati come principi regolativi basilari dell’educazione interculturale promossa dalla scuola italiana. Il riflesso della cresciuta sensibilità per i temi dell’interculturalità è visibile anche nella recente produzione di libri per l’infanzia e per ragazzi: il racconto dell’altro costituisce, da questo punto di vista, uno strumento prezioso per costruire una sensibilità capace di aprirsi alla sfida dell’alterità. Un percorso attraverso la recente produzione di narrativa per l’infanzia e per ragazzi legata ai motivi dell’educazione interculturale può far apprezzare la varietà di codici, linguaggi, metafore capaci di promuovere l’incontro fra le culture e di veicolare il valore della relazione umana nell’apprezzamento della diversità.

Dave Trotman and Stanley Tucker, United Kingdom, Newman University Birmingham, *Education Reform in Sibiu County, Romania: Policy, Restraint and Innovation*

This paper examines processes of educational reform and change in Sibiu County, Romania. Drawing on a series of qualitative portraits emerging from a case study involving interviews with school inspectors, school managers, university academic staff and school teachers, the authors analyse the macro and micro factors, influences and external policy drivers shaping the organization and management of schools in Sibiu county. The paper considers the training of teachers, the realignment of the curriculum and the emergence of new pedagogical practices. The tensions and challenges accompanying reform, together with the emergence of innovatory strategies and practices that have the potential to transform and improve the educational experiences of children living in Sibiu County, Romania are discussed.

Carmen Maria Țîru, Romania, West University of Timișoara, *High School Students’ Opinion on Professional Values*
This paper presents an analysis on the responses offered by high school students’ who were involved in counseling activities in the project "The formation of core competencies for equal opportunities in education," POSDRU /153/ 1.1/S/137857. The aim of the research was to establish what importance is given by high school students to professional values which define any profession /trade possibly to embrace by them after graduation.

The report is based on interpretation of data obtained by 12 high school institutions from Timis County (1597 high school students) and 9 high school institutions from Mehedinti County (770 high school students). The questionnaire for professional values of high school students was applied in May 2015 as part of psycho-pedagogical activities in the previously mentioned project.

Liisa Uusimaki, Sweden, Göteborgs Universitet, *Cultural Change and International Student Mobility: A Swedish Experience*

This paper explores eleven international students experience of culture and change at a Swedish University. The students taking part in the study were from a variety of European countries and four students from Japan. Based on narrative research on student lived experience the data is drawn from email correspondence and focus group interviews. Findings suggest that the initial challenges faced by these international students studying in Sweden included a sense of isolation as they were trying to fit in to the Swedish University culture, and writing essays in English. The positive findings included the variety of learning experiences offered such as field visits, critical group discussions and time to reflect on the effect of the cultural change to their sense of self.

Akbar Valadbigil, Armenia, Yerevan State University YSU, *Capable Teacher, (Capable Teachers, the most efficient human capital in the process of transition into the stable communities)*

Knowledge has lost its classical status and like the other social entities and realities of the present communities is changing rapidly. The classroom, a place in which the education and the relation between the teacher and student occurs, has gone under great and serious changes rapidly. The information technology and the communication have changed all the current structure of the modern education and of course these changes are not limited only to the education spaces and equipment. Today schools and students require empowered and new teachers more than anything else, who are learned and equipped with the latest achievements and findings of teaching technology. The empowered teachers are considered to be the captains of the knowledge age and the most valuable human capitals of the transition era of the communities, transition to stable democracy, to using wisdom and knowledge orientation, and social reforms to develop the stable communities. Especially, the new information, effective communications, the global awareness, technological knowledge, creativity, readiness to take risks, and using wisdom are of the features and requirements of the empowered teachers of age of the social stable reforms. Teachers' being effective and their methodological and structural creativity are not limited to the classroom and school and should be transferred and injected to the social and public spaces and arenas. Certainly applying the information technology and the modern equipment in education is an undeniable necessity rather than a luxurious choice. But the focal and key element of the transition and development to educational and social innovation are the empowered and wisdom oriented teachers. The schools and communities equipped with the empowered teachers direct the students and all the society to the road of learning, democracy, affinity and affection to each other with their moral and methodological influences. Our students and children in the new era deserve learning before the professional and enthusiastic teachers "Teachers of 21st Century" "not just the adults that teach in the 21st century.

Simona Vasilache, Japan, University of Tsukuba, *Perspectives on Intercultural Communication in a Japanese University International Environment*

The multicultural nature of education in international high-level educational institutions presents challenges to students and educators alike. Communication between people belonging to different cultures has a unique dimension in this context. 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 programme, in which the curriculum is taught entirely in English. Classes are made up of a mixture of international and Japanese students, with various cultural backgrounds. We believe we can offer an interesting view on intercultural communication in the context of multicultural education

Michele Della Ventura, Italy, *Music Academy Studio Musica, Education on the Internet for Social Sounds: A Qualitative Case Study*

A science of e-learning involves the scientific investigation of how people learn in electronic learning environments. This paper reports about experiments carried out with OPEN SoundS, which is a musical environment designed and developed as a virtual studio where students and teachers from all over the world, can create collaborative musical projects. The main aim is to uphold a strong level of motivation. The results are two-fold: firstly, students achieved better results in the area of music technology and in the area of theory, analysis and composition; secondly, e-learning strategy is superior to the traditional learning method in terms of learning motivation.

Marinela Vingan, Romania, J.L.Calderon Highschool Timișoara, *The Francophone Activities and their Educational and Cultural Impact*

It is known that March is the month when we celebrate the Francophonie at the international level. Our school ' J L. Calderon Secondary School is an institution where these activities receive an important place because they stimulate

students' imagination, creativity and enrich the language. That's why we chose to present the cultural and educational dimension of such attitudes. We are going to present some of these activities developed this year that captured the students' attention and constituted a good opportunity to grow the knowledge and to take part in dynamic, pleasant, creative events. We consider that the benefits are not only in the general culture, Language, Drawing, but also in the Computer Studies and Physical Education. The French Institute from Timișoara supported us in all the intentions. We enumerate some activities; the 'A LA UNE Competition', means to create the first page of a newspaper, writing texts starting from the Ten Words of the Francophonie 2016, the Haiku Pick- Nick, Treasure Hunt in Timișoara, Discovering The French Cinema, 'Are you Keen in Francophonie?', Songs and Sounds on the Stage. The aim of this work is to underline the impact of these activities on the students' development, formation, education.

Mona Vintila, Romania, West University of Timișoara, *Comparative Assessment of the Stress Level in Romanian Adult Educators and Adult Learners*

The present paper is an output of a partnership project Skills for True Wellbeing, 527797-LLP-1-2012-1-RO-GRUNDTVIG comprising seven partners from six different European countries: Romania (Coordinator), Poland, Slovenia, Italy (Promimpresa and FormAzione), Cyprus and UK. An explicit aim of the project was to improve the content and delivery of adult education through providing adult education organisations with tools that enhance the Well-being of Adult Learners. Three courses were made available for each target group: educators and learners. In the current study we will focus on the results of the course on Stress and Health. The analysis focused on the stress level, ability to deal with stress, knowledge and understanding stress mechanisms, ability to relax etc. Participants indicated that they are able to identify symptoms and signs of stress and to efficiently use the relaxation techniques learned during the workshop; they also reported awareness regarding negative behaviours in stressful situation. They developed different skills applicable in different life situations (e.g. resolving conflicts with a partner).

Participants without papers:

MD. Ivan Goldberger, Tel Aviv

Cristina Poka, Teacher, Grigore Moisil Secondary School, Timișoara, Romania

Delia Secula, Teacher, Nikolaus Lenau Secondary School, Timișoara, Romania