

Suceava, 6- 7 July 2020  
**ATEE 2020 - Winter Conference**

**Teacher Education for Promoting  
Well-Being in School**

Book of Abstracts

The Association of Teacher Education in Europe (ATEE)  
Ștefan cel Mare University of Suceava, Suceava, Romania

**Suceava, 6–7 July 2020**

Winter conference ATEE

**Teacher Education for Promoting Well-Being in School**

<http://atee2020.education>

**Organizers**

The Association of Teacher Education in Europe (ATEE)

Ștefan cel Mare University of Suceava, Suceava, Romania

## The Congress Theme

For the general theme of the conference, the title is:

„Teacher Education for Promoting Well-being in School”

In accordance with this theme, several topics will be established for the individual communications, posters and webinars:

1. Pre-service and In-service Teacher Training. Policies, Practice & Research (PST)
2. Teacher Education in the Context of Migration Process (TMP)
3. Equality, Equity, and Inclusion in Education (ECE)
4. Early Childhood Education (EIE)
5. Leadership in Education (LE)

The theme of this conference related to teacher education is connected to European and national educational policies. A teacher transforms lives, contributes to children’s growing and becoming successful learners and confident individuals.

## Table of contents

THE CONGRESS THEME .....	3
CHAIRMAN’S FOREWORD.....	12
TYPES OF SESSIONS .....	14
PLENARY SESSIONS.....	15
Digital Environments for Supporting and Amplifying Motor and Learning Skills .....	15
Radu-Daniel Vatavu .....	15
Social and Emotional Education for the Twenty first Century.....	16
Mariane Marcelle Frenay .....	16
Social and Emotional Education for the Twenty first Century.....	17
Carmel Cefai .....	17
INDIVIDUAL COMMUNICATIONS (IC).....	18
<b>Pre-service and In-service Teacher Training. Policies, Practice &amp; Research (PST).....</b>	<b>19</b>
Children’s perspectives of being happy in the classroom .....	19
Helen Childerhouse .....	19
Integrating Well-being into Pre-service Students’ Curriculum.....	20
Dolev Niva, Itzkovich Yariv, Maamati- Schnieder Lior*, Meirovich Adaya* .....	20
Satisfaction with student life and the level of school achievements in Romania, Moldova and Greece .....	20
Daniela Muntele-Hendreş, Teodora Florea, Camelia Soponaru, Versavia Curelaru, Georgeta Diac.....	20
Values and emotions in personality system of adolescents and youths .....	20
Diana Antoci .....	20
The developmental needs and aspirations of teenagers, premises for the implementation of programs based on experiential learning.....	21
Oana-Elena Negoită, Vasile Chiş.....	21
The role of emotional intelligence in determining the satisfaction of primary school teachers - an exploratory study .....	22
Diana Mihăescu .....	22
Do positive emotions influence engagement and well-being among teachers? Implications for teacher training.....	22
Aurora Adina Colomeischi, Petruţa P. Rusu .....	22
Towards understanding children’s well-being: teachers’ perspectives.....	23
Simona Iftimescu, Mihaela Stîngu, Miruna Luana Miulescu, Mirela Alexandru.....	23
Facilitating deep learning through the use of cognitive prompting .....	24
Dana Opre, Razvan Jurchis, Andrei Costea.....	24
The well-being – aim of a systemic educational approach to organizational learning in higher education. Methodological benchmarks for teacher training .....	24
Mihai Stanciu, Alina Sîrghea .....	24
Buy the Ticket, Take the Ride: The Primary PGCE Well-being Rollercoaster .....	25
Emma Clarke, Aimee Quickfall, Shaun Thompson .....	25

The influence of religiosity and humility on teachers' well-being: Educational implications.....	26
Petruta P. Rusu, Cornelia Filip .....	26
Applying ubiquitous computing in STEM education .....	26
Aleksi Markkanen, Ari Myllyviita .....	26
Practices of formative assessment in the classroom. Enhancing learning for competence development .....	27
Oana Moşoiu .....	27
Interdisciplinary Learning for Pre-service Teachers .....	27
Simona Laurian Fitzgerald, Carmen Alina Popa, Adina Vesa, Carlton Fitzgerald* .....	27
Diversity in the Special Education Classroom: Qualitative Analysis Using PhotoVoice .....	28
Carmen Alina Popa, Laura Bochiş, Simona Laurian Fitzgerald, Adina Vesa, Gianina Petre* .....	28
Investigation of the in-service teachers' competencies based on the ISTE standards: A needs analysis.....	28
Volkan Kukul, Mehmet Kara .....	28
Didactic quality transposition – imperative of contemporary pedagogue .....	29
Valentina Mişliţchi .....	29
Dimensions of the motivation for the teaching profession: a study on a Romanian preservice teacher sample ..	30
Cristina - Corina Bentea.....	30
"I am not good in math" - Beliefs of pre-service elementary school teachers about mathematics.....	30
Zvia Markovits .....	30
Metacognition in teachers' reflective journals .....	31
Anda Priedite.....	31
Enhancing Collaborative Learning of Teachers for Professional Development in Myanmar Schools .....	31
Myo Sandar .....	31
Teacher as a reflexive practitioner (The Constructivist Perspective) .....	32
Milica Gajić .....	32
Self-assessment of critical thinking - a necessary step at the start of the training for the teaching career .....	33
Gabriel Mareş, Venera-Mihaela Cojocariu .....	33
Teachers' role in critical consciousness development. New directions for classroom practices .....	34
Gabriela Monica Assante, Mariana Momanu.....	34
Improving Teacher Motivation - a "What if" insight .....	34
Doina-Maria Schipor.....	34
Digital competence of the teachers: attitude and knowledge in Covid time .....	35
Mirela Lăcrămioara Cosma, Otilia Clipa*, Adrian Hatos.....	35
Primary school teacher education in Italy: what challenges for the future? .....	35
Francesco Magni .....	35
Developing teacher's in-service training schemes (PDP) .....	36
Ari Myllyviita.....	36
Student-teachers' experiences during practicum in Pre-Service Teacher Education in Myanmar .....	37
Ei Phyu Chaw, Erika Kopp .....	37
The dimensions of quality assurance of teacher training in pre-university education. Best practices - CRED Project.....	38
Elena-Nicoleta Mircea, Mirela-Cristina Negreanu.....	38
Analysis of teachers' conception of assessment in the Romanian education system .....	39
Otilia Clipa, Diana Sînziana Duca .....	39
Professional values versus work ethic of young people in Romania and Republic of Moldova .....	39
Diana Antoci, Carmen-Emilia Chaşovschi* .....	39
Does excellence concerns students' perceptions on the opportunity of developing honors programs in higher education? .....	40
Carmen Mihaela Creţu, Nadia Laura Serdenciuc* .....	40
Initial teacher training in Romania – a few past, present and future coordinates of evolution .....	41
Nadia Laura Serdenciuc.....	41
How Do the Romanian Students Consider the Research Competencies Appropriate for Their Future Career? ...	41
Roxana Constanţa Enache*, Gabriel Gorghiu, Laura Gorghiu, Ana-Maria Petrescu, Camelia Stăiculescu** ..	41
The Research Competence – a New Trend in the Stylistic Profile of Teachers .....	42
Alina Raluca Turculeţ.....	42

Some aspects regarding personality of teachers who attend different continuing training programs.....	43
Valentin Cosmin Blândul .....	43
Student workload – data and considerations for teacher training policies.....	43
Heike Schroder, Magdalena Balica .....	43
Wellbeing Promotion in New Ukrainian Schools: Educational Policy and Teacher Training .....	44
Olena Shyyan, Roman Shyyan*, Stanislav Strashko, Yevheniya Slyvka** .....	44
Teacher Education for moral-democratic competence.....	45
Bogdan Popoveniuc.....	45
Performance descriptors - qualitative assessments of the product of students' activity in primary school.....	45
Ana-Maria Pleșoianu .....	45
The impact of studies within the double university specialities on the approach capacity based on the ste(a)m conception .....	46
Eduard Coropceanu.....	46
Education through play for mental health .....	47
Gianina Ana Massari, Ana Diana Popovici.....	47
Strategies and dimensions of developing a curricular framework for development of the emotional competences of the teachers.....	47
Claudiu Marian Bunăiașu.....	47
Discursive structures in current textbooks .....	48
Elena Iuliana Domunco.....	48
Challenges of curriculum planning and achieving learning outcomes: a case study of Croatian elementary school teachers' experiences .....	49
Renata Čepić, Petra Pejić Papak .....	49
Capitalization concept in the cross-border educational cooperation projects. Study case Romania-Ukraine border .....	50
Marcela Șlusarciuc, Natalia Lebid*, Bogdan Tanasă.....	50
Digital addiction on teenagers: implications for their future development.....	50
Monica A. Turtorean .....	50
Changing the face of the Teaching Profession through Technology .....	51
Olatunbosun Emmanuel Ogunseemi.....	51
Newly graduated teacher students' reflections on their preparation for diversity in schools.....	51
Michael Brookes, Kerstin von Brömssen* .....	51
Online education through collaborative applications .....	52
Elena Frunză .....	52
<b>Teacher Education in the Context of Migration Process (TMP).....</b>	<b>53</b>
Breaking stereotypes concerning remigrated children - a multinational possible intervention plan through school .....	53
Maria Cristina Popa .....	53
Parental migration and educational consequences for children left at home .....	53
Vladimir-Aurelian Enăchescu.....	53
Meeting Educational and Psychological Needs of Syrian Refugee Kids in Turkey .....	54
Mehmet Akif Karaman, Fatih Bektaş.....	54
The attachment to children with the immigrant parents.....	55
Daniela Oprea (Bobocea) .....	55
Teachers Willingness to Social Media Usage in the Interaction with Migrant Children .....	56
Nataliia Avsheniuk, Kateryna Hodlevska .....	56
The impact of parent migration on children remaining at home .....	57
Mihaela Grigoraș .....	57
<b>Equality, Equity and Inclusion in Education (EIE) .....</b>	<b>58</b>
Teaching students in the primary school cycle to resolve their own interpersonal conflicts, through collaboration - an alternative way to facilitate the social integration of students in the class-groups.....	58
Denisa Moldovan, Mușata Bocoș .....	58
Children's Well-being Starts at Home. Redefining Parenting According to the Digitalized Society .....	59
Mihaela Voinea, Andreea Șitoiu .....	59

Parental education and the need to train parents in 21st century .....	59
Andreea Șițoiu .....	59
Urban/rural residence – a relevant factor in manifesting intercultural sensitivity .....	60
Venera-Mihaela Cojocariu, Ioana Boghian .....	60
The risk of absenteeism and the social and economic causes .....	60
Vladimir-Aurelian Enachescu.....	60
Interactive Multi-Sensory Environments For Children With Autism Spectrum Disorders.....	61
Vytautas Žalys.....	61
Capability Approach in VET as a Strategy to Reduce Dropout. The Role of Tutors in the Cometa Case .....	61
Paolo Nardi, Sebastian Irigoyen, Guillermo Arenas* .....	61
Well-being and Inclusive Learning Spaces .....	62
Patrizia Sandri, Mariagrazia Marcarini .....	62
The socio-economic stratification, high school specialties and depressive symptoms.....	63
Daniela Muntele Hendres, Ioana Guraliuc, Versavia Curelaru, Georgeta Diac .....	63
Preventing and addressing bullying using a restorative approach .....	63
Lynette Jacobs .....	63
<b>Early childhood education (ECE) .....</b>	<b>65</b>
Teaching and Learning in « école maternelle », a caring approach. Well-being and « bienveillance » in the context of refoundation of the french nurseryschool, another form of « educational optimism » ? .....	65
Ioana Fillion - Quibel (Ungureanu) .....	65
The pedagogy of happiness in early childhood education .....	66
Andreea Puiu .....	66
Motivational structure and the risk of professional abandonment in the teachers of the preschool education ..	66
Roxana Nicoleta Curea .....	66
Supporting Wellbeing of Youth at Risk of Early School Leaving: Exploring Educational Strategies.....	66
Miruna Luana Miulescu, Mihaela Stîngu, Elena Marin, Romiță Iucu .....	66
Going beyond in early education and care providing quality in theory and practice.....	67
Gabriela Kelemen .....	67
How can we form the self-image of students from primary school by receiving the literary text.....	68
Elena-Roxana Irina.....	68
Sentiments, Attitudes And Concerns About Inclusive Education Of Pre-Primary Education Students .....	68
Mariana Cabanová, Trnka Marián .....	68
Study on the training needs of teaching staff to provide quality early childhood education services.....	69
Sofia Loredana Tudor, Claudiu Langa, Adriana Lazăr .....	69
A study on the development of children's literacy and mathematical skills in early education .....	70
Sofia Loredana Tudor, Cristina Loredana Bloju, Tudor Petrescu.....	70
Continuity between kindergarten and primary school, an important factor of school success .....	71
Ileana Constanța Ionescu .....	71
<b>Leadership in Education (LE) .....</b>	<b>72</b>
Teachers' lived experience of official employee wellbeing and self-care promotion programmes: A phenomenological study .....	72
Erika Kruger .....	72
The effect of mentor teachers' roles and feedback on teaching efficacy beliefs of preservice teachers.....	73
Zeki Arsal .....	73
Transformative Teachers in Multicultural Schools. Taking a closer look.....	73
Giambattista Bufalino, Gabriella D' Aprile .....	73
The Transformation of Women Leadership toward Social Justice and Inclusion among Female School Principals in Southeast Asia .....	74
Reni Juwitasari.....	74
Teacher Training for developing Leadership Education through Public Speaking Programmes .....	75
Carmen Mihaela Crețu, Diana Popa .....	75
Challenges of poor utilization of teacher certification in appointment of education leaders .....	76
Pac Ordu, Tombari James.....	76

Factors affecting the pro-entrepreneurial propensity of European students .....	76
Liviu Ciucan-Rusu, Daniel Ștefan .....	76
Key facts about the decision-making process of High School students regarding career options .....	77
Liviu Ciucan-Rusu, Daniela Ștefănescu, Mihai Timuș * .....	77
<b>WEBINARS (W) .....</b>	<b>79</b>
<b>Pre-service and In-service Teacher Training. Policies, Practice &amp; Research (PST).....</b>	<b>79</b>
Mastering future teachers' preparation for using and doing research in their classrooms .....	79
Marta Kowalczyk-Walędziak .....	79
The teacher within: a holistic approach to supporting teachers' health and well-being through mindfulness and mentoring .....	80
Simona Baciuc .....	80
Competence-based curriculum - how to design inspiring learning activities .....	80
Oana Moșoiu .....	80
Development of non-cognitive skills in children and adolescents. Preventive-curative intervention programs ...	81
Adrian Opre, Oana Benga, Ramona Buzgar, Daniela Dumulescu .....	81
<b>RESEARCH &amp; DEVELOPMENT (R&amp;D) .....</b>	<b>82</b>
<b>Pre-service and In-service Teacher Training. Policies, Practice &amp; Research (PST).....</b>	<b>82</b>
Well-being and Workload in Teacher Education Research and Development Group .....	82
Emma Clarke, Shaun Thompson, Aimee Quickfall, Phil Wood, Jonathan Glazzard.....	82
<b>POSTERS (P).....</b>	<b>83</b>
<b>Pre-service and In-service Teacher Training. Policies, Practice &amp; Research (PST).....</b>	<b>83</b>
The cognitive-affective component of the formation of a social work specialist.....	83
Valentyna Balakhtar, Kateryna Kuznietsova .....	83
The role of self-education in the teaching process of interns-dentists .....	83
Nazar Navoskyi .....	83
Psychological features of manifestation of coping-resources in teachers of comprehensive schools.....	84
Tetiana Nechytailo, Halyna Fesun, Tetiana Kanivets, Valentina Radchuk .....	84
Formation of professional culture of a would-be specialist in educational surroundings of a university .....	84
Natalia Nikula, Andriy Brazhaniuk .....	84
Formation of readiness of would-be elementary school teachers for collaboration with participants of educational process on the grounds of pedagogy of partnership .....	85
Tatiana Fedirchuk, Vitaliia Didukh .....	85
Organizational skills formation as the main component of young scholars training .....	86
Inna Perepeliuk, Maria Postolyuk, Vladlena Voiytenko .....	86
The prosocial behaviour of adolescents in online video games .....	87
Gabriel – Constantin Nicola .....	87
A predictive model of Shadenfreude, a Machiavellianism facet .....	87
Dana Rad, Edgar Demeter .....	87
Wellbeing at school in the internet age – a comparative research .....	88
Claudia Arena, Vittorio Lodolo D’Oria, Laura Micheli, David Malizia .....	88
Prevention of school and peer violence among students through the work of teaching teams in primary and secondary schools in Serbia .....	89
Milan D. Stojkovic.....	89
Predictors of dyslexia following a cross-sectional measurement of first-grade Romanian students.....	89
Katalin Sarkany (Tiron) .....	89
Well-being, still the poor relation: Student teacher's well-being during school placement .....	90
Harvey Deirdre .....	90



Getting to the bottom of learning – teaching tools to improve children’s wellbeing school.....	91
Miruna Luana Miulescu, Elena Ungureanu, Cristina Tripon, Dragoş Iordache.....	91
The relationship between Math anxiety and Test Anxiety in primary school children .....	91
Andreea Petruţ, Lavinia Cheie, Laura Visu-Petra.....	91
The well-being of high school students and religiosity as a predictor.....	92
Daniela Muntele-Hendreş, George Huza, Ion Dafinoiu.....	92
Elementary Physical Education: Evaluation of Teaching Effectiveness .....	93
Kyriaki Emmanouilidou, Vassiliki Derri, Pavlos Kyrgyridis, Georgia Arampatzi .....	93
Distance training of physical education teachers: effects on using constructivist teaching strategies.....	94
Vassiliki Derri, Aspasia Papamichou, Nikolaos Vernadakis, Kyriaki Emmanouilidou, Pavlos Kyrgyridis .....	94
Training teachers to improve teaching effectiveness for the inclusion of children with dyslexia.....	95
Anastasia Andreadou, Vassiliki Derri, Thomas Kourtessis, Maria Michalopoulou, Antoniou Panagiotis .....	95
Promoting Mental Health at School – a Policy Development through European Partnership.....	95
Aurora Adina Colomeischi, Petruta P. Rusu, Diana Sînziana Duca .....	95
Adolescents’ subjective well-being in educational context: validation of a multidimensional Scale .....	96
Dana Opre, Adrian Opre, Sebastian Pinteau, Mircea Berteau.....	96
Aspects of multi-perspective in teaching history .....	96
Felicia Elena Tatu (Boşcodeală) .....	96
Ethnocultural stained glass in the school of the future .....	97
Donka R. Ilieva, Ivelin A. Iliev.....	97
Parameters of modern education and personality of the teacher in modern world .....	97
Ivelin A. Iliev, Donka R Ilieva.....	97
Developing the social & emotional skills of preschoolers through outdoor educational activities .....	98
Otilia Clipa .....	98
Anxiety test and roles of self-assessment in primary school.....	99
Alina Cioban, Otilia Clipa .....	99
Global policies and challenges in assurance the quality of human resources training systems in education.....	99
Simona Marin .....	99
Policies and the best practices for integrating information technologies into educational environments .....	100
Adrian Lupaşc .....	100
“Family and kindergarten – the partnership for education” .....	100
Elena Repciuc (Jucan) .....	100
Model of training of university teachers for the ethical use of information and communication technologies .	101
Liliana Măţă .....	101
Some aspects of the creative potential in primary school children .....	101
Ramona-Elena Rotaru .....	101
Aviation English as important component of professional training in aviation educational establishments in China and Ukraine: comparative aspect.....	102
Nataliia Paziura, Oksana Shatska*.....	102
Strategies for adult education development in the European educational space and international organizations` activities	102
Marianna Marusynets, Tetiana Fursenko*.....	102
Social Aspects of Information Systems and Computer Technology Professionals` Practice-oriented Training ...	103
Mariana M. Marusynets, Dmytro O. Korchevskyi .....	103
Psychological and pedagogical research of personal people who are located in places of imprisonment.....	104
Yulya Zhurat, Tetiana Ternavska* .....	104
Motivational readiness of undergraduate students in pedagogical sphere to work with children with special educational needs .....	104
Oliinyk Roksoliana .....	104
Leadership quality development in future education specialists.....	105
Natalya Machynska .....	105
Professionally important skills and personal qualities of a choir conductor .....	106
Niemtsova Liliya Orestivna .....	106
Diagnostic methods for the children study at the stage of preparation for school in Poland .....	107
Liudmyla Tymchuk, Khrystyna Mykyteychuk .....	107

Psychological Features of the Tolerance of Future Specialists in Socioeconomic Professions .....	107
Hanna Barabashchuk, Mariana Dushkevych, Nataliia Hutsuliak .....	107
Experimental work in teaching geometry.....	108
Aliya Bukusheva.....	108
Correlations between occupational stressors, anxiety, automatic thoughts and general attitudes in primary education .....	108
Dorin-Gheorghe Triff, Muşata Dacia Bocoş* .....	108
Coping Strategies in the Teaching Profession.....	109
Maria-Doina Schipor, Diana Sînziana Duca .....	109
Aspects of the integration of beginning teachers in primary education .....	109
Constantin Florin Domunco.....	109
Preparation of economics teachers in Kazakhstan .....	110
Aigerim Kozhabergenova, Erika Kopp .....	110
Self-management skills and student achievement – a pilot study .....	110
Maria Magdalena Stan .....	110
The effect of career calling, self-efficacy and career competencies on life satisfaction of Romanian teachers ..	111
Daniela Dumulescu, Constantin Necula, Adrian Opre* .....	111
Conditional parenting and its influence on the child's school activity .....	112
Andreea Şiţoiu, Georgeta Pânişoară* .....	112
Test Anxiety in primary education.....	112
Alina Ruxanda (Şuhan) .....	112
Test anxiety and student resilience in the context of school assessment.....	113
Georgiana-Elena Pădurariu .....	113
The role of ICT in the communication of teachers in pre-university education .....	113
Maria Goga, Despina Albu* .....	113
<b>Equality, Equity and Inclusion in Education (EIE) .....</b>	<b>114</b>
Attitude to violent behaviours. Comparisons between three countries' university students .....	114
Daniela Muntele-Hendreş, Andreea Dănilă, Georgeta Diac, Versavia Curelaru.....	114
Cognitive reappraisal, a mediating variable in relation between family traits and wellbeing .....	114
Liliana Bujor.....	114
Working towards equality, equity, and inclusion in education focusing on the development and training of interpersonal and life through emotional education .....	115
Marta Bisquerra .....	115
Legitimizing discrimination against pupils with disabilities at school: the role of justification for discriminatory behaviour.....	115
Maria Popa-Roch, Odile Rohmer, Jennifer Bastart.....	115
SOLE method - applicability in multi level classes .....	116
Gabriel Cramariuc, Oana Alisia Harpă (Apopei) .....	116
The impact of emigration on the family and the remaining children in Romania.....	116
Despina Saghin, Marius Marici, Daniela Jeder, Valeria Leonte*, Grigore Bocanci * .....	116
Utilizing QR Codes as a Compensatory Measurement for the TSI Students .....	117
Robert Berezovski, Eugenia Jianu.....	117
The mechanism to compensate for a frustrating problem for high school students .....	117
Marin Dramnescu.....	117
Promoting Ethics in Education and Research .....	118
Antonio Sandu .....	118
Engaging pupils in assessment processes: a tool to promote Lifelong Learning .....	118
Restiglian Emilia, Grion Valentina .....	118
Inclusive teaching in third level education in Ireland: a reflection on disability and ethnical diversity in the classroom .....	119
Ingrid Lewis .....	119
Parental counseling and its effects on the personality formation of the child .....	120
Camelia Augusta Roşu .....	120
Developing Cultural Openness through the Translation of the Accommodation Literature.....	120
Nicoleta Loredana Moroşan .....	120

Dislocated children and the narrative of hope in education: a challenge for the teachers training .....	121
Adela Mihaela Țăranu .....	121
<b>Early childhood education (ECE) .....</b>	<b>122</b>
Trends and prospects for improving the activity of preschool education institutions of Ukraine on the aesthetic education of children by figurative activity .....	122
Hanna M. Bepalko.....	122
Main Principles of Using Audiovisual Method in Teaching the Native Language to Children of Pre-School Age in the Ukrainian Diaspora of the USA and Canada .....	122
Iryna Rudnytska –Yuriichuk .....	122
Formation of the students' creative personality majoring in «Preschool education» in the process of studying the methods of musical education .....	123
Yaryna Vyshpynska.....	123
Gender identity of the preschoolers.....	124
Liubov Kostyk, Vasyl Kostyk.....	124
New approaches to children adaptation in the conditions of a pre-school educational institution .....	125
Yaryna Kvasetska .....	125
The role of preschool educational establishment and primary school continuity in forming children's healthy lifestyle .....	126
Babiuk Tetiana.....	126
Job satisfaction and professional burnout: how to keep preschool teachers in balance? .....	127
Oksana Polishchuk, Tetiana Koltunovych, Yaroslava Andreyeva, Natalia Heisonyuk .....	127
Educational approach of socio-ecological training of the preschoolers personality .....	128
Andreea Cerguță .....	128
<b>Leadership in Education (LE) .....</b>	<b>129</b>
The teacher within: a holistic approach to supporting teachers' health and well-being through mindfulness and mentoring .....	129
Simona Baciu .....	129
Leadership and Learning Style in Educational Management.....	129
Otilia Clipa, Ancuța Gontariu.....	129
The roles of learning style in educational leadership .....	130
Otilia Clipa, Raluca Robciuc .....	130
Quality Management and Leadership in Education .....	131
Gabriela-Livia Curpanaru.....	131
School Leadership – the Main Factor in High Quality Education.....	131
Mariana Deleanu .....	131
Coaching and mentoring of leadership competencies of the master`s students in educational management... ..	132
Mihaela Gabriela Neacșu, Florentina Bucuroiu, Mădălina Cuceanu .....	132
Integration of virtual reality in the instructive-educational process in primary education.....	132
Gabriel Cramariuc, Mădălina-Andrada Dan .....	132
How efficiently do we use the information technology in the teaching-learning process? .....	133
Otilia Clipa, Clapona Simona Anton.....	133
Leadership styles in educational institutions in preschool education .....	133
Liliana Rusu, Oltea Hrițcu .....	133



## Chairman's Foreword

Welcome to the 2020 Winter Conference of the Association for Teacher Education in Europe (ATEE) at Ștefan cel Mare University of Suceava, Suceava, Romania. The theme of the conference is relevant for the Science of Education domain and for our society: **Teacher Education for Promoting Well-being in School.**

The theme of this conference related to teacher education is connected to European and national educational policies. A teacher transforms lives, contributes to children's growing and becoming successful learners and confident individuals. A teacher's work leads to literacy, numeracy, health and well-being in the 21<sup>st</sup> century. The general framework of this conference is connected to many challenges characterising our current society, given the digital revolution, the economic and social crises, the political instability in many regions of the globe, the growing violence, the issues related to multiculturalism and the migration process. Teachers shape society because they share, care, connect and reflect upon their mission in the emotional development of their pupils. All these processes are decisive in transforming entire communities and... the world. The Faculty of Educational Sciences provides pre-service and in-service Teacher training programmes, helping teachers acquire the abilities to take on the responsibilities of being

promoters of local, regional and European scientific, social, cultural and spiritual values. One of these value is to bring about innovation in the field of educational sciences in the area of Suceava and to promote wellbeing in education.

The Winter ATEE Conference proposes a framework for communication and academic experience sharing in order to facilitate the professional development and the interuniversity cooperation within the European educational area. The topics proposed to all the practitioners (teachers of all grades, school counselors, researchers, trainers) from pre-university and university education who want to contribute to enhance the quality and well-being in education.

This conference unifies the results of research from European countries, providing its participants with the opportunity to initiate new projects within the field of educational sciences.

Our university hosting this congress is not a fortuitous event, for teacher training and research in the educational field have always been one of the major preoccupations of our academics. Through the partnership concluded with ATEE, the *Ștefan cel Mare* University of Suceava contributes to the international dissemination of innovative and applied research. We trust that by attending our congress, all the participants will benefit from a valuable experience, having the opportunity to interact, in virtual space, with specialists in the field of education from all over the world: Romania, Republic of Moldova and Ukraine, other countries (France, Germany, Italy, Switzerland, Poland, Spain, Turkey, Greece, Austria and Belgium).

*I am looking forward to meeting you, in virtual & wellbeingspace, in SUCEAVA!*

Chair of Winter ATEE conference 2020

Otilia CLIPA,



## Types of Sessions

### **Plenary Sessions (PS)**

Plenary sessions address three major topics in line with the topic of the conference. These sessions are held at separate intervals to sustain the lecture (30-45 minutes) and interventions & discussions (15 -25 minutes).

### **Individual Communications (IC)**

The individual communications take place in parallel sessions allowing the participants to participate only in the presentations they are interested in.

### **Webinars (W)**

Workshops have an applicative character and are addressed to those who want to experiment, to study and to discuss new models of good practices in the area of education sciences.

### **Research & Development (R&D)**

The RDCs are organized around themes. The teacher educators from all over Europe and beyond meet, exchange and co-operate for research, for EU projects, preparation of shared publication. The RDCs are open to members and non-members.

### **Posters (P)**

The posters combine a verbal presentation with a visual aid. They are given to a small group of people, are limited in time and range of view, and are interactive.

## Plenary Sessions

### Digital Environments for Supporting and Amplifying Motor and Learning Skills

**Radu-Daniel Vatavu**

Stefan cel Mare University of Suceava, Romania | [radu.vatavu@usm.ro](mailto:radu.vatavu@usm.ro)

**Abstract:**

I will talk about new physical-digital realities, including virtual, augmented, and mixed realities, and how they can be designed in order to support and amplify motor and learning skills. I will present several applications in this direction developed in the Machine Intelligence and Information Visualization Lab (MintViz), an interdisciplinary research laboratory within the MANSiD Research Center at the "Ștefan cel Mare" University of Suceava.

**Biography:**

Radu-Daniel Vatavu is a Professor of Computer Science at the "Ștefan cel Mare" University of Suceava, where he conducts research in Human-Computer Interaction (HCI), Ambient Intelligence (Aml), Augmented and Mixed Reality (AR/MR), and Entertainment Computing. Prof. Vatavu directs the Machine Intelligence and Information Visualization Lab (MintViz), an interdisciplinary research laboratory within the MANSiD Research Center. While broadly interested in Human-Computer Interaction, he has focused prioritarily on gesture technology for effective interaction with computing systems, from large public displays to personal mobile and wearable devices and gadgets. He is also interested in accessible computing, and his work has often addressed user interface design for young children or people with visual or motor impairments.

## Social and Emotional Education for the Twenty first Century

**Mariane Marcelle Frenay**

Catholique University of Louvain, Belgium | [mariane.frenay@uclouvain.be](mailto:mariane.frenay@uclouvain.be)

### **Abstract:**

In this lecture, our purpose is to develop why understanding the complexity and the dynamics of the process of adaptation to higher education is crucial in order to propose relevant interventions.

The main characteristics of mainstream research on transition to higher education are not very sensitive to individual or contextual variations. However, a large number of studies also show that this adaptation process does not take place in the same way for each student, depending on the specific characteristics of the students and the specificities of the programme and the institution in which the student is enrolled. Student's adaptation is clearly dynamic and is part of the temporality of a year of study, which is marked by key moments. There is a clear need to analyse the provision of student success supports and to see if they contribute to meeting the needs identified from perceived student experiences at different points in their trajectories. All too often, institutions propose a range of measures, without always clearly identifying, for the student, the added value of these measures for the questions he/she is asking him/her and without considering the evaluation of the effects of these measures.

### **Biography:**

During the last 20 years, Dr. Frenay has been responsible for development and implementation of research projects, for which she was the project leader. These research projects are developed within the UNESCO Chair of University Teaching and Learning (CPU), of the Université Catholique de Louvain and in the Interdisciplinary Research Group on Socialisation, Education and Training (GIRSEF). Since 2011, she is co-responsible of the Chair UCL-IRSA, together with Prof. Marie-Anne Schelstraete.



## Social and Emotional Education for the Twenty first Century

**Carmel Cefai**

University of Malta, Malta | [carmel.cefai@um.edu.mt](mailto:carmel.cefai@um.edu.mt)

### **Abstract:**

Social and emotional competences such as self-awareness and emotional regulation, problem-solving and decision-making, teamwork and collaboration, understanding and empathising with others, embracing diversity and constructive conflict resolution, are requisite 21st century competences for children and young people, both in their present state of 'being' as well as in the processing of 'becoming' adult citizens. As schools strive to provide a quality education for the twenty first century, they are becoming more aware that children and young people need to develop not only cognitive but also social and emotional competences to help them navigate successfully through the tasks and challenges in their development and in their pathway towards adulthood. The worldwide anxiety created by the recent COVID-19 pandemic, both amongst children and adults alike, has recently underlined how crucial these skills are for children's learning and development. This presentation discusses the role of social and emotional competences in education and proposes a framework of social and emotional education within a whole school, systemic perspective.

### **Biography:**

PhD, FBPS, is the director at the Centre for Resilience and Socio-Emotional Health, and Professor at the Department of Psychology, Faculty for Social Wellbeing at the University of Malta. He is Honorary Chair of the European Network for Social and Emotional Competence, joint founding editor of the International Journal of Emotional Education, and a member of the European Commission Network of Experts on Social Aspects of Education and Training. He has led various local, national, European and international research projects in social and emotional learning, mental health in schools, and resilience and wellbeing in children and young people. He has presented in numerous conferences around the world and has published extensively. Recent publications include RESCUR Surfing the Waves, A Resilience Curriculum for Early Years and Primary Schools; and Strengthening Social and Emotional Education as a core curricular area across the EU: Review of the International Evidence.

## Individual Communications (IC)

## Pre-service and In-service Teacher Training. Policies, Practice & Research (PST)

### Children's perspectives of being happy in the classroom

**Helen Childerhouse**

University of Lincoln, Lincoln, UK | [HChilderhouse@lincoln.ac.uk](mailto:HChilderhouse@lincoln.ac.uk)

The focus on children's wellbeing and happiness in the school environment seems to be of increasing interest and, for some, concern. Prior research adopting quantitative methodologies [1] [2] indicates that the experiences of children in primary classrooms can be negative and that they can feel stressed, pressure to achieve and, at times, unhappy. This ongoing qualitative study seeks to provide children with the opportunity to talk about what makes them happy in the classroom and what they feel needs to be done in order to make it a happier place. The Good Childhood Report [3] identified that subjective wellbeing and happiness was a common factor in conversations with children and that "data from children should be considered the gold standard" because "increasingly, doubt is being thrown on the validity of 'proxy' reporting" [3, p9]. In addition, the Report identified that 'school' scored the highest level of 'least happiness' for two thousand 10 – 17 year olds. This study sought to identify the perspectives of 5 – 11 year olds in primary schools in Lincolnshire. Early analysis of the qualitative data from this ongoing study seems to provide richness and depth and understanding which may begin to help to explain how children perceive their own levels of happiness and what, for them, are important factors in them feeling content in their learning environments.

Concerns that proxy data (Good Childhood Report, 2018) can be misleading or inaccurate with regard children's wellbeing and happiness leads to the suggestion that data should be collected direct from the children. The research design provides opportunities for three main methods of data collection: graffiti walls in which children are encouraged to write and draw their responses to questions such as 'What makes you feel happy at school?'; Likert scale voting boxes in which children can rate their levels of happiness in the classroom by voting with buttons and posting them in scaled boxes (this ensures their involvement without relying on adult support to complete grids and scale charts); and completion of a postcard which asks them to make suggestions as to what they feel would make them feel happier in their school or classroom.

In the UK, current teacher training and in-service training documentation provides focus and suggestions for teachers to improve their own mental health and wellbeing, and that low levels of wellbeing in children may impact on academic progress [5, 6, 7]. There is also recognition by teachers within the profession that more work needs to be completed in order to recognise and address the inextricable links between teacher and pupil wellbeing [8]. This particular study suggests that teachers need to know their pupils' perspectives in order to develop and build on their current practice.

## **Integrating Well-being into Pre-service Students' Curriculum**

**Dolev Niva, Itzkovich Yariv, Maamati- Schnieder Lior\*, Meirovich Adaya\***

Kinneret Academic College on the Sea of Galilee, Israel | [nivadolev@hotmail.com](mailto:nivadolev@hotmail.com)

\*Hadassah Academic College, Jerusalem, Israel

**Integrating Well-being into Pre-service Students' Curriculum** In this paper we aim to identify ways to prevent and manage the inequality in education of Roma students. The research was based on the application of a questionnaire to teachers teaching Roma schools in schools. The results of the questionnaire highlighted important issues related to the discrimination of Roma students from both students and teachers. In addition, the responding teachers offer timely attempts to prevent and manage different types of discrimination against Roma students. The main ways of manifesting inequalities in Roma students, as teachers perceive, are the prejudices related to the social status of the Roma, the financial situation, as well as their isolation in communities far from the Romanian pupils. The article presents examples of good practice on preventing and managing discrimination situations for Roma students at school level.

## **Satisfaction with student life and the level of school achievements in Romania, Moldova and Greece**

**Daniela Muntele-Hendreş, Teodora Florea, Camelia Sopenaru, Versavia Curelaru, Georgeta Diac**

Alexandru Ioan Cuza University of Iaşi, Romania | [danielamuntele@gmail.com](mailto:danielamuntele@gmail.com)

There are already arguments that students' social identification as a student can positively predict academic achievement (Bliuc et al. 2011). In our study we aimed to compare between Romania, Moldova and Greece the measure in which social identity as student and self-efficacy are predictors for school performance and satisfaction with student life. A number of 726 students were involved in the research, ranging in age from 12 to 17, 386 from Romania, 180 from Moldova and 160 from Greece. Self-efficacy was a stronger predictor than social identification, both for student life satisfaction and for school average grades. The results will be discussed from the perspective of different roles of several facets of both self-efficacy and social identity.

## **Values and emotions in personality system of adolescents and youths**

**Diana Antoci**

Tiraspol State University, Chişinău, Republic of Moldova | [antocid@yahoo.com](mailto:antocid@yahoo.com)

This article addresses the problem of identifying relationship between the emotional manifestations of adolescents and young people and dominant values in their personality system in order to establish priorities in the acquisition of the components of the value orientation at the subjects. The age of adolescence is the period of social and emotional development, cognitive and emotional explosion, and psychic and value system formation. Personality formation takes place in the social environment through interrelation with parents, friends, and teachers in different life situations. Adolescents may experience positive and negative emotions of varying

intensity. Emotional stability develops gradually through experiences, socialization, cognitive progress, self-knowledge and self-affirmation which are already being formed and are specific to young people. It is important to self-recognize and self-analyze by the subject of his/her own specific emotions, to determine the causes of their occurrence, to know how to regulate the negative ones. The role of emotions is enormous for the human being. The affective sphere is one of fundamental elements for: the fixation of externalized manifestations through the behavioral display of suitable emotions, shaping of attitudes, the development of beliefs and, therefore, values. These components are organized hierarchically, forming the content of value orientation or values orientation. The experimental study carried out with adolescent and young subjects consisted in determining the specificity of emotions and dominant values in adolescence and youth ages, highlighting the dynamics of emotional and value changes, and establishing the relationship between the studied variables. The experiment results provide us with the current information regarding dynamics of the relationship of emotions and values, which, therefore, allows to elaborate new ways of emotions knowing and regulating during adolescence age including youth one. These strategies can be applicable in educational institutions, ensuring by them well-being for all education actors. Well-being means not only feeling well inside, but also to be in well-being created conditions in the environment around us, favoring the wellbeing of all subjects.

### **The developmental needs and aspirations of teenagers, premises for the implementation of programs based on experiential learning**

**Oana-Elena Negoită, Vasile Chiş**

Babes Bolyai University, Cluj Napoca, Romania | [oana\\_elena\\_negoita@yahoo.com](mailto:oana_elena_negoita@yahoo.com)

This article is based on a personal vision that any teenager, from anywhere, could at any time develop personally and socially, if he/she had an environment with offering learning experiences and develop his/her own development tools he/she can use throughout his/her life and would benefit from the support of the main educational partners (family, school, community) in his/her training. Starting from this vision, between December 2018 - June 2019, I conducted a scientific research, within the Department of Education Sciences, from the Faculty of Psychology and Educational Sciences of "Babeş-Bolyai" University, Cluj-Napoca, with the purpose of identifying the educational needs of teenagers, for the design and implementation of educational programs, for their personal and social development. The research involved filling an online questionnaire in which respondents were encouraged to answer questions openly and honestly, the answers being anonymous and without correct or incorrect variants. Over 700 respondents provided answers to the questions "What would you like to learn if you could choose?" and "What would you most like to do in your life, if you have time, energy, money, trust in yourself and family support?". The results of the study open the discussion on the need to approach education from a multilateral and personalized perspective, which represents an opportunity for collaboration between educational agents. In the context in which the education for the creation of well-being begins in the first years of family life, it is continued in school, it can be extended within some nongovernmental organizations and it is supported by the community and by the economic agents throughout the life, this work reflects the actual educational needs, anchored to the future aspirations of young people in Romania. Based on the results of this study, a portrait of the teenager in Romania can be outlined, ideas of personalization of education and solutions can

be stated so that all educational agents can design and implement programs and projects adapted to the educational needs of today's teenagers, with future projections.

## **The role of emotional intelligence in determining the satisfaction of primary school teachers - an exploratory study**

**Diana Mihăescu**

Lucian Blaga University of Sibiu, Sibiu, Romania | [diana.mihaescu@ulbsibiu.ro](mailto:diana.mihaescu@ulbsibiu.ro)

For building some viable educational relationships, for a correct design of the educational approach, the teachers' emotional intelligence can determine the development of the competences which lead to the psychological health's improvement and of their didactic success. (Schutte et al., 1998) This exploratory study tries a new insights approach regarding the relationship between the five dimensions of the emotional intelligence (EQ) (Intrapersonal, Interpersonal, Stress Management, Adaptability, General Mood Scale dimensions) of 54 primary school teachers from city of Sibiu, and the four factors of job satisfaction as: Pay /Benefits and Promotion, Management and interpersonal relations, Organization and communication and General Job Satisfaction. They were asked to complete Bar-On's' EQ test and the "Job Satisfaction" questionnaire developed by Constantin T. (2004), following the "Job Satisfaction Survey" (JSS) model proposed by Paul E. Spector (1994). The multiple regression technique was used to examine the predictability of the emotional intelligence dimensions regarding specific job satisfaction factors. The results of the study indicate that the five dimensions of emotional intelligence (EQ) can be considered as predictors of job satisfaction factors. Thus, the elements related to Adaptation and Intra-personal Dimension are those that have emerged as a significant predictor in foreseeing all job satisfaction constructs. The overall results of the exploratory study also indicate that there is a significantly positive relationship between emotional intelligence and job satisfaction but also the need for further studies using longitudinal data.

## **Do positive emotions influence engagement and well-being among teachers? Implications for teacher training**

**Aurora Adina Colomeischi, Petruța P. Rusu**

Ștefan cel Mare University of Suceava, Suceava, Romania | [adina.colomeischi@usm.ro](mailto:adina.colomeischi@usm.ro),  
[petrutarusu@usm.ro](mailto:petrutarusu@usm.ro)

The present study aims to examine the influence of teachers' positive emotions on their work engagement and well-being. According to the Broaden-and-Build Theory (Fredrickson, 2001), we hypothesized that teachers' positive emotions and specifically positivity ratio (the ratio between positive and negative emotions) would increase their work engagement and their well-being. The sample consisted of 1335 teachers from Romania. The results indicated that positive emotions were significantly related to work engagement and psychological well-being. Moreover, our findings revealed that work engagement mediated the relationships between positivity ratio and teachers' well-being. The results from our study contribute to a better understanding of the mechanisms explaining the effects of positive emotions on teachers' well-being. Cultivating positive emotions in daily life of teachers may help them to be more engaged and to experience higher levels of well-being.

Initial training of teachers should focus more on strategies to promote positive emotions and to regulate negative emotions in times of stress. Teachers might benefit from specific positive psychology interventions that might help them to find more ways of experiencing positive emotions in teaching, especially during stressful times. In addition, our findings support the importance of addressing positive emotions in pre-service and in-service teacher training aimed to build teachers' engagement and well-being.

### **Towards understanding children's well-being: teachers' perspectives**

**Simona Iftimescu, Mihaela Stîngu, Miruna Luana Miulescu, Mirela Alexandru**

RODAWELL Centre, University of Bucharest, Bucharest, Romania |  
[simona.iftimescu@gmail.com](mailto:simona.iftimescu@gmail.com), [mihaela.stingu@gmail.com](mailto:mihaela.stingu@gmail.com), [miruna.miulescu@gmail.com](mailto:miruna.miulescu@gmail.com),  
[alexandru.mirela.elena@gmail.com](mailto:alexandru.mirela.elena@gmail.com)

Starting from the idea that a "healthy society" is built on a sound education system, this study focuses on children's well-being, which is, according to research, a concept highly influenced by educational institutions (Lohre, Lydersen & Vatten, 2010; Roeser & Eccles, 2000) and is reflected in the quality of learning (OECD, 2015, 2017, 2018). Moreover, studies show that teachers play an important role in enhancing the well-being of students (Mccallum & Price, 2010), as well as the school climate (OECD, 2018).

There have been studies that explored the interaction between children's well-being and the school environment, particularly the school climate and the interpersonal relationships that can enhance children's well-being (Lawler, Newland, Giger, Roh & Brockevelt, 2017; Newland et al., 2018). Moreover, the findings concerning classroom context suggest that the quality of relationships among teachers and students influences students' engagement towards school, as well as their social-emotional development (Anderman, 2003; Battistich et al., 1995; Chiu et al., 2016; Noble et al., 2008).

Grounded on this research background, the article is set to explore teachers' perceptions on the impact of an intervention program that focused on the social-emotional and behavioural well-being of pre- and primary school children in Romania. Drawing on the Rodawell project implemented by the Faculty of Psychology and Educational Studies at the University of Bucharest in partnership with VIA University College Denmark, this paper focuses on describing the phases of the intervention and identifying teachers' perspectives on the children's development of social abilities, emotional and behavioural difficulties, as well as their reflections on the implementation of the project.

Methodologically, the research involves both quantitative and qualitative approaches embodied in a need analysis, a quasi-experiment and an action research. The tools used to collect data are: institutional report sheets, questionnaires with teachers, focus groups with teachers, interviews with managers, and observations in classrooms.

The multidimensionality of the instruments used provides a comprehensive perspective on the issue being investigated, as the data offers an overview of the teachers' perspective on the impact of the intervention program on social-emotional and behavioural well-being of children. Results are analyzed in connection to the four critical areas for intervention identified by the needs' analysis: learning environment, children's autonomy, inclusion and social interactions. Variations for pre-school and primary school levels are also discussed. Teachers' reflections are presented in relation to the challenges they faced, particularly their own motivation and the different understanding of the project's conceptual framework. The data from the study will also

provide benchmarks for the development of best-practices regarding the well-being in schools in Romania and for the expansion of the Rodawell project.

## **Facilitating deep learning through the use of cognitive prompting**

**Dana Opre, Razvan Jurchis, Andrei Costea**

Babes Bolyai University, Cluj Napoca, Romania | [danaopre@psychology.ro](mailto:danaopre@psychology.ro)

Prompting means questions or cues used for facilitating the efficient learning process. In fact, being there the prompting prevents the superficial processing of information. They play the role of activators of mental strategies because their presence stimulates the use, by those who learn, of cognitive and metacognitive strategies in order to achieve deep learning. The purpose of the present investigation is to test the short- and long-term effects of the use of prompting in the learning of scientific content in real educational situations. The participants in the experiment (students) had to study a chapter from the content of a one-semester subject. The experimental group received the content to be studied with cognitive and metacognitive prompting. The control group received the same instructions for studying the content but without prompting. Results showed that the prompting points are effective in both short and long term learning.

## **The well-being – aim of a systemic educational approach to organizational learning in higher education. Methodological benchmarks for teacher training**

**Mihai Stanciu, Alina Sîrghea**

University of Agricultural Sciences and Veterinary Medicine "Ion Ionescu de la Brad" Iași, Romania | [stanciuped@yahoo.fr](mailto:stanciuped@yahoo.fr)

Background: The concept of well-being has been known since 1561 and has it means "the state of being happy, healthy, or prosperous : WELFARE" (Merriam-Webster.com dictionary). "Well-being is most commonly used in philosophy to describe what is non-instrumentally or ultimately good for a person."(The Stanford Encyclopedia of Philosophy, 2017 Edition). Interesting to note is that the concept of Danish culture is well described by "hygge" (Brits, L. , 2017), and the Swedish one as "lagom" (Akerström, L., 2017).

Research on well-being has grown more and more in recent years. Experts in the field noted the absence of coherent definitions of the concept (Ryff & Keyes,1995 ; Forgeard & al., 2011) (apud Dodge & Sanders, 2012). The research argues the influence of the teacher's well-being on the student's well-being and the improvement of an intrinsic motivation for learning (Patrick, Hisley & Kempler, 2000).

The communication aims to present some examples of good practices at university level (Oxford, Manchester, Chicago, University College London, Gerge Mason, Warwick, Australia),

that will be capitalized in the design of some directions of educational action for the implementation of well-being at the level of USAMV Iași, in a systemic-holistic approach (Stanciu, M., 1999).

Our approach is rather a pragmatic one, of capitalizing on theories of the well-being domain, from the perspective of organizational learning (Senge P.,2012; Senge P., et. al., 2016), at the level of teachers and students from USAMV Iași.

Objective: a) Making a good theoretical synthesis on this issue; b) Knowledge of the level of satisfaction that the university environment at USAMV Iași offers to students and teachers; c)



Elaboration of a post-university program of continuous training of university teachers for the implementation of well-being at USAMV Iași,

Methods: literature review; case studies regarding the socio-economic situation of the students; applying a student satisfaction questionnaire regarding the activity of the teachers, The Multidimensional Students Life Satisfaction Scale (MSLSS), The Satisfaction with Life Scale (SWLS) to 100 students and 50 university teachers; statistical processing of the data obtained.

Results & Discussion: Based on the quantitative and qualitative analysis of the results of the investigation at the level of teachers and students, we will proceed to the elaboration, approval and implementation of a well-being development program at USAMV Iași; the elaboration, approval and implementation of a postgraduate program of continuous training of teachers from USAMV Iași and other universities in Romania.

Conclusions: Our research could constitute methodological benchmarks regarding the rethinking in Romania of the initial and continuous programs of the teachers. Also, we sustain and promote a culture of student wellbeing (Falmouth University, 2018). In conjunction with other research, we could rethink the paradigm of education from the perspective of the challenges of the 21st century.

### **Buy the Ticket, Take the Ride: The Primary PGCE Well-being Rollercoaster**

**Emma Clarke, Aimee Quickfall, Shaun Thompson**

Bishop Grosseteste University, UK | [shaun.thompson@bishopg.ac.uk](mailto:shaun.thompson@bishopg.ac.uk),  
[aimee.quickfall@bishopg.ac.uk](mailto:aimee.quickfall@bishopg.ac.uk), [emma.clarke@bishopg.ac.uk](mailto:emma.clarke@bishopg.ac.uk)

Teacher recruitment, retention and well-being are ongoing issues in England and internationally (DfE, 2016; DfE, 2018; Geiger and Pivovarova, 2018) and are recurrent and pertinent issues for ITT trainees in England. This paper will explain and disseminate the findings of a small-scale, qualitative pilot project to track a group of 13 students over the PGCE year in one higher education institution, using photo-elicitation, timelines, diagrams and stimulated recall interviews. The aim of the project was to find out more about the experiences of teacher trainees on this intensive pathway to qualified teacher status.

This pilot research project involved four PGCE trainee researchers; considerations of power relations in the interaction of staff and students (Crawford, Hagyard, Horsley et al., 2018), particularly in an 'open' information gathering activity (photographs, timelines, semi-structured interviews), has led to this project being designed to include student researchers in decision-making, data collection and analysis.

The research team also collected timelines and diagrams from the larger 'community of practice' of 80 UK PGCE students as contextual and supporting data. Themes that emerged for students and staff during data analysis were the 'rollercoaster effect' over the year and connections between the 'highs' of well-being and a sense of community or personal support and the 'lows' of well-being and depictions of isolation. Following the project pilot, tentative changes have been made to the programme to support trainees with 'pinch points' and an appreciation of their challenges and resources, as well as resources for building learning communities.

## The influence of religiosity and humility on teachers' well-being: Educational implications

**Petruta P. Rusu, Cornelia Filip**

Ștefan cel Mare University of Suceava, Suceava, Romania [petrutarusu@gmail.com](mailto:petrutarusu@gmail.com),  
[cornelia.filip3@student.usv.ro](mailto:cornelia.filip3@student.usv.ro)

Religiosity has been positively related to subjective well-being, optimism, meaning in life and positive emotions. However, there is limited evidence of studies investigating how religiosity affects teachers. Religious faith is very important for Romanians, 95% of people believe in God and 44% pray daily. As religious teachings may help one to be humbler, we hypothesized that humility as a character virtue would serve as an underlying mechanism of the link between religiosity and well-being among teachers. The aim of present study is to investigate the relationship between religiosity and teacher's well-being through the mediating role of humility. The sample consisted of 145 Christian teachers (Orthodox, Catholics, Adventists and Neo-Protestants), aged between 19 and 57 years old. Results indicated that teachers' religiosity was positively associated with humility and well-being. In addition, teachers' humility mediated the association between religiosity and well-being. Teachers with higher levels of religiosity reported more humility and in consequence higher levels of well-being. The findings support the importance of addressing religiosity and character virtues in pre-service and in-service teacher training and in positive psychology interventions with teachers.

## Applying ubiquitous computing in STEM education

**Aleksi Markkanen, Ari Myllyviita**

University of Helsinki, Helsinki, Finland | [aleksi.markkanen@normaalilyseo.fi](mailto:aleksi.markkanen@normaalilyseo.fi),  
[ari.myllyviita@helsinki.fi](mailto:ari.myllyviita@helsinki.fi)

The UMI-Sci-Ed project applied UMI (Ubiquitous computing, Mobile computing and Internet of Things) technologies in the science education of 14- to 16-year-old pupils. The aims of the project include supporting student interest development towards STEM subjects and careers as well as creating a Community of Practice (CoP) around the UMI platform to facilitate teacher and stakeholder collaboration.

Given the multidisciplinary approach of the project, at least in Finland, it was deemed necessary to collaborate between teachers of different disciplines; for example, computer science, mathematics, chemistry, physics and biology.

In addition to interest development, there is a growing need for transversal competences such as communication, problem solving, and teamwork in STEM careers. Schools need to meet these new demands of transversal competencies and transdisciplinary problem solving. The Finnish national core curriculum recognizes seven areas of transversal competencies that have to be taken into account in every school subject – especially when planning multi-disciplinary learning modules.

Every participating country (Finland, Norway, Ireland, Italy, Greece) designed three learning scenarios each and piloted them during the three-year project. Using online questionnaires, data was collected regarding student attitudes and interest towards STEM, career awareness and platform usability. During our talk we will discuss how the Finnish learning scenarios were designed and piloted in the teacher training school context; how to enhance multidisciplinary

teacher collaboration throughout the Finnish teacher training and what to consider when planning multidisciplinary learning modules.

The Finnish learning scenarios were based on the findings of a previous ROSE study: the themes of the learning scenarios were chosen to closely relate to the pupils' everyday life and sustainable future: smart flower pot, study of bacterial growth and smart bathroom lights. This was also the case with the common scenario – a smart recycling bin. All of these scenarios combine different STEM subjects and they are also closely related to the real-life experience of the students to make them easier to grasp and ask questions about.

We will discuss our scenario piloting with detail and consider how teacher collaboration supported the piloting of the scenarios. It is also worth discussing how to organize cross-disciplinary collaboration between teacher trainees – a valuable skill in the 21st century school. We will share our experiences and some caveats to multidisciplinary learning modules we have recognized.

## **Practices of formative assessment in the classroom. Enhancing learning for competence development**

**Oana Moşoiu**

University of Bucharest, Bucharest, Romania | [oana.mosoiu@fpse.unibuc.ro](mailto:oana.mosoiu@fpse.unibuc.ro)

This paper presents a study on several groups of secondary school teachers participating in a continuous teacher training course on improving assessment practices. The study will present the results in changing professional behaviour after 6 months and 1 year from graduating the course, how the participants have increased practices of formative assessment, the facilitating factors and the support factors. Also, it will present the importance of the knowledge content level in assessment for more aware student-centered formative assessment practices in the classroom.

## **Interdisciplinary Learning for Pre-service Teachers**

**Simona Laurian Fitzgerald, Carmen Alina Popa, Adina Vesa, Carlton Fitzgerald\***

University of Oradea, Oradea, Romania | [mmonalaurian@yahoo.co.uk](mailto:mmonalaurian@yahoo.co.uk),  
[carmen\\_berce@yahoo.com](mailto:carmen_berce@yahoo.com), [vesa.adina@yahoo.com](mailto:vesa.adina@yahoo.com)

\*New England College, Henniker, New Hampshire, USA | [carltonnh@yahoo.com](mailto:carltonnh@yahoo.com)

In this study the researchers worked collaboratively to integrate curriculum in three ways: 1. interdisciplinary teaching, 2. a real world performance task, and 3. cooperative learning. The purpose of this study was to review how these integrative principles effected pre-service teachers. Pre-service teachers were enrolled in three courses during this study that had as part of their goals the following: 1. How to teach penmanship, 2. How to teach letter writing, and 3. How to teach students promotive social skills in working in small groups. Seventy students (55 pre-service teachers and 15 physical therapy students) participated in this action research project by engaging in a Santa writing experience. Young students in four schools wrote letters to Santa, and the student participants responded to specific students. Four professors collaborated in this project. The teachers included: a language and didactics professor, a curriculum professor, a writing (penmanship) professor, and an adjunct professor working with first year physical therapist students. Results of the study indicated that students: 1. found the process to be more difficult than they first thought; 2. appreciated the opportunity to help young students celebrate

their holiday dreams; 3. students felt they learned more deeply the goals of their three classes; and 4. were proud to help young people enjoy their holidays. This process was fairly complex and, in spite of that complexity the majority of students found the experience worthwhile from a teaching perspective and from an existential perspective.

## **Diversity in the Special Education Classroom: Qualitative Analysis Using PhotoVoice**

**Carmen Alina Popa, Laura Bochiş, Simona Laurian Fitzgerald, Adina Vesa, Gianina Petre\***

University of Oradea, Romania | [carmen\\_berce@yahoo.com](mailto:carmen_berce@yahoo.com), [totlaura@yahoo.com](mailto:totlaura@yahoo.com),  
[mmonalaurian@yahoo.co.uk](mailto:mmonalaurian@yahoo.co.uk), [vesa.adina@yahoo.com](mailto:vesa.adina@yahoo.com)

\*Adventist International Institute of Advanced Studies, Philippines | [petreg@aiaas.edu](mailto:petreg@aiaas.edu)

The study presents results from an action-research project that employed PhotoVoice to collect and analyze data connected to student diversity in different kinds of special education classes. The purpose of this study is to help 1st MEd students develop a deeper understanding of the benefits for diversity in the special education classroom. Four MEd students observed five teachers and their students with special needs in order to capture pictures of students in action in their classes. MEd students analyzed and reflected on the impact diversity is having on classroom experiences. In this portion of the study, the four MEd participants analyzed pictures to capture the positive effects of diversity on the students with special education needs. From their analysis of the data provided by the PhotoVoice Method of research, the participants found that eight themes emerged. These themes included: 1. connections (relationships), 2. fun school activities, 3. moments of relaxation, 4. behavioral stereotypes in controlled environments, 5. didactic strategies adapted to the needs of children with disabilities, 6. the educational climate based on support in socio-emotional and personal development, 7. educational projects carried out with students with special education needs, and 8. practical activities. By having MEd students participate in this action research project the authors hope to generate a positive change in MEd students' attitudes towards diverse classrooms. The PhotoVoice Method includes disseminating the results to raise awareness of the local community and decision-making entities.

## **Investigation of the in-service teachers' competencies based on the ISTE standards: A needs analysis**

**Volkan Kukul, Mehmet Kara**

Amasya University, Amasya, Turkey | [kukulvolkan@gmail.com](mailto:kukulvolkan@gmail.com),

The changes in both educational paradigm and the desired skills for the individuals require that teachers have the role of mentoring; rather than the source of knowledge, for learners to construct knowledge. It is also highly desired that teachers are required to have technological knowledge as well as pedagogical and content knowledge so as to integrate the current technology into their classrooms. For this reason, teachers need to effectively use technology in educational environments in the light of their pedagogical and content knowledge. The relevant literature indicates that teachers have challenges to use technological, pedagogical, and content knowledge in their teaching practices and they feel incompetent in this regard. Teachers are required to be up-to-date for the current technologies and to provide their students with mentoring for the usage of them for learning. In other words, they are required to have

technological, pedagogical, and content knowledge and to attend professional development activities for this purpose. In this regard, several organizations or institutions have determined standards and frameworks as objectives. One of them is the framework proposed by the International Society for Technology in Education (ISTE). The proposed framework by ISTE, classified under seven titles, includes the standards, demonstrating teachers' competencies. The present study aims to identify in-service teachers' levels of the competencies and their needs to improve their competency levels to achieve the identified standards. For this aim, mixed-method research design will be used in the current study. The instruments will be the scale developed to measure teachers' competencies based on the ISTE standards and semi-structured interviews. The data collection procedure is still in progress. Upon the completion of the quantitative data collection, the qualitative data through the semi-structured interviews will be conducted to have a detailed understanding of the teachers' professional development. The findings of this study will be the first part of a more comprehensive research project, which aims to improve teachers' competencies through in-service training. Based on the findings of this study, an in-service training program will be designed, implemented, and evaluated the training evaluation method.

## **Didactic quality transposition – imperative of contemporary pedagogue**

**Valentina Mîslîţchi**

Tiraspol State University, Chişinău, Republic of Moldova | [mislitchi.valentina@ust.md](mailto:mislitchi.valentina@ust.md)

The paper highlights the need to provide by teachers didactic transposition aimed at the complex approach of original scientific re-elaboration of contents, oriented by scientific rules and prescriptions, which intends to make science accessible, without diminishing scientific rigor, without losing scientific character of text.

The didactic transposition refers to the translation of the elements of knowledge into elements of didactic content, which implies creativity and active intervention, inspired by teacher, so the contents are restructured, translated into forms that can facilitate understanding, stimulate interests, and produce satisfaction of knowing and using of items acquired by students.

Each step of the didactic transposition can be analyzed in terms of the interactions between scientific knowledge (K), promoted values system (V) and social practices (P) involved. In such situation, the transition becomes transparent from scientific knowledge and reference social practices to knowledge to be taught and to knowledge learned.

At the external level of didactic transposition, the transition takes place from the scientific knowledge to the knowledge to be taught, and at the internal level, the transition takes place from knowledge to be taught to knowledge acquired.

The didactic transposition deals, in particular, with the object of learning, respectively the way by which scientific contents become object of teaching and learning. In this sense, teachers have the role to adjust programs continually, to adapt them to the concrete educational contexts, to the multiple realities, to the existing constraints, etc. Basically, the objective of quality learning is aimed, implicitly, at student / student's acquisition of some identified knowledge, validated and accessible through a didactic transposition process.

The acquisition system, resulting from a didactic transposition process is: open, integrative, flexible, easy to remodel, in the sense of being able to include new acquisitions and to be valorized in new and diversified situations.

## **Dimensions of the motivation for the teaching profession: a study on a Romanian preservice teacher sample**

**Cristina - Corina Bentea**

Dunarea de Jos University of Galati, Galați, Romania | [Cristina.Bentea@ugal.ro](mailto:Cristina.Bentea@ugal.ro)

The purpose of the paper was to examine what motivates teaching career choice in a sample of Romanian preservice teachers. The participants were 120 students enrolled in the first-year early childhood and primary teacher education program. Were applied three self-reported instruments. Results have shown highest levels of motivations for teaching career in our sample were Work with children, Shape future of children and Prior teaching and learning experiences followed by Ability and Intrinsic career value. Also, extrinsic motivation through identified regulation, intrinsic motivation to know and extrinsic motivation through external regulation were the primary orientations which determine participants to training for the teaching profession. The correlations among the forms of motivation sustain the presence of the self-determination continuum model (Deci & Ryan, 1985). The findings were discussed taking into consideration the types of motivations that underlie the training for teaching career in Romanian education system.

## **"I am not good in math" - Beliefs of pre-service elementary school teachers about mathematics**

**Zvia Markovits**

Kibbutzim College of Education, Technology & Arts, Tel Aviv, Israel | [zviam@oranim.ac.il](mailto:zviam@oranim.ac.il)

Teachers' beliefs play an important role in what they teach, on their teaching methods and on the way that their students learn. Mathematics is considered as a complicated subject. Hence, many pre-service teachers hold negative beliefs about mathematics, mostly related to the way they learned mathematics at school. This study aims to examine the beliefs about mathematics adopted by pre-service elementary school teachers not specializing in mathematics. Seventeen pre-service teachers, in their second year of studies, participated in a one-semester course dedicated to mathematics and its teaching. This course is the only mathematics course the participants learn during their 4-year studies. Although they do not specialize in mathematics (eight specialize in literature, five in sciences and four in bible studies), they will most certainly need to teach mathematics. The participants responded to two questionnaires, one administered at the beginning of the course and the other at its end. The questionnaires consisted of open-ended items, as well as close-ended ones on a 5-point Likert-type scale. The results showed that for many of the participants, mathematics was not a favorite subject. The mean value for the statement "I had difficulties with mathematics at school" was 3.94 on the scale of 1-5, with 1 implying 'no difficulties at all' and 5 implying 'major difficulties'. These difficulties were probably the reason why they did not like mathematics. The mean value for the item "How much do you like mathematics?" was 2.64 before the course, and increased a little to 2.82 after the course, but still was far from 3, the middle value of the scale. This is not surprising and suggests that a one-semester course cannot uproot beliefs that are deeply planted in the pre-service teachers' consciousness. Before the course, the participants believed that young children did not like being engaged in mathematics with mean value of 2.58. However, they changed their opinion during the course and, in the second questionnaire, the mean value increased to 3.70. Part of them (about one third) did not realize at this stage that

they will probably have to teach mathematics but many of them would like to learn more courses in mathematics (about 85%). Concerning the item "On a scale of 1-10, how confident do you feel to teach mathematics in elementary school?", the mean value was 5.23 in the first questionnaire, and 5.70 in the second questionnaire, with five participants indicating "8". These results suggest that some of the pre-service teachers believe that they are qualified to teach mathematics, since teaching mathematics in elementary school is probably not a 'big deal', and thus there is no need to study how this should be done.

## **Metacognition in teachers' reflective journals**

**Anda Priedite**

University of Latvia, Riga, Latvia | [priedite.anda@gmail.com](mailto:priedite.anda@gmail.com)

Teachers regularly experience diverse and unpredictable situations in the classroom. Such situations require not only a variety of knowledge and skills, but also the ability to understand and control their own thinking processes. Metacognition is the awareness of the thinking process. There are three aspects of metacognition - knowledge of cognition, regulation of cognition and metacognitive experiences. While it seems self-evident that teachers are metacognitive, it is difficult to access teacher thinking, and to document the extent to which teachers are metacognitive. Aim of this research is to explore how reflective journals can be used to better understand and describe teachers' metacognition. For this study novice teachers were chosen because metacognition appears most in the situations that are challenging and new. In this research teachers were asked to write an entry in an online based reflective journal every week during their first semester of teaching as part of their collaboration with assigned mentor. In total 90 journal entries were coded and analysed to describe types and levels of metacognition that can be observed in teachers' reflective journals. Participating teachers were also interviewed to understand potential gains of reflective journals in promoting teachers' metacognition.

## **Enhancing Collaborative Learning of Teachers for Professional Development in Myanmar Schools**

**Myo Sandar**

Eotvos Lorand University, Budapest, Hungary | [myosandar1991@gmail.com](mailto:myosandar1991@gmail.com)

This presentation is a pilot study on "Enhancing collaborative learning of teachers for professional development in Myanmar schools". In recent years the government has launched an ambitious and wide-ranging series of economic, political and governance reforms that are impacting all aspects of Myanmar society. The government has identified education and poverty alleviation as key drivers to support the democratic and peace-building process and achieve the national goal of Myanmar becoming a Middle-Income Country by 2030. The government understands that education plays a central role in economic growth and national development (NESP, 2011). So, the government is maintaining a focus on the education sector and trying to upgrade it but there are still many challenges and barriers to overcome in the process of education reform in Myanmar. To improve the quality of education, professional development of teachers is very essential and changes in classroom practices demanded by the reforms ultimately rely on teachers (Fullan & Miles, 1992). Collaborative cultures also foster and build on qualities of openness, trust and support among teachers (Forte & Flores, 2014). So, the aim of the presentation is to investigate what are the main characteristics of teachers' collaborative learning and how it can be enhanced for their professional development in schools. The data of this

presentation is based on the responses of the interviews with five school teachers who were selected by purposive sampling because this presentation focuses on the perceptions of teachers on collaboration and professional development who have different teaching services working in different schools (primary schools and high schools from urban and rural areas in Yangon Division, Myanmar). In the thematic analysis of the interviews, teachers' understanding and practice of professional development, collaboration, perceptions of enhancing and hindering factors were explored. Findings show that teachers perceived that collaborative learning can develop professional development and they can discuss and share different ideas and perspectives and this kind of learning can improve their knowledge. They learned together in their school mostly from informal discussions. Teachers perceived that some of the trainings for professional development of teachers given by Ministry of Education are effective. The principal takes main role in school decision making in some schools and the shared leadership is given to teachers in some schools. Moreover, issues such as over work loaded, time, too much concentration on school pass rate, isolation among teachers for professional talk, inequality of student-teacher ratio, weakness of shared decision-making and motivation and support from principals are also emerged from the data. Implications of this presentation can be useful to consider teacher's motivation and engagement on their professional learning in school reform, the role of principal leadership and educational universities and colleges for professional development of teachers in further research.

## **Teacher as a reflexive practitioner (The Constructivist Perspective)**

**Milica Gajić**

Gymnasium "Svetozar Marković", Novi Sad, Serbia | [gajico@ff.uns.ac.rs](mailto:gajico@ff.uns.ac.rs)

The social context in which education takes place changes significantly, leading to changes in the goals of education and the way in which teaching is delivered. The perception of teachers as a key parameter of the high-quality education necessarily raises the question of their competences for the teaching profession. Therefore, the teacher professional development has become a topical research topic and a key segment of the educational policy in many countries, including Serbia.

The paper considers possibilities of developing and empowering teachers' professional competencies to reflect their own educational practices, with a focus on competency standards for teaching and supporting student learning. Given that the results of International Testing (PISA) have shown that the average achievement of Serbian students in the field of scientific literacy is not at the expected level, it is necessary to introduce changes in the teaching process, organization of learning and approaches to teaching, in order to make them more student-centered. The author sees this as an opportunity to strengthen teachers' competencies for applying a constructivist approach to teaching, including the research-oriented teaching model. Our country has joined the trend of incorporating research activities into the curriculum, especially for the natural science group, is accepted by our country, according to the assertion of the relevant Ministry. Efforts are made to ensure that the learning process is accomplished through research, experimentation, and various practical work, which involves a combination of known facts and data in a new, unusual way, using different sources of knowledge, linking acquired knowledge, and practically applying them when solving problems in the everyday life. The educational potential of constructivist elements in teaching is really enormous, thus providing the opportunity for experiential learning and learning through research, that is, the construction of one's own knowledge. This also includes a development of more general learning



strategies, as well as problem-solving and research, which would be applicable to a number of situations and contents, with greater transferability.

Therefore, the empowerment of teacher professional competences in the teaching and learning segment, i.e. the constructivist approach and research-oriented teaching, appears to be imperative. Teachers are expected to be reflexive practitioners and initiators of changes in the classroom through the self-construction of their own knowledge. Observing teachers as the key actors in education reform raises the question of the quality of available programs and models of teacher professional development and advanced training, the obligatory segment of which would be approaches focused on constructivist elements, reflexivity, research-oriented learning, etc.

### **Self-assessment of critical thinking - a necessary step at the start of the training for the teaching career**

**Gabriel Mareş, Venera-Mihaela Cojocariu**

Vasile Alecsandri University of Bacău, Bacău, Romania | [gabigmareş@yahoo.com](mailto:gabigmareş@yahoo.com),  
[venera\\_1962@yahoo.com](mailto:venera_1962@yahoo.com)

Critical thinking (CT) is more than a soft skill for teachers in the contemporary global context. It is one of the necessary conditions in the process of training and structuring an authentic professional in the educational field. The importance of CT derives from its double value: as a useful element in the process of (self)information, (self)training, (self) development for the teacher; as an acquisition that helps build the students' CT. The purpose of the present study is to identify the self-perception about CT of the students who are preparing to become teachers. Research questions: RQ1 - Do students in the urban area preparing for the teaching career have a higher self-assessment capacity than those in rural areas? RQ2 - is the self-assessment of the CT ability performed by the students objective? RQ3 - Do students apply in their academic activity and daily life the theoretical notions that they have on CT? The study group consisted of 65 students from the first year preparing for their teaching career. Data were collected using a questionnaire applied in the first semester of the current academic year. The analyzed dimensions were: orientation towards theoretical elements specific to CT, orientation towards practical elements specific to CT, errors in self-assessment of CT, self-assessment of CT. The analysis of the systematized data for the 3 RQs was complemented by a qualitative analysis realized through five focus groups. From the processing of the results obtained in the focus group and questionnaire, we found the existence of discrepancies between how students performed self-assessment and the content of the answers offered in the focus groups. We consider that the quantitative and qualitative dimensions of the study have highlighted a number of characteristics worth taking into account when training prospective teachers. Thus, the tendencies of over- or under-evaluation of CT skills can affect not only the formation / development of this ability but also aspects such as: the ability to objectively evaluate future students; introducing fake news items or scientifically invalidated information into teaching; the adequate development of other sets of soft skills related to CT.

## **Teachers' role in critical consciousness development. New directions for classroom practices**

**Gabriela Monica Assante, Mariana Momanu**

Alexandru Ioan Cuza University of Iasi, Romania | [panzaru.monica@yahoo.com](mailto:panzaru.monica@yahoo.com)

The central idea guiding the present study concerns underlying the importance of in-service teacher practices in the development of pupils' critical consciousness. Critical consciousness is formulated in the context of critical pedagogy which in turn, emphasizes the central role of the teacher in building a dialogical community. Current formulations of critical consciousness concept are mainly grounded in Freirean thought and refer to three central elements: critical reflection, critical motivation, and critical action. Freire (1970) developed his approach in a different socio-political context but a few aspects of his theory can prove themselves useful nowadays. Critical consciousness represents Freire's approach to critical thinking which is fairly complex, emphasizing inquiry and action as main factors that lead to social change. Developing critical consciousness implies acquiring the competence to critically participate in community life and current social practices (ten Dam & Volman, 2004). Therefore, in a world that is constantly changing and developing, critical consciousness is a necessary skill for an efficient information filtering system. This exploratory research has as main objectives to highlight, describe and understand teachers' role in the development of critical consciousness by approaching the perspective of critical pedagogy. This suggests that the teachers should provide the means for the continuous, critical and especially dialogical involvement of individuals in the context of current realities, together with a deep belief in the transformative capacities of the will to change (Freire, 1970). Thus, the contextualization of the information, the form, as well as the content of the relationships in the classroom must be carefully considered in any pedagogy that refers to critical thinking. In the context of critical pedagogy, knowledge as a form of praxis is considered a mediator between individual and social reality in general, and the teacher's role is to facilitate this report. Freire's unique perspective on critical thinking is connected to social transformation and social behaviour. From a societal perspective, critical consciousness may play a crucial role in addressing social inequities and advancing community progress. When the societal inequities become salient and the motivation followed by actions to change such inequities increase, critical consciousness impacts various domains of one's life. Teachers from both rural and urban areas were interviewed in order to investigate their perspective, approach, and practices in developing critical thinking and critical consciousness. The Grounded Theory method was employed for developing a descriptive model of teachers' role in the critical consciousness development process. Further, the educational implications of the findings are thoroughly discussed.

## **Improving Teacher Motivation - a "What if" insight**

**Doina-Maria Schipor**

Ştefan cel Mare University of Suceava, Suceava, Romania | [vmdoina@gmail.com](mailto:vmdoina@gmail.com)

Autonomous motivation is known as being positively related to individuals' resilience and well-being. More than an intrapersonal factor, teacher motivation is considered a crucial determinant for education because of its relation with student's motivation. Despite of these evidences, numerous research results highlighted that teachers shows lower levels of motivation than other professions. This article investigates the self-perceived teacher motivation in relation with manager-perceived teacher motivation. A comparative study was conducted using the the

Multidimensional Work Motivation Scale (Gagne et al, 2015). The scale was filled for five main tasks that teachers were asked to perform: class preparation, teaching, evaluation of students, classroom management, administrative tasks, and complementary tasks (Freinet et al, 2008). The participants were 40 elementary and secondary teachers and 25 school managers from Romanian schools. Teachers evaluated their own motivation while managers filled the scale with their perception on their coordinated teachers. Specifically, we found that teacher and school managers have different ways to experience or perceive teacher motivation on the five investigated dimensions. The obtained results are correlated with the outcomes of a “What if” inquiry on motivation in order to determine optimal intervention strategies. The research results are analysed in order to suggest two levels of intervention for enhancing teacher motivation: 1. Teacher motivational development aiming at determining teachers’ motivational self-knowledge and transforming motivation; 2. Developing managerial strategies for enhancing teacher motivation and resilience.

### **Digital competence of the teachers: attitude and knowledge in Covid time**

**Mirela Lăcrămioara Cosma, Otilia Clipa\*, Adrian Hatos**

University of Oradea, Oradea, Romania | [ahatos2@gmail.com](mailto:ahatos2@gmail.com)

\*Ștefan cel Mare University of Suceava, Suceava, Romania | [otilia.clipa@usm.ro](mailto:otilia.clipa@usm.ro)

The exceptional situation brought in education by the pandemic situation and more specifically by the emergency measures entailed huge challenges to students and educators as well. To the structural inequalities regarding the access to educational resources already faced by large parts of the Romanian student population, one have to add, for the second part of the academic year 2019-2020, the issues that spring from differential access, uses and benefits of digital technologies, the so-called digital divides for the case of teachers. In other words digital divides affecting the teachers overlap the inequalities already hindering learning, including the digital ones. In our paper we explore the first and second order - access to and use modes - of digital technologies impairing the online delivery of lessons by pre-tertiary teachers in Romania using data collected from 3419 teachers via an online survey conducted at the beginning of April 2020. We provide a simple and yet reliable measure of digital competencies of pre-tertiary teachers and show the correlates of this variable suggesting also ways of overcoming the current issues.

### **Primary school teacher education in Italy: what challenges for the future?**

**Francesco Magni**

University of Bergamo, Bergamo, Italy | [francesco.magni@unibg.it](mailto:francesco.magni@unibg.it)

Primary school teacher education in Italy is an important matter and it has been one of the topics of the pedagogical and political national debate during the last 30 years.

Starting from Law No. 341 (19 November 1990), it has been established the university course (4 years) in primary teacher education in Italy. Then, the Ministerial Decree No. 249 (10 September 2010) extended the course to 5 years with a limited number programmed at the national level (around 7.000 students during academic year 2019/2020).

Within a concurrent model, the students during these 5 years have to attend disciplinary courses (Italian, Maths, etc.) and pedagogical-didactic courses and at the same time undertake some traineeship periods into the schools. With the graduation, the students gain also the qualified

teacher status (abilitazione) and can participate in a national competitive exam (to be hired in a state school) or starting to teach in a non-state school.

10 years later this important legislative measure, it is perhaps time to reflect on the situation regarding the initial teacher education of primary school teachers in Italy.

The paper aims to draw a brief summary of the recent history of the initial teacher education of primary school teachers in Italy, highlighting prospects for further development and addressing some questions still open in the face of challenges (technological, pedagogical, didactical, migratory, demographic) of our time.

Among the questions are: what are the strengths and weaknesses of these teacher initial training university courses? What are the relations between theory and practice? And between universities and schools? What can we learn each other's from a comparative perspective? What is the current situation in one of the most important and populous regions like Lombardy? And finally, what are the future perspectives, even considering the demographic trends of births?

## **Developing teacher's in-service training schemes (PDP)**

**Ari Myllyviita**

University of Helsinki, Helsinki, Finland | [ari.myllyviita@helsinki.fi](mailto:ari.myllyviita@helsinki.fi)

This study is part of a larger collaboration project between University of Helsinki and Michigan State University that included a professional development program (PDP) and a new kind of research-based implementation of chemistry education. The project emphasized scientific practices and project-based learning (PBL) based on new science curriculums in Finland and the U.S. The professional development program had benefits for both the teacher's professional development and the student situational engagement. With multiple research methods, including EMS-methods measuring the situational engagement of students. The notable change in student situational engagement was supported by the results. One part of the project was teachers' professional development program and discussions what pedagogical approach or educational framework fits best to teachers' own identities.

The most important factor for student situational engagement is situational interest and engagement. Situational interest is related to students' skills and knowledge creating motivation. Students also need to feel skilled to situationally engaged. Skills can be observed as students' competence at doing a task. This makes the nature of students' skills also situational. The most important way of engaging students in learning is to provide them appropriate challenges and opportunities to enhance their skills. The balance between skill and challenge is based on idea of flow. Challenge guides behaviour towards a goal such as learning. According to Csikszentmihalyi and Schneider people mostly enjoy what they are doing when their skills match the challenge of the task. The key word is "optimal learning moment", the idea is to create these (. From here starts teachers' PDP, how to find opportunities and a space to develop teachers' identity.

Students who participated to the chemistry lessons after the teachers took part in the PDP showed higher level of situational engagement compared to the group of students who participated the chemistry lessons before the PDP. Students who participated to the chemistry lessons before the PDP reported situational engagement in 18 percent of their answers. On comparison, students who participated to the chemistry lessons after the PDP reported situational engagement 29 percent of their answers.

Students' level of situational engagement differed before and after the PDP. Before the program, students reported of being engaged 18 percent of time they were observed. After the program, students reported of being situationally engaged in 29 percent of time they answered to the ESM - questionnaire. The notable change in student situational engagement was also supported when we observed student situational engagement by lessons. As already has mentioned networking and sharing are the key concepts in the future, also in the development of teacher education and teacher's professional development.

Just add more resources and time for implementing new ideas supported of sharing good practices, can be relevant conclusion after this study.

## **Student-teachers' experiences during practicum in Pre-Service Teacher Education in Myanmar**

**Ei Phyu Chaw, Erika Kopp**

Eotvos Lorand University, Budapest, Hungary | [eiphyuchaw05@gmail.com](mailto:eiphyuchaw05@gmail.com)

Teacher education program varies cross-nationally in terms of entry, assessment, practicum requirements, arrangements for induction, early professional learning and CPD, and compensation and reward systems for recognising accomplished teaching (Menter, & et al, 2010). Bullough & et al. (2002) argued that the practicum is the most powerful influence in pre-service teacher education. Since it is a collaborative experience between schools and teacher training institutions, it is important for both agents to understand any difficulties faced by student teachers during this period of training to ensure high-quality field experiences for them (Kokkinos, Stavropoulos, & Davazoglou, 2016). Teacher educators have always believed that the practicum attachment is an essential and integral part of teacher education and have given it key focus in teacher preparation programme (Haigh & Tuck, 1999). In most countries, teacher education programs face difficulties of finding the right role and form for practice. In Myanmar, practicum in preservice teacher education program is weak and practice support systems have not yet been developed (NESP, 2016-21). However, to the author's best knowledge, very few publications are available in the literature that address the issue of Myanmar student teachers' perspectives on their experience during practicum. The aim of the study is to explore the perspectives of student-teachers on their practical experience in their pre-service teacher education program. My doctoral research will focus on the role of practicum in Myanmar teacher education. The focus of this document is to describe pilot study results of student teachers' practical experience in their pre-service teacher education program. During the pilot study, I used parallel mixed method research design. Data were collected through interviews, questionnaires and teacher education policy documents. The sample for this study comprised the final year student teachers who were enrolled in the 2014 and 2016 cohort in the Preservice teacher education program in Yangon University of Education, Myanmar. Twenty-three student teachers participated in answering questionnaire with 18 closed items. Fourteen final-year student teachers discussed about their practicum experiences in two focus group interviews. In quantitative findings, most student teachers described that they are satisfied with their work in practicum. Student teachers' responses to questionnaire are generally positive. In focus group interview, they mentioned their critical point of views on practicum experience such as their university program can prepare them to some extent for their practicum. Some differences in responses to questionnaire and focus group interview are found. I have learnt some potential problem areas from pilot study results that can affect the whole doctoral research

## The dimensions of quality assurance of teacher training in pre-university education. Best practices - CRED Project

**Elena-Nicoleta Mircea, Mirela-Cristina Negreanu**

Ministry of Education and Research, Bucharest, Romania | [mircea\\_elena\\_nicoleta@yahoo.com](mailto:mircea_elena_nicoleta@yahoo.com)

In view of the pace of social change, lifelong learning, innovation and continuous development are fundamental principles of the functioning and development of school institutions.

Ensuring the quality of the continuous training can be regarded as a process of individual and institutional learning, with the purpose of identifying the development areas and orienting the personal and institutional development towards beneficial directions. In the field of continuous training of teachers in pre-university education, the fundamental components of the quality assurance system are represented by: accreditation of the continuous training programs by the MEC, following the advisory opinion offered by the CSA; ensuring the quality of the continuous training programs, through permanent evaluation, both at the supplier level (internal evaluation) and that carried out by the MEC (external evaluation).

The quality of the programs of continuous training of the teaching staff is ensured by the following processes: effective planning and realization of the expected results of the training / learning; monitoring the results; internal evaluation of results; external evaluation of the results; continuous improvement of results in future professional development.

The quality assurance of the teacher training is operationalized by: strategies and procedures for quality assurance; procedures regarding the initiation, monitoring and periodic review of the programs and activities carried out; objective and transparent procedures for evaluating the training results; procedures for periodic evaluation of the quality of teachers / trainers; accessibility of resources adequate for training; systematically updated databases regarding the internal quality assurance of the training; transparency of information of public interest regarding the contents of the training programs, the competences that can be acquired, their certification and recognition; the functionality of the training quality assurance structures, according to the methodological norms.

An example of good practice in the field of teacher training is the CRED Project implemented by the Ministry of Education and Research for a 3 years, starting in 2017. With regard to teacher training, the CRED project aims at the curricular empowerment of a number of 55,000 teachers from primary and secondary education, will complete a series of stages with the related activities through accredited training programs.

In this sense ISE and 8 partner CCDs, as providers of training programs, have accredited 17 training programs for: training of trainers (IȘE), respectively the training of teachers in primary and secondary education (the 8 partner CCDs ).

Each of the 17 continuing education programs (the training program of the trainers, the training of the teachers in the primary education, the training of the teachers in the secondary education) has modular content, with 3 major components, which concern: general aspects regarding the approach of the new national curriculum for the primary education / secondary school, specific aspects of the specialized didactics for the disciplines provided for in the new framework plans for primary and secondary education, respectively, as well as cross-cutting issues (ADȘ, ICT, Counseling and personal development issues, ESC, Curricular management).

## Analysis of teachers' conception of assessment in the Romanian education system

**Otilia Clipa, Diana Sînziana Duca**

Ștefan cel Mare University of Suceava, Suceava, Romania | [otilia.clipa@usm.ro](mailto:otilia.clipa@usm.ro),  
[diana.duca@usm.ro](mailto:diana.duca@usm.ro)

The study of teachers' conceptions of assessment is important because evidence exists that teachers' conceptions of teaching, learning, and curricula influence strongly how they teach, what students learn or achieve, and how learning is evaluated. Brown's (2008) model of teachers' conceptions of assessment which aggregates teacher thinking about the nature and purpose of assessment into four major purpose-related beliefs (i.e., assessment is for improving teaching and learning; assessment evaluates and holds schools and teachers accountable; assessment certifies students' learning and holds them accountable; and assessment is irrelevant).

Based on Brown's model we analyzed the relationship between the teachers' conception of the evaluation and a series of demographic variables, as well as the personal self-efficacy of the teachers. The present study has a total of 600 subjects. They are teachers from Romania, aged between 19 and 54 years ( $M = 29.31$ ,  $SD = 9.90$ ).

Our results show that subjects from the urban environment consider the assessment to be more irrelevant, compared to the subjects from the rural area. This conception of assessment argues that assessment, usually understood as a formal, organized process of evaluating student performance, has no legitimate place within teaching and learning. Also our data highlight that subjects with a high level of teacher self-efficacy consider the idea that assessment for school accountability may lead to a raising of educational standards that will in turn lead to improved ability of students to receive qualifications and recognition of achievement.

Research into teachers' instructional conceptions give researchers, policy makers, and teacher educators interesting insights into mechanisms that may interact or interfere or increase the probability of using assessment to improve the quality of teaching and raise the standards of student learning.

## Professional values versus work ethic of young people in Romania and Republic of Moldova

**Diana Antoci, Carmen-Emilia Chașovschi\***

Tiraspol State University, Chișinău, Republic of Moldova | [antocid@yahoo.com](mailto:antocid@yahoo.com)

\*Ștefan cel Mare University of Suceava, Suceava, Romania | [carmenc@usm.ro](mailto:carmenc@usm.ro)

The study of work related values that are influencing the work ethic is necessary in the contemporary society that is facing constant challenges and transformations. Such an intervention could provide valuable outputs regarding the perspective of young people on their future professional life. The formation process of the values related to the personality is a lasting one, being shaped by the impact of multiple internal and external factors. Through this research we have identified the peculiarities of the ranking of professional values, we have determined the dominant values of young people from different study programs, enrolled in Higher Education Institutions (HEIs) from the Republic of Moldova and Romania: altruism, aesthetic sense, creativity, intellectual stimulation, objective success, independence, prestige, leadership, material advantages, safety, work environment, relationships with superiors, relationship with colleagues, lifestyle, variety.

The obtained results allow us to highlight the dimensions of the current work ethic of young people from both countries: self-confidence, morale, free time, work as a central value, hard work, wasted time, delayed rewards.

The young people are facing a transformation process through education, developing certain values and not only the professional ones, but also the general-human values. The study, conducted in order to determine the relationship between values and dimensions of work ethic, certifies the presence of the significant ratio between the selected studies variables.

The data obtained opens new perspectives for future research, like the development of new training and formation methodology, appropriate for developing the values and dimensions of work ethic, useful for personal and professional success, which is a guarantee of the well-being of each subject.

## **Does excellence concerns students' perceptions on the opportunity of developing honors programs in higher education?**

**Carmen Mihaela Crețu, Nadia Laura Serdenciuc\***

Alexandru Ioan Cuza University of Iași, Iași, Romania | [carmen.cretu@uaic.ro](mailto:carmen.cretu@uaic.ro)

\*Ștefan cel Mare University of Suceava, Suceava, Romania | [nadia.serdenciuc@usm.ro](mailto:nadia.serdenciuc@usm.ro)

Higher education is considered today to be one of key drivers foreconomic and social development by offering programs designed to make a difference in terms of quality education, sustaining performance, innovation and fostering well-being. Various educational and research opportunities represent the context of shaping future professional career and supporting the personal development of students. A contemporary concern of universities is to identify specific ways to address more to high- achieving students, by increasing the quality of learning experiences and by engaging students in educational activities beyond the normal educational program. There is an increasing rate of higher education institutions proposing honors programs in order to enrich students' educational experiences. In Romania we don't have such programs as honors, although the Romanian higher education institutions are interested in offering the best educational opportunities for their students. Introducing such a concept needs, beyond an administrative capacity to integrate the additional learning offer in the curriculum, a state of readiness from the part of the potential beneficiaries. The purpose of this paper is to identify students' perception related to the need and motivation of developing honors programs in higher education. The research used a questionnaire-based survey addressed to students enrolled in initial teaching training programs for pre-school and primary school (first year and third year students) from Alexandru Ioan Cuza University of Iasi and Ștefan cel Mare University of Suceava. The results of the study will help us to establish if the beneficiaries of the initial teacher training programs are willing to share honors-type programs. Knowing that honors programs are perceived by honors students from other universities as related to a more intensive and challenging academic experience (Seifert, Pascarella, Collangelo & Assouline, 2007) we are interested to find out if there is a willingness to engage in such programs due to their overall benefits and also, to analyze the dynamic of this willingness between the first and the last undergraduate years. The gathered data will help us to reveal significant coordinates that can sustain the process of valuing excellence in terms of learning experiences improvements through the development of honors programs in Romanian universities.



## Initial teacher training in Romania – a few past, present and future coordinates of evolution

**Nadia Laura Serdenciuc**

Ștefan cel Mare University of Suceava, Suceava, Romania | [nadia.serdenciuc@usm.ro](mailto:nadia.serdenciuc@usm.ro)

Education is considered to be a national priority in Romania, according to the legislative provisions and some political discourses. Do the educational policy approaches on the initial teacher training programs confirm this perspective? The purpose of our study is to delineate some coordinates regarding the evolution of the teacher training process in Romania, based on an analysis of the educational policy documents (National Laws on Education) beginning with 1864. Beyond identifying the specific forms of training we are interested in establishing some traits that can outline a vision on teaching profession in terms of consistency and change. We are also concerned with comparing changes in the evolution of the Romanian teacher training process with European trends before and after Romania's integration into European Union. This approach may provide useful information in order to explain some challenges faced by the Romanian educational system engaged in an improvement process of the initial teacher training, aiming to increase its quality and efficiency. As we are witnessing today an intense debate between the followers of the current model of parallel training (that combines both the professional training, in a particular domain of study, with the psycho-pedagogical program - simultaneously, during bachelor and master studies), the followers of the master degree in education approach and we face also a great number of critiques addressing these both forms of training, it seems interesting to make a few steps back, in an analytical manner, in order to sketch a few coordinates of a whole picture of teacher training development process in Romania and to anchor it in a genuine way in the contemporary needs of knowledge society. Proposing some future coordinates for the development of the initial teacher training process doesn't mean to make a bet on a winning formula in terms of teacher certification but aims to provide a few directions of approaching the formation of the future teachers in both flexible and integrated route of training, founded on a high quality academic environment, built in a lifelong learning perspective.

## How Do the Romanian Students Consider the Research Competencies Appropriate for Their Future Career?

**Roxana Constanța Enache\***, **Gabriel Gorghiu**, **Laura Gorghiu**, **Ana-Maria Petrescu**, **Camelia Stăiculescu\*\***

\*Technical University of Civil Engineering of Bucharest, Romania

Valahia University Târgoviște, Târgoviște, Romania | [ggorghiu@gmail.com](mailto:ggorghiu@gmail.com)

\*\*Bucharest University of Economic Studies, Bucharest, Romania

In the context of postmodern society, the issue of developing research skills represents a topic of interest for both educational policymakers and practitioners. As such, the training and development of research competencies tend more and more to be a priority of initial and continuous teachers' professional training, at European and international levels. The authors of this study, considering such topic as actual and opportune, have set out to capture the correlation between students' perceptions concerning the need to develop research skills and the extent to which they effectively form those skills in academic studies. The need to develop research skills, at the level of university education, is required both for the successful completion

of the study programs, but also for career development. In this respect, the paper proposes to identify the perceptions of the respondents related to the structure of the research competencies, to offer a view on the level of awareness concerning the needs to train the research competencies, to identify the situations in which the respondents used those competencies, and the barriers encountered during the research activity. Here, the concept of Responsible Research and Innovation is introduced, as an essential factor in determining the well-being status, trying to minimize any negative impact on it. As such, another aspect considered was represented by the identification of respondents' perceptions concerning the importance of research in their future professional activity, which could implicitly determine the interest for establishing the well-being status at the individual and organizational levels. The paper tries to answer the following key issues: (a) is there any correlation between the existence of research competencies and the well-being status?; (b) are those competencies retrieved among the priorities of the teachers' professional training?; (c) which are the structural elements of the research competencies?; (d) which are the situations/contexts in which the utility of such competencies can be proven?; (e) which are the aspects that alter the well-being status in the context of the research activities?

## **The Research Competence – a New Trend in the Stylistic Profile of Teachers**

**Alina Raluca Turculeț**

Transilvania University of Braşov, Braşov, Romania | [alina.turculeț@unitbv.ro](mailto:alina.turculeț@unitbv.ro)

The importance of promoting well-being in formal education represents a topic of interest in contemporary society. Well-being is usually seen as a mean of construction for the most effective educational strategies. The responsibility for the educational mood belongs to the teacher. Therefore, a well-trained teacher should know how to promote the appropriate atmosphere for authentic learning and how to measure the impact of the teaching behaviour on students' knowledge and competences. The concept of well-being is related to emotional intelligence and group dynamics, some missing subjects in pre-service and in-service teacher training in many educational systems. The ability to measure the level of well-being or the effect of teaching strategies on students' outcomes in our competence driven curriculum participates of research competence. Is the research competence foreseen in official syllabi for all teacher-training programs? Do future teachers need in their profiles aspects regarding the research methodology for educational research or statistics? Some models of success in postmodern teaching provide strategies for enhancing children well-being and learning based on the specificity of every community, whether a classroom or a school. That specificity is emphasized by collecting small data and analysing them in order to identify the real educational needs of every member. The research was carried out in the first semester of the academic year 2019-2020. The target population consisted in students enrolled in the study of educational sciences or in the teaching programs organized by the department for the training of the teaching staff. Our study shows that the research competence might be included in teachers' professional profile in addition to teaching or relational competences. Withal, the results enhance that statistics is useful for teachers, not just for the researchers in educational field.

## Some aspects regarding personality of teachers who attend different continuous training programs

**Valentin Cosmin Blândul**

University of Oradea, Oradea, Romania | [bvali73@yahoo.com](mailto:bvali73@yahoo.com)

Being an effective teacher today in Romania is one of the noblest but, at the same time, more complex professions. The beauty of teaching is given by helping children and young people acquire the knowledge they will need in life and to develop a harmonious and creative personality that will enable them to successfully integrate into the world in which they live. Therefore, attending different programs of continuous professional training is not only an obligation, but also a duty of a self-respecting professor, he respects his profession, but also his students. Forms of training and continuing vocational training providers are numerous so that the teachers concerned have a variety of choices. That's why, in the present paper, we will plan to analyze some of the opportunities Romanian teachers have to improve in their specialty and also a possible socio-professional profile of those interested in the field.

## Student workload – data and considerations for teacher training policies

**Heike Schroder, Magdalena Balica**

International Baccalaureate Organization, Switzerland | [magdalena.balica@ibo.org](mailto:magdalena.balica@ibo.org)

Between 2016 and 2018 a study was done on the workload of students from the International Baccalaureate (IB) Diploma Programme (DP), involving about 4,500 students from almost 100 schools in 38 countries. The objective of the study was to examine the extent and severity of workload and stress problems among DP students and to explore how they are interrelated. A centrepiece of the study was the role of so-called p-factors (all starting with the letter p). The study examined how personal student attributes, peers, pedagogues (teachers) and (school) policies impact students' workload and stress, with a special emphasis on school-related factors. One of the most persistent findings is that relationships are of pivotal importance. Both the degree to which DP students experience their workload as unmanageable and the degree of stress were visibly influenced by the students' relationships with their parents, teachers and peers. They have all been found to help or encumber students, depending on how they interact with students. When they provide support, students find their workload easier to manage and are less likely to develop stress symptoms. By the same token, when they put pressure on students, students struggle more with their workload and are more likely to develop stress symptoms.

These effects are strongest at the individual level, meaning that they depend on the degree of support or pressure students receive directly. But there is also an additional effect of the overall aggregate level of support or pressure at school level, which are related to the overall school climate. It is noteworthy that school effects are stronger than home effects, i.e. teachers and peers play a more important part than parents, with peers having the strongest effect in both directions. Furthermore, teaching quality has been found to be of influence, with better teaching reducing workload and stress issues among students.

Based on the findings of the above-mentioned study, the paper concludes with a set of wellbeing policy consideration for schools and teacher training approaches.

## Wellbeing Promotion in New Ukrainian Schools: Educational Policy and Teacher Training

**Olena Shyyan, Roman Shyyan\*, Stanislav Strashko, Yevheniya Slyvka\*\***

Lviv State University of Physical Culture, Lviv, Ukraine | [olshyyan2@gmail.com](mailto:olshyyan2@gmail.com)

\*Reform Support Team, Ministry of Education, Kyiv, Ukraine

\*\*National Pedagogical Dragomanov University, Kyiv, Ukraine

\*Lviv Regional Institute of In-Service Teacher Training, Lviv, Ukraine

The role and importance of promoting wellbeing in schools has been recognised internationally for over 60 years. Schools are an important setting for health promotion and teachers have an integral role to play in promoting children's and young people's health and well-being (WHO, 1951; Tones and Tilford, 2001; Littlecott, 2018).

Ukraine is now implementing a major education reform programme guided by the concept of the New Ukrainian School (NUS). One of the most important thing that this educational policy direction offers is a safe school environment for our children. Schools have an active role to play in providing and ensuring social, physical and emotional well-being for students. Attracting, retaining and training quality teachers, reforming the curriculum, particularly for children to acquire key life competencies and crosscutting skills and investing in data collection are crucial parts of education reform. There is a need to investigate how teachers are prepared to be effective wellbeing promoters in NUS.

The aim of our research was to find out attitude and readiness of teachers to promote wellbeing in school in new conditions and to proposed recommendations for enhancing the quality of in-service teacher training for promotion wellbeing in schools.

To realize the aim of our research, we used the compare-pedagogical methods, observation and methods of sociological research.

Theoretical Analysis of Literature. The analysis regulatory documents and other scientific and technical literature allowed identifying the main educational policy tendencies towards enhancing the quality of teacher education for promoting well-being in school.

Sociological Methods: Survey, Questioning. Questioning was conducted among teachers of different subjects in Lviv In-service Teacher Training Institute (LOIPPO) to determine their attitude and readiness toward promoting Well-being in School as well as the role of in-service teacher training for professional development in this sphere. Generally 98 teachers who were trained in LOIPPO from Lviv region participated in the survey.

Results of Research. Review of the regulatory framework of Ukraine shows that the state created the pre-conditions for implementation of measures dedicated to promote wellbeing in Schools, but, in spite of legislative regulations, the growth of the negative phenomena is observed that directly affect the deterioration of young people health.

An important moment in research was to find out attitude and readiness of teachers to promote wellbeing in school in new conditions. The need to improve training for implementation of health technologies in school practice for teachers of all subjects has been identified.

In light of the study findings, suggestions and recommendations for enhancing the quality of in-service teacher training for promotion wellbeing in schools will be presented.

## Teacher Education for moral-democratic competence

**Bogdan Popoveniuc**

Ștefan cel Mare University of Suceava, Suceava, Romania | [bpopoveniuc@gmail.com](mailto:bpopoveniuc@gmail.com)

The amplification of globalisation with increasing mobility deepened the clash of civilisations from macro- to micro-level. These tensions operate and exist through people and are manifesting in the “micro-physics” of power (M. Foucault) conceived as a strategy, deeply encoded in the relations between people. The biggest danger for democracy is democracy itself, when people fails to develop their moral-democratic competence, “ability to solve conflicts through thinking and discussion, instead of through violence, deceit or submitting to others.” (G. Lind). The result are obvious in the ascension of illiberal democracies, authoritarian regimes, nationalistic discourse, and election of populist political leaders in the core of most democratic societies. At the same time, in the most economically developed democratic countries, the individual rights acts as a genuine moral standard, concealing its ontological condition of existence, the duties and human relations became juridicialised as ever. The artificial law and imposed political correctness replaced the organic moral norms. Nonetheless, the rigid structure of rational legal norms cannot provide the required flexibility critical for a healthy and sustainable society. As well as, our ancestral moral taste buds (moral intuitions) (J. Haidt) cannot provide anymore a secure guide in the complexity, information overloaded, volatile, uncertain, and ambiguous settings of contemporary societies without capacity for reflection and discussion. Solely Education is the solution, is no longer a cliché, but the necessary conclusion. Democratic societies must act quickly, re-educating the old moral intuitions, incorporating applied scientific knowledge (e.g. of cognitive functioning biases) in order to face nowadays challenges. Yet, the trainers should be trained first. The development of moral competence cannot be achieved solely through discussion and debate, but through self-reflexion and personal development, the prerequisites for a modern teacher.

## Performance descriptors - qualitative assessments of the product of students' activity in primary school

**Ana-Maria Pleșoianu**

Universitatea din București, Universitatea din Pitești | [plesoianu.anamaria28@yahoo.com](mailto:plesoianu.anamaria28@yahoo.com)

Focusing education on competences is a major concern today. The evaluation of the school acquisitions, of the students' competences, becomes an important and difficult task. We can no longer afford to evaluate by asking for the restitution of knowledge and / or the application of isolated skills, but it is necessary to confront students with complex problem situations and ask them to solve them by mobilizing all that they have learned.

According to the hypothesis of this research, if each school product will be evaluated on the basis of benchmarks that will be broken down into a set of performance indicators, each of them has performance descriptors, they will ensure the uniformity of the evaluation conditions, beyond the variety of conditions in which the education is carried out.

The first purpose of the research was to identify how teachers for primary school can provide a unitary assessment for students, nationally, if the process and product of education or learning is related to the curricular and performance standards established at the national level.

The results indicate that, it is not easy for the teachers to evaluate the competences of the students, because they do not know very well about what complex of situations reveal the learning achievements so they can estimate the level of students in mastery of competences.

## **The impact of studies within the double university specialities on the approach capacity based on the ste(a)m conception**

**Eduard Coropceanu**

Tiraspol State University, Chişinău, Republic of Moldova [icoropceanu.eduard@ust.md](mailto:icoropceanu.eduard@ust.md)

The training through research is one of the basic strategies of qualitative professional formation in the field of Nature Sciences. The study of natural phenomena requires an evolving development of the problem formulation, elaboration of the research algorithm, selection of the efficient experimental methodology, application of the appropriate equipment, etc. These skills can be developed over time based on coherent practical exercises in qualitative evolution from educational activities to research and innovation activities. At the earliest stages of personality formation it is very important to develop observation, critical and analytical thinking. Stimulating interest in research at this age determines the child's thinking style, his ability to interpret phenomena from nature, the courage to initiate his own investigation, the pleasure of discovering the unknown, and the love of nature.

At the secondary and high school level, the pupils are initially involved in practical experiences with a reproductive aspect, so that they gradually reach activities that involve the elaboration and implementation of their own ideas and products. An effective method is the activity within the research projects, intrinsically motivating the pupils by participating with the intellectual products in competitions and innovation salons. During adolescence, due to dynamic psychophysiological processes, all successes and failures are characterized by a higher emotional intensity and leave a deep imprint on the pupil's subconscious. Therefore, the creation of educational conditions favorable to the discovery and explanation of processes increases the motivation for research. It is important that cognitive acquisitions in various fields should be logically integrated through effective teaching strategies. One of the ways of multilateral knowledge of phenomena and substances in nature is the STE(A)M methodology, which aims to create the concept about the unity of the picture of the natural world, to tackle a complex problem, to highlight the usefulness of the acquired knowledge. At the high school level, there are established the foundations of the research competence, which directly influence the quality of research at university level and throughout life.

Within the studies at the university, research becomes a compulsory element in all the courses, the most profound studies being carried out through investigations related to the elaboration of the bachelor's thesis. Among the criteria for evaluating the quality of the investigation carried out we can list: the complexity of the research methods used; the innovative aspect of the research; the usefulness of the results obtained, etc. These aspects can be used only under the conditions of inter- and transdisciplinary studies. The activity in the research laboratories, the access to the contemporary methods of investigation allow the elaboration of the own algorithm in the accomplishment of the studies, the formation of the individual style of research - elements that suppose to obtain original results, characterized by scientific novelty.

As the intersection of some fields opens new perspectives for the development of interdisciplinary branches with the application of the set of methods from different fields, often, at the border between the disciplines, there are conducted interesting studies, with an innovative character. The training in the double university specialties in Nature Sciences, especially the teachers' training, creates favorable conditions for developing their own

conceptions, as well as the capacity to organize research activities, including the ones based on the STE(A)M methodology.

### **Education through play for mental health**

**Gianina Ana Massari, Ana Diana Popovici**

Alexandru Ioan Cuza University of Iași, Iași, Romania | [gianina.massari@gmail.com](mailto:gianina.massari@gmail.com)

The play is the most appropriate way to teach a preschooler the principles of mental health. The student cannot learn constraint, he needs the game, which helps him to understand everything more easily, doing those activities for pleasure. For a child everything is a play and that is why teachers must act through the game. The game is part of the life of the young child, develops its communication skills, integration into society and helps him to become acquainted with the moral values and the principles of mental health. In this sense, a qualitative research was conducted with the focus group as a tool, through which it was investigated the perception of teachers in primary education on Education through play for mental health. The purpose of the research was to identify strengths and weaknesses of the implementation of mental health principles through didactic play in the activities of primary education to identify strategies and methods to establish a mental health conducive to adaptation, integration, self-awareness, self-control in children, school environment as well as outside the school. The research had 5 objectives: 1. familiarization of teachers with the concept of mental health; 2. frequency analysis of methods and tools commonly used in assessing mental health; 3. inventory of the factors that inhibit the mental health of the children in the preparatory class and elaborate strategies for preventing and informing the parent in order to optimize the impact of these risk factors on the health of the children; 4. identification of the difficulties encountered in the elaboration of didactic games, working strategies and didactic routes in accordance with the principles of mental health education of children from the preparatory class; 5. identification of the contents approached in the discipline Personal development and elaboration of didactic games in this discipline based on the principles. The need to inform teachers about the general aspects of mental health is determined by the specificity of the child's development in various walks of life, by the stages of growth and individual cognitive development and in accordance with the specificity of the age, but also by the fact that the school as an institution that provides information it has a great moral impact on young children. Mental health is a complex concept that is not limited only to the adaptation of the individual to the external environment, but also to the lack of discomfort, the lack of invalidity, the lack of pain, the self-confidence, the positivity, the altruism, the control of the instincts, the stability, the maturity, the integration, the harmony.

### **Strategies and dimensions of developing a curricular framework for development of the emotional competences of the teachers**

**Claudiu Marian Bunăiașu**

University of Craiova, Craiova, Romania | [claudiu\\_bunaiasu@yahoo.com](mailto:claudiu_bunaiasu@yahoo.com)

The issue of developing the teacher's emotional skills is topical in specialized literature and psycho-pedagogical research, being aware and assumed by the factors responsible for the initial and continuous training of teachers. Emotional competences represent a category of transversal competences, being structured on elements of the affective dimension.

The emotional competences of the teacher are manifested and appreciated through the valorization of the emotions, the sentiments and the elements of the emotional intelligence in the training programs, in the management of the classroom and of the teaching career.

The theoretical premises of the article are: a) our previous contributions in the field of developing the transversal competences of the teachers, during the period of initial and continuous training: intercultural competences, entrepreneurial competences, communication skills; b) personal methodological models, in the curricular field: the methodological model of curriculum design and management at the school organization level (Bunăiașu, 2011); b) the methodological model the intercultural curriculum (Bunăiașu, 2015); c) the curricular model of teacher training, from the perspective of pedagogical constructivism (Bunăiașu, 2008); c) outlining a conceptual framework of the teacher's emotional competences, in a holistic-comprehensive manner (Bunăiașu, 2018).

The article is structured on two parts, which ensures the conceptual-epistemological and methodological-empirical unity of the outline of the curricular framework for developing the emotional competences. The first part is dedicated to the theoretical foundations, which are defined around the relationships between the specific development of the teacher's emotional competence profile and the resizing of the professional training curriculum. This relationship includes the basic variables of the investigative approach, presented in the second part of the article, which consists of presenting an empirical research, in the form of an impact study.

Impact study represents the second stage of our strategic approach, in the field of the teacher's emotional competences, the first stage being the outline of the conceptual framework. The general objective of the impact study is the systematization of a curricular platform (perceptions, opinions, curricular representations), which will be used in the development of the curriculum specific. The research sample consists of 130 subjects (teachers of different specialties, students in the field of Education Sciences). The tools used are the opinion questionnaire and the focus group. The questionnaire was built by us, being pre-tested and validated as a relevant and consistent instrument, which gives our study and the attributes of a methodological research.

The research results highlight various ways of curricular resizing: academic disciplines focused on the development of transversal competences, on personal development, emotional learning strategies, metacognitive strategies, experiential learning. In conclusion, solutions for defining a European curricular framework for developing the teacher's emotional competences are advanced, which will be tested experimentally in subsequent investigative approaches.

## **Discursive structures in current textbooks**

**Elena Iuliana Domunco**

Școala Gimnazială nr. 1, Suceava, Romania | idomunco@yahoo.com

The textbook is the material support that connects society and students, through textual elements that try to provide samples of real life, in a virtual space. The textbook of Romanian language and literature contains a whole social and aesthetic context adapted to the present time.

Due to the psycho-social instances involved in the text-discourse of the textbook all discursive types are manifested in different proportions: narrative, descriptive, expository, injunctive, figurative, predictive, but especially argumentative, as prototypical discourse. Found in all the discursive types that make up the didactic discourse, the argumentation gives it a specific character, in which didactics meets argumentativity.



The paper proposes an analysis of the new digital textbook of Romanian Language and Literature, from the perspective of the discursive structures that make up the text-discourse and their role in the transmission of contents and in the formation of competencies.

### **Challenges of curriculum planning and achieving learning outcomes: a case study of Croatian elementary school teachers' experiences**

**Renata Čepić, Petra Pejić Papak**

University of Rijeka, Rijeka, Croatia | [renata.cepic@ufri.uniri.hr](mailto:renata.cepic@ufri.uniri.hr)

The aim of this paper is to explore the experiences of first, fifth, and seventh grade teachers (N = 23) in competence-oriented teaching from one elementary school included in the implementation of an experimental curriculum reform program in the Republic of Croatia. Based on the qualitative case study approach, the analysis of teacher evaluation protocols considers the teachers' opinions in the context of achieving learning outcomes with the use of teaching activities and methods. The paper also analyzes teachers' opinions about the required changes in the planning and implementation of the teaching process as well as their professional development. For an increase in the learning success, it is important for teachers to emphasize with their competence the organization of pupil-centered activities in achieving learning outcomes that change the approach to the planning of teaching. The focus of contemporary teaching should be on problem solving, active involvement of pupils in the teaching process while respecting the pupils' interests, experiences, needs, motivations, prior knowledge, and expression of creative abilities. Therefore, the organization of a subject curriculum requires a clear definition of educational outcomes that are not purely cognitive in nature, but also the development of the pupils' attitudes and transversal skills for lifelong learning, which serves as a foundation for creativity, innovation, critical thinking as well as entrepreneurship. The teaching process focuses on constructivist teaching and conceptual approach, using collaborative methods and forms of work, technology in teaching, formative evaluation and innovative approaches whose intensity and complexity varies in different circumstances. This promotes accountability and strengthens pupil integrity, increases pupil satisfaction in school, and encourages and ensures their overall development and well-being. In a competence-based approach, the pupil is an active participant and the teacher is a moderator and associate who is continually improving his professional skills. Improving the quality and efficiency of the learning and teaching process depends on the teachers' professional development. In this process, some basic requirements for the teacher are emphasized, such as: professional commitment of the teacher to his own learning, professional autonomy, dynamic understanding of learning as well as the collaboration and connection with the community. The results indicate that teachers recognize the potential of a contemporary competence-based approach and pupil-centered learning and teaching by achieving learning outcomes. Emphasis is placed on collaborative methods and forms of work, the introduction of digital technology and autonomy in the selection of content activities. They attach importance to the improvement of their professional activities in order to enable the pupils to acquire knowledge and develop skills by taking a modern approach to the teaching process and making them ready and able to respond to the demands of the future and modern society.

## Capitalization concept in the cross-border educational cooperation projects. Study case Romania-Ukraine border

**Marcela Şlusarciuc, Nataliia Lebid\*, Bogdan Tanasă**

Ştefan cel Mare University of Suceava, Suceava, Romania | [slusarciuc.marcela@usv.ro](mailto:slusarciuc.marcela@usv.ro)

\*Odessa National Polytechnic University, Odessa, Ukraine

The general aim of the paper is to explore the capitalization concept in relation with the cross-border cooperation projects in the field of education, funded within the specific programmes of the European Union, and see how the project results may contribute to a better governance of cross-border regions. We approach the general aspects of the capitalization concept, adoption by the EU structures and programmes, including transnational and cross-border cooperation programmes and the way capitalization may improve the process of regional governance with focus on cross-border regions. The study case is referring to the Romania-Ukraine border where now is running the third generation of cross-border programmes, therefore, so far, many projects could be base of research, even if only some of them had an educational component. Only in the present generation there is a specific priority targeting education and the projects are implemented this year and the next one. In the present paper, we describe few research tools as part of a theoretical design of the further field enquiries with the cross-border educational cooperation projects as to practice the capitalization concept for developing an educational network which will contribute to a better governance of the cross-border regions.

## Digital addiction on teenagers: implications for their future development

**Monica A. Turturean**

Ştefan cel Mare University of Suceava, Suceava | [monica.turturean@usm.ro](mailto:monica.turturean@usm.ro)

For many families, smartphones, tablets and other devices are a normal part of everyday life. Children notice when adults are fascinated by their devices, they constantly check their email, write or read through them more than they interact with their children. Thus, the little ones end up feeling neglected and feel that they are fighting for the time and attention of their parents. Given the fact that most adults are absorbed by the digital world, not having the energy to spend quality time with their children, those have only one chance: to follow the parental model and spend more and more time in the virtual reality.

Many families which are strongly absorbed by their own electronic devices during the meal not only cause their children to act to get the attention of their parents, but also respond harshly to the inappropriate behavior of the child.

This phenomenon is widespread and is becoming increasingly difficult to manage, For example, Deloitte research of 4,150 people reveals UK smartphone owners' device shows that:

-39% of respondents believe they use their phone too much. Of these, 83% would like to do something about it – representative of 14 million people in the UK;

-32% of phones in the UK are on a SIM-only contract, up from 19% in 2015;

-55-75-year-olds are among the fastest-growing adopters of voice-assisted speakers.

In this context, we intend to conduct a comparative study between parents and children to find out:

1. if these parents are aware of the negative implications of technology for their children;
2. if these children realize that they are dependent of electronical devices.

## Changing the face of the Teaching Profession through Technology

**Olatunbosun Emmanuel Ogunseemi**

College of Education, Ikere-Ekiti, Nigeria | [bosunfruit@gmail.com](mailto:bosunfruit@gmail.com)

Teachers are catalysts of the processes of education all over the world. This assertion makes the teaching profession an important aspect of education which will constantly demand for dynamism and currency in its action. However, technology is changing the face of everything in the world, and this should be taken serious in education sector, particularly in the process of teaching. In addition, it is worthy of note that teaching is basically for learning and the teacher who fails to leverage on technology in transmitting knowledge will soon be left behind. Although, technology cannot replace teachers, but any teacher who cannot employ technology in the process of teaching may be replaced by others who can use it to teach. Therefore, this view is expressed in the following areas;

How does technology support the teaching profession?

How does technology challenge the teaching profession?

How does technology shape the teaching profession?

## Newly graduated teacher students' reflections on their preparation for diversity in schools

**Michael Brookes, Kerstin von Brömssen\***

University of Hertfordshire, UK

\*University West, Sweden | [kerstin.von-bromssen@hv.se](mailto:kerstin.von-bromssen@hv.se)

This paper presents a recently started cross cultural project with the title “Surviving School: Working for staff wellbeing” that seeks to explore challenges of work demands and teachers’ wellbeing globally. One dimension in the project, in particular focus for this paper is current work demands on teachers due to migration, and for this presentation Sweden will be the case of our study. Since after World War II, many foreign nationals have been granted Swedish citizenship. Currently more than 20 percent of the nation’s 10 million inhabitants are either born abroad, or are the children of two parents born abroad. In 2017, almost 70,000 people from more than 160 countries became new Swedish citizens, an increase of 14 percent compared to the previous record listing from 2016. From an international perspective, Sweden has since quite long back been considered to have relatively generous asylum-politics, as well as integration-policies. However, immigrants with refugee-background often face considerable obstacles to become fully included in Sweden (OECD, 2012; Riksrevisionen, 2015). This is also the case for many young children and students in education, where the need for issues of diversity and multicultural perspectives to be included both in teacher education and further education have been raised by several scholars, but haven’t received particularly great hearing. Rather, a rise of performance and new public management culture through increased accountability and imposition of national standards and testing and a decline in teacher autonomy can be identified, like in many other parts of the world. Also, the media-reports on different aspects of migration and refugees in Sweden can be seen having shifted focus from compassion and solidarity with people who flee to the potential threats that extensive immigration is assumed to pose to state-finances and public welfare-systems, and to cultural unity and social cohesion as well as personal and national security. The shift is reflective of the current political climate in Europe, where leading politicians are critical of how the notion of “multiculturalism” has played out in the society, pointing to failed

integration and “parallel societies”. Taken together, we want to explore how newly examined teachers handle work demands due to the above sketched circumstances that are both educational and ethically challenging and which might exceed professional boundaries, and how such issues might effect their wellbeing. Our presentation includes preliminary findings from interviews with newly examined teachers working in Swedish secondary schools who recently received students with a history of migration and their reflections on the teacher training preparation for their work. The findings will feed into the wider debate and impact on policy and practice in teacher education.

## Online education through collaborative applications

**Elena Frunză**

Ion Creangă State Pedagogical University from Chişinău, Republic of Moldova | [frunza\\_elen@yahoo.com](mailto:frunza_elen@yahoo.com)

In the context of a society under full COVID-19 pandemic the continuation of the educational act is an important factor. Thus, teaching the courses has moved from the classroom to the online environment without any prior training, an e-learning platform at the national level, teachers prepared for such a situation. Working in the online environment is currently a challenge to which both teachers and students are subjected - each "actor" of the educational environment has to adapt to new conditions of study for educational act to continue. In the online environment there are a variety of collaborative applications, even e-learning platforms that offer their services for free in the context of this crisis situation.

This article refers to online learning for pre-university education and considers the following:

- Exemplification of frequently used collaborative applications and e-learning platforms that contain a relatively sufficient number of applications necessary for the development of the instructive-educational act
- Brief presentation of the Google Suite for Education educational platform and the applications built into it
- Case study and research following the use of the Google Suite for Education educational platform

At the end of the article I will make an impact study that will show the advantages / disadvantages of online education.

## Teacher Education in the Context of Migration Process (TMP)

### Breaking stereotypes concerning remigrated children - a multinational possible intervention plan through school

**Maria Cristina Popa**

Lucian Blaga University of Sibiu, Romania | [mariacristina.popa@ulbsibiu.ro](mailto:mariacristina.popa@ulbsibiu.ro)

The article is based on a multinational study involving five countries (Romania, Portugal, Italy, North Macedonia, and Iceland) facing the return migration or remigration situation. Pupils (n = 1615), teachers (n = 370), future teachers (n = 166) and youth workers (n = 30) were questioned. Based on the statistical analysis, the dynamics of the dependent variables is described. Psychological and social needs, cultural needs, and educational needs are discussed and link conclusions appear. Following the analysis, an intervention plan is built on four age levels (preschool, primary school, gymnasium, and high school). Breaking stereotypes is a sensitive aspect of the intervention for the integration of remigrated children in the country of origin. The paper presents the intervention plan in this area, with the elaborated activities and argues the elaborative process by calibrating each interference with the dynamics of the studied variables.

### Parental migration and educational consequences for children left at home

**Vladimir-Aurelian Enachescu**

Bucharest University of Economic Studies, Bucharest, Romania | [vld\\_enachescu@yahoo.com](mailto:vld_enachescu@yahoo.com)

Our study approaches the theme of parents' migration and the educational consequences on the students remaining in the country. Following the research of the specialized literature, we noticed that the main reasons underlying the migration are economic, thus: the impossibility of finding a stable job, low incomes in comparison with the needs of the family, and a low standard of living. At the same time, we found that the departure of parents for a long term causes negative effects on the physical and mental development of the children. Moreover, the negative effects also appear on a legal level, by violating some fundamental rights of the child, such as: the right to grow up with the family, the right to health services, the right to education, etc. From the point of view of the educational consequences, a lack of reaction and non-involvement of the immigrant parents in the education and life of the children was observed, having as a main effect a poor school performance compared to the native students and, in some cases, school dropout.

The theme of this paper highlights the negative effects that migration can have on the lives of children left in the country. Whether it is effects on mental and physical health, their personality development, or effects on school performance, both have affected the lives of these students. Following the elaboration and distribution of a questionnaire among 314 high school students, we noticed the main characteristics of the parents' migration, as well as its consequences among

the children. First, there are changes both emotionally, children becoming sadder, angrier, and educationally, students had better school results before leaving the parent(s) abroad. Secondly, the main reason behind the migration of parents is the desire to provide a better future for the family. In this case, the students consider migration beneficial in order to find a job, which shows that migration can have both positive and negative consequences. Further, I found that there is a strong desire among children to live with their parents, both those living with parents and those with migrant parents. Further, we see that there are also problems that young people face in this situation, such as: lack of parents and misunderstanding on their part. These problems denote the fundamental need of the child to grow and develop alongside those who gave him or her life. Thus, the main right that these students have been violated is the right to grow up with the family.

## Meeting Educational and Psychological Needs of Syrian Refugee Kids in Turkey

**Mehmet Akif Karaman, Fatih Bektaş**

Kilis 7 Aralık University, Turkey | [makaraman@gmail.com](mailto:makaraman@gmail.com), [fatihbektas@kilis.edu.tr](mailto:fatihbektas@kilis.edu.tr)

Millions of people in the world are currently leaving their places of residence for various reasons and migrating to other countries. Forced migration constitutes the most important human mobility among these migrations. According to United Nations High Commissioner for Refugees data (2019), approximately 71 million people are currently displaced worldwide. Around 60 percent of refugees worldwide are Syrians, Afghans and South Sudanese. According to UNHCR data, the top five countries with open arms to refugees (according to the number of refugees it hosts), Turkey, Pakistan, Uganda, Sudan and Germany. To date, there are roughly 3.5 million Syrian refugees living in camps and urban areas; half of these refugees are children.

The fact that many of the displaced Syrians are especially vulnerable children living far from their homes, cultures and countries further highlights the magnitude of the crisis (Özer et al., 2013). Recent reports indicate that up to 50% of the Syrian refugees are children suffering from exposure to severe traumatic events at rates higher than their adult counterparts (Sirin & Rogers-Sirin, 2015). Özer et al. (2013) reported that 74% of Syrian children in a refugee camp have experienced the loss of a family member or a loved one, and 60% of children felt their lives were in danger. This self-reports of distress and concern are consistent with another recent study of 8,000 displaced Syrian children who reported constant fears (15.1%) and suicidal thoughts (26%; James, Sovcik, Garoff, & Abbasi, 2014).

The most important topic on the table is Syrian kids' education and counselling services for the Turkish government and authorities. Syrian refugees were educated in temporary accommodation centres in the first years they came to Turkey. After a while, Temporary Education Centres were established for Syrians and education problems were tried to be solved through their own teachers. In this process, Syrian children in the city first received education in Temporary Education Centres, namely in places organized outside the schools of the Ministry of National Education (MoNE). However, these centres were harmful in terms of social cohesion due to the fact that they were based on a mixed curriculum and lack of social control. Since 2016, under the name of inclusive education, refugees have started to receive trainings given by Turkish teachers in Turkish schools and in the same classroom and environment with Turkish students.

According to the MoNE (2019) data, there are more than 1 million school-age children who are between pre-school to university education in Turkey. When the data are analysed, there are a

total of 646,231 Syrian students from preschool to high school. However, there are 1,050,000 people at school age. According to these data, only 61% of school-aged people continue their education, while others are from the system. The detailed information and how government and educators in the field respond to Syrian Refugee students' needs will be discussed in detail in the session.

## **The attachment to children with the immigrant parents**

**Daniela Oprea (Bobocea)**

University of Bucharest, Bucharest, Romania | [daniela.oprea@drd.unibuc.ro](mailto:daniela.oprea@drd.unibuc.ro)

Romania is going through a period of economic transition, subject to the pressures of globalization that affect the evolution of the family, at the micro social level, structurally, from the behaviour and relational point of view. The continuous process of changes in the labour market, the inefficiency of the association between vocational training and job satisfaction, the financial difficulties felt by most families but also the challenge of modernity have emphasized the phenomenon of migration in the last decade. The departure of parents who have to work abroad has become a worrying phenomenon with a higher incidence in the eastern half of the country. It has got complex effects on the evolution of the family, especially on the children left at home with one of their parents or their tutors. Nowadays, the studies show more and more situations of neglect in which children become victims and suffer emotionally and physically. They also suffer various abuses, they are exploited through work or sex. In schools, there is a new profile of special educational requirements (not deficiencies), the profile of children left at home without parental support. It is worrying the migration phenomenon seen as a value model by the young generation and its negative effects at school level: decrease of motivation for learning or school abandonment.

The present study discusses a review of the current scientific literature objectively, which examines the impact of breaking attachment relationships between children and parents on socio-emotional development and school outcomes. The Romanian society knows an important socio-economic phenomenon, which has grown since 1990: migration. In 2017, a study carried out at the request of the Romanian Government recorded more than 85,000 children left home alone with one of the parents or without parental supervision. We aim to analyse what effects at school and socio-emotional level have the loss of attachment ties having as moderators the gender of the migrant parent, the duration of the separation, the age at which the separation occurs.

When these relationships are interrupted, the child's emotional development is affected, his emotional balance having repercussions in his social life. The purpose of this study is to identify, monitor the dimensions of the phenomenon in intensely affected areas (Braila and Galati counties), the psycho-pedagogical aspects of children with migrant parents exposed to situations of vulnerability, marginalization and to propose a program of educational strategies in order to optimize school motivation. The main objective of the research is to identify, evaluate and involve them into adaptive actions that have as their objective the rebalancing of the socio-affective relations of the children, the counselling and the granting of psycho-pedagogical support.

## Teachers Willingness to Social Media Usage in the Interaction with Migrant Children

**Nataliia Avsheniuk, Kateryna Hodlevska**

Ivan Ziaziun Institute of Pedagogical and Adult Education of the National Academy of Educational Sciences of Ukraine | [katehod89@gmail.com](mailto:katehod89@gmail.com)

Today it is impossible to imagine the educational process without taking into account the sociocultural reality of unprecedented mobility caused by globalization processes and new communication technologies. According to IOM in 2017 migrants are more than 1 billion people worldwide. Ukrainian migration has increased significantly since 2014 due to annexation of Crimea and hostilities in the Donbas Region. As the Ministry of Social Policy of Ukraine states 1 million 29 thousand 571 persons were displaced from non-government-controlled territories to other regions of Ukraine. And children make up a large proportion of the total number of such Ukrainian migrants who are the most vulnerable. Ukrainian teachers have to work with children from temporary occupied territories, who faced such difficulties as: the need to form new role relationships; gaining new status among coevals and teachers; the difference between the training programs at the new school; long breaks in training; ignorance of the language, values, traditions of another country; intolerant and, in some cases, neglectful treatment of indigenous children, etc.

Having analysed the international researches of the issue and compared them with Ukrainian ones, we assume that social media, in peculiar: Facebook, Twitter, Blogs, YouTube, Instagram, Google services can become the most important tools for overcoming these difficulties. However, the social media implementation into the educational process can only be carried out by specially trained teachers who have a sufficient level of knowledge and ability to use them in professional activity. Given this, the purpose of the study is to substantiate the role of social media for migrant children socialization as well as teachers' willingness to use social media actively. To achieve the goal, we used methods of retrospective, comparative and systematic analysis.

The results of the research showed that due to the easiness of use, free and quick access to the proper materials, the ability to collaborate, create their own content and facilitate communication, social media can help to overcome stereotypes, misperceptions, discrimination and xenophobia; encourage dialogue between children of different cultural backgrounds. Thus, it can bridge the gap between children who would not otherwise communicate with each other. Therefore, it is important that teachers are prepared to use social media in interaction with migrant children. The components of willingness are: motivational (a set of genre, epistemological, psychological, aesthetic motives); cognitive (a spectrum of knowledge about: social media and methods of their operation, rational and effective ways of combining media, psychological characteristics of migrant children; professional goals setting); operational (the ability to use the knowledge in practice and to build the educational process correctly using social media).



## **The impact of parent migration on children remaining at home**

**Mihaela Grigoraş**

Ştefan cel Mare University of Suceava, Suceava, Romania | [mihaela.artin@yahoo.com](mailto:mihaela.artin@yahoo.com)

The present study aims to clarify a delicate problem of our society, namely the problem of children whose parents had to go to work abroad. The effects of the migration of a growing number of parents to countries with a more developed economy are being felt by both family and child, who is facing a variety of problems: decreased interest in school and homework, against the backdrop of a lack of control by an adult with authority over him; the tendency of absenteeism and even of school dropout. We intended to identify the problems that these children face as well as the changes in mentality that occur in their case and that of their parents. At the same time, we aimed to identify some of the changes that may occur within these families, seen from the perspective of the children. As a research tool I used the questionnaire in which I used several types of questions. Depending on how the answers are recorded: closed questions, that is, questions with predetermined answers from which the subject could choose a single answer or even several answers; open questions, that is, questions to which the subjects had to complete the desired answer. Depending on their content: factual questions (eg sex, class, locality); opinion questions; control questions. The questionnaire was applied to a considerable number of students from Botosani, Suceava, Neamţ and Iaşi counties. I have come to the conclusion that the children's opinion about the reasons that caused their parents to leave is divided: some believe that the reason is the desire for a better life, others consider that the motivation of leaving is given by the situation in the country, referring to either people with limited material possibilities, or the unemployed. We believe that the desire for a better life should be interpreted in a broader sense, obviously including financial achievements.

## Equality, Equity and Inclusion in Education (EIE)

### **Teaching students in the primary school cycle to resolve their own interpersonal conflicts, through collaboration - an alternative way to facilitate the social integration of students in the class-groups**

**Denisa Moldovan, Mușata Bocoș**

Babes Bolyai University, Cluj Napoca, Romania | [denisamonicaungurasan89@gmail.com](mailto:denisamonicaungurasan89@gmail.com)

From the first years of school, as teachers, we notice that the students' well-being in class depends not only on the educational progress, the school success or the high scores they get sometimes. We are becoming increasingly aware that a student's motivation to continue to attend school and to participate with high interest is strongly influenced by the interpersonal relationships he or she builds with co-elder colleagues. The harmonization of the interpersonal relationships between students is, perhaps, from the perspective of the child, an undeclared wish. But, from the teachers' perspective, it is a major purpose and a fundamental condition, which should be fulfilled in order to create a safe, supportive and inclusive educational environment. In the present paper we address the issue of including students in the class-groups and highlight the importance of empowering students to solve their own interpersonal conflicts through a collaborative approach. Open dialogue and the construction of win-win solutions are the main components included in such student preparation. We consider that the students, even from primary school cycle, can be taught how to resolve their own interpersonal conflicts in a constructive way, through activities adapted to their age level, to the psychic, emotional, individual and group specificities. The theoretical and practical research we have done during the last three years confirms that the constant management of interpersonal conflicts through collaboration represents an alternative way through which teachers can facilitate the social inclusion of students in the group of co-elders and can ensure a high degree of cohesion of the class-group. The positive effects of resolving interpersonal conflicts through collaboration could be observed and monitored over time also in students with a special social situation. Students belonging to minorities, coming from single-parent families or even from orphanages have registered an increase in the index of sociometric status and a better social inclusion, as a result of participating in the activities of solving interpersonal conflicts through collaboration. Our practical research is still ongoing, but with this paper we bring to the attention of educational theorists and practitioners certain directions of action that we have followed and some partial results that we have recorded so far.

## **Children`s Well-being Starts at Home. Redefining Parenting According to the Digitalized Society**

**Mihaela Voinea, Andreea Șițoiu**

Transilvania University of Brașov, Brașov, Romania | [sitoiu\\_andreea@yahoo.com](mailto:sitoiu_andreea@yahoo.com)

The changes in digitalized society are reflected in the family and school environment.

Now days children are characterized as "Homo zappiens" (Veen, Vrakking, 2011) or "digi" generation (Gold, 2015) because they are growing up while using modern technology (mobile phone, computer, iPod etc.) since early childhood.

The use of new communication technologies by children induced major changes in play, learning and parenting. They learn and play in a global and digital culture. Sometimes could be huge discrepancies between generations, especially between parents and children, children and educators. This is because homo zappiens digital, whereas parents are analogous sometimes. If we add to these characteristics of society the values that dominate postmodernism (hedonism, individualism etc.) we will have a clearer picture of the challenges of education today and especially, in parenting.

We need to redefine the children-parents-educators relationship through a new set of criteria. Wellbeing is an important aspect of family environment which determinate school integration and success.

This article is focus on research in parents` perception regarding the parenting in digitalized society and children`s wellbeing.

The research was embedded in a constructivist-interpretivist paradigm, which employed both quantitative and qualitative methods for data collection.

This study included a number of 100 participants, children and their parents.

Conclusion: The parents need to develop a new mind set of children`s wellbeing and rethinking the parenting in digitalized society. A training program for parents must be a solution for develop children`s well-being at home as a condition for school adaptation.

## **Parental education and the need to train parents in 21st century**

**Andreea Șițoiu**

Transilvania University of Brașov, Brașov, Romania | [sitoiu\\_andreea@yahoo.com](mailto:sitoiu_andreea@yahoo.com)

The challenges of the 21st century impose on today's parent the need to take part in a new type of education, namely, parental education. This type of education takes into account the discipline of the parent, by providing relevant information on: the characteristics of children according to their age, parental typologies with the advantages and disadvantages of each, parenting strategies that ensure streamlining the parent-child relationship, as well as the obstacles encountered in the process of raising and educating the child.

The multitude of information stated above, arouses the interest for training parents in the field of parenting, but also the need to implement training programs with a central theme, parental education.

Following the application of a focus group interview, which was attended by eight parents whose children are part of primary school, it was found that they are aware of the shortcomings they

have, but also of the mistakes they make as parents, concluding that a training program in the field of parental education would be a real guide for parenting.

In agreement with the current society, a technological society, it is necessary to design and implement a training program that aims, on the one hand: issues related to parenting, on the other hand, issues related to technological resources, establishing the following objectives: to make some correspondences between the particularities of the children and the parental practices, in the technological era; streamlining the parent-child relationship in the digital age; openness to the use of digital tools; providing the necessary resources for an optimal adaptation of the parent to the digital age.

## **Urban/rural residence – a relevant factor in manifesting intercultural sensitivity**

**Venera-Mihaela Cojocariu, Ioana Boghian**

Vasile Alecsandri University of Bacău, Bacău, Romania | [venera\\_1962@yahoo.com](mailto:venera_1962@yahoo.com),  
[boghian.ioana@ub.ro](mailto:boghian.ioana@ub.ro)

Our paper presents the results of a questionnaire-based inquiry aimed to investigate the level of intercultural sensitivity in relation to respondents' residence environment, namely urban versus rural. The questionnaire was applied to a number of 185 undergraduates and graduates of different specializations at Vasile Alecsandri University of Bacău, Romania. The respondents are attending the teacher training program and are either working as teachers at various educational levels (110) or preparing to become teachers upon graduation (75). The applied questionnaire is an adapted, Romanian version of the Intercultural Sensitivity Scale (Chen & Starosta, 2000). The general hypothesis of our research is: the residence background (urban/rural) impacts the level of manifesting intercultural sensitivity. The specific hypothesis of our research: the urban residence of respondents is connected to a higher level of manifesting intercultural sensitivity. This investigation is part of a wider research that aims to identify teacher training practices that may raise pre- and in-service teachers' level of intercultural sensitivity and better prepare them to work with groups of students characterized by diversity.

## **The risk of absenteeism and the social and economic causes**

**Vladimir-Aurelian Enachescu**

Bucharest University of Economic Studies, Romania | [vld\\_enachescu@yahoo.com](mailto:vld_enachescu@yahoo.com)

School absenteeism is a problem of social interest because is the precursor action of school dropout. In order to find ways to prevent a for this phenomenon it is necessary to analyze the causes that influence this behavior. In this sense we made a questionnaire from which we could extract information on the causes economic and social factors that influence and encourage absenteeism. I could compare ideas and the conclusions of our case study with the data found in the specialized literature observing both the agreement as well as the disagreement between certain ideas.

The phenomenon of absenteeism is generally a major problem for educational institutions and following our case study we could see that for most students in national colleges absenteeism is low. Absences are mostly due to pressure from others or lack of interest in the educational system. A major influence on this phenomenon having the family situation mainly represented by the support from the parents or the precarious material situation that determines them to choose other activities that can generate well-being at the expense of education.

The main objective of our research was to find out the dimensions of the phenomenon of absenteeism and of the factors that influence it, especially those economic and social ones, but also how they could help educational institutions to reduce the risk of absenteeism.

We were drawn to the economic causes that determine the risk of students for absenteeism. From this point of view, we found that many of the 118 students who answered our questions, have a below average or even a poor financial situation, tend to help their family working regardless of the negative implications that this activity may have on the level. their education.

## **Interactive Multi-Sensory Environments For Children With Autism Spectrum Disorders**

**Vytautas Žalys**

Siauliai University, Lithuania | [zalysvytautas@yahoo.com](mailto:zalysvytautas@yahoo.com)

The article presents an interactive tool, created by audio, video and computer technologies for the education of children with autism spectrum disorders and assesses its potential impact. The experimental research and its results are presented. The personalized audiovisual environment is designed to ensure the interactivity of the process, to provoke all perceptions of the subject and to develop the subject's ability to respond to the environment. A virtual program EyeCon, Webcam, video camera, video projector and acoustic system were used to make the process interactive. The study was conducted with one 4 year old subject and the case study method was applied. The impact of the instrument was established on the basis of a survey of the parents of the child and the findings of childcare experts. The results of the study demonstrated the positive benefits for these children such as increased eye-to-hand coordination, concentration duration, improved communication and emotional expression. The results obtained show that such interactive multi-sensory environments in special and general education school can be a supplemental tool for traditional methods.

## **Capability Approach in VET as a Strategy to Reduce Dropout. The Role of Tutors in the Cometa Case**

**Paolo Nardi, Sebastian Irigoyen, Guillermo Arenas\***

University of Rennes, France | [Paolo.Nardi@punctocometa.org](mailto:Paolo.Nardi@punctocometa.org), [sebastian\\_irigoyen@hotmail.com](mailto:sebastian_irigoyen@hotmail.com)

\*Universidad Complutense Madrid, Spain | [guillare@ucm.es](mailto:guillare@ucm.es)

Education and training require to put skills at the centre stage to prepare young people to live an “unknown future” (Mulder, 2017), where the risks of automation in more sensitive sectors are also added to the destruction of jobs, as also aimed by SDG4. However, the relevance of skills cannot be restricted to the technical and professional ones; the impact of non-cognitive skills is positively correlated to both professional and personal development (Heckman, 2014; Nussbaum, 2011). Developing emotional capital, besides academic and professional skills, is crucial to empower people and to promote a real VET-fullness (Gendron, 2018).

The Oliver Twist VET school (Como, Italy) has been developing its pedagogical approach of Inclusive Excellence (Nardi et al., 2018), providing the students with high-quality professional skills, but carefully fostering their social and emotional skills. Focusing on early school leavers or kids at risk of dropout, the school has specifically developed a program, providing the participants with an EQF3 certificate and a smoother transition to the job market. Besides the

lack of professional skills, this target, more importantly, shows a need to foster motivation and soft skills to build self-awareness.

This research first of all aims at outlining the main pedagogical elements which characterize teaching and learning practices; namely, the specific role of tutors and their personalized approach to every single learner is described, as an added value that effectively enhances the learning of the pupils (Hoffman, N.,2011).

In a first stage we will show in stylized facts the internal results of the institute. Later on, with the intention of developing the project, we will have an original database that will allow us to evaluate the competencies of the pupils during the learning process within the institute, such as collecting their experience in their work experience once their internships are completed.

To identify the outcomes and impacts of this approach, the research will evaluate a specific set of KPIs that measure the development of foundational and professional skills, life skills and placement outcomes. The analysis has been tested on a sample of 104 VET students between 2017 and 2019 (Rauner & Maclean, 2008).

Taking into consideration the data collected, the intention of this article will be to present how an institute that prioritizes the teaching and development of social-emotional skills has better performance of its students in the workplace, despite the socio-economic conditions of origin. Concerning this panorama, the article will allow us to integrate public policy advice by integrating the institute's good practices as an innovative model of VET and integrating Nussbaum's skills theory into pedagogical practice concerns.

## Well-being and Inclusive Learning Spaces

**Patrizia Sandri, Mariagrazia Marcarini**

University of Bologna, Italy | [patrizia.sandri@unibo.it](mailto:patrizia.sandri@unibo.it)

Our research presents data both on the intertwining of learning environments, inclusion and well-being, and on the transition from traditional to innovative school spaces in Danish and Italian schools.

The school context is a fundamental mediator to promote well-being, which is intended not as a state of absence of illness, but as a complex concept influenced by several factors (physical, personological, contextual), in which inclusion and the sense of belonging play an important role. Each educational space should be designed to encourage the "well-being" of all students with particular attention to students with serious impairments, so as to avoid isolation in the so-called "support classrooms", which are places of possible stigma/exclusion.

To be able to create an inclusive environment which promotes well-being, some more innovative Italian and Danish schools set up a "Quiet Area", which can be a corner inside the classroom or an environment in direct communication with the class, where all children can study, rest or reflect.

The quantitative-qualitative research, still in progress, makes use of a hermeneutic approach with idiographic intent; mixed methods and different tools are used such as: questionnaires, interviews, focus groups.

The investigation aims to detect:

- the perception of well-being of the students in two Danish schools and four Italian schools (primary, first and second grade secondary schools) with particular attention to students with special educational needs;
- the perception of teachers' preferences with regards to organization of school spaces to promote pupils' educational and training success in four Italian schools.

The Italian schools involved in the research are: primary schools G.M. Bertin and Rondelli in Vado-Monzuno (Bologna) (aged 6-11); the Piersanti Mattarella secondary school in Modena (aged 11-14); the Enrico Fermi secondary school in Mantua (aged 14-19).

The Danish schools are: the Hellerup Folkeskole in Gentofte (Copenhagen) for students aged 6 to 15; the Høsterkøb Skole in Hørsholm for students aged 7 to 11.

Questionnaires were administered via a digital platform with links sent to the management of the schools. In particular:

- to students: the questionnaire on well-being prepared by the Ministry of Education of Denmark;
- to teachers: the questionnaire "Innovative Learning Environments and Teacher Change (ILETC)", on the perception of the spaces, of the Australian Research Council prepared by Wesley Imms (2019) of the University of Melbourne.

From the analysis it seems to emerge that the teachers of the schools examined consciously use a different organization of spaces to promote a sense of belonging, autonomy, well-being and growth in learning. It seems to confirm that a flexible environment favors the personalization and creation of an educational community, where the well-being of all pupils is one of the aspects that can improve learning.

## **The socio-economic stratification, high school specialties and depressive symptoms**

**Daniela Muntele Hendres, Ioana Guraliuc, Versavia Curelaru, Georgeta Diac**

Universitatea "Alexandru Ioan Cuza" din Iasi, Romania | [danielamuntele@gmail.com](mailto:danielamuntele@gmail.com)

The socio-economic status is of great interest when it comes to health and education, and school environments can be approached as an accessible and relevant study base for the necessary information on this issue. Psychosocial resources, which include optimism, coping style, a sense of mastery or personal control, and social support, influence the relationship between socio-economic status and health (Taylor and Seeman, 1989). In our study we aimed to find the association of different levels of socio-economic status with different school environments, inviting to attend the study, 900 students in high schools with profiles of four types: human, real, technological and artistic. The well-known association between depression and avoidance coping has also been verified in our study group, but socio-economic moderators have revealed some particular issues. For example, the average family income and parental education level (gymnasium, high school, and university) are associated with depressive symptomatology. The correlation between the intensity of depressive symptoms and avoidance coping is strong especially for those with low incomes and having parents with university studies.

## **Preventing and addressing bullying using a restorative approach**

**Lynette Jacobs**

University of the Free State, South Africa | [jacobs1@ufs.ac.za](mailto:jacobs1@ufs.ac.za)

Teachers regularly find themselves close to bullying behaviour. As professional teachers, they are responsible to ensure that the school environment is conducive to teaching and learning, and by implication have to be able to deal with bullying behaviour amongst learners. This means that not only do they have to take care of the learners who are at the receiving end of bullying, but they also have to support the bystanders and the perpetrators. To add to the complexity, teachers themselves are often bullied by learners, and teachers sometimes bully learners.

Furthermore, research has shown that teaching is one of the professions in which workplace bullying regularly occurs. Clearly teacher education programmes should equip students with insight into the phenomenon, as well strategies on how to deal with it themselves, and how to address and prevent bullying amongst the different role-players at school. Schools are, however, not isolated environments, and the bullying that occurs in the context of schools, often reflect the antagonistic society of current times. Teachers and schools therefore need to address this issue in a manner that counteracts hostile environments, and equip role-players within a framework of thinking that has the potential to reconcile. In this paper I answer the following question: How can teachers mitigate and address bullying? I present a meta-analysis of recent research towards an understanding of the phenomenon. This serves as an information base to enable role-players to recognise bullying and workplace bullying, and to understand the antecedents of the phenomenon. I then suggest a restorative approach, and various strategies within this approach, that teachers and prospective teachers can use to address and prevent bullying. I am convinced that in our society, violence and violations should not be counteracted by more violence, and that the only way to change our societal fibre is through approaches that heal and restore. We should take heed of what EM Forster wrote in 1939: "Tolerance, good temper and sympathy - they are what matter really, and if the human race is not to collapse they must come to the front before long".



## Early childhood education (ECE)

### Teaching and Learning in « école maternelle », a caring approach. Well-being and « bienveillance » in the context of refoundation of the french nurseryschool, another form of « educational optimism » ?

**Ioana Fillion - Quibel (Ungureanu)**

CAREF - Centre Amiénois de Recherche en Education et Formation, UPJV et Ministère de l'Education Nationale, Circonscription de Flers | [eola008@yahoo.fr](mailto:eola008@yahoo.fr)

This paper is a research in the following fields: educational history, teacher professional ethics, educational philosophy and educational science. Our aim is to contextualize ministerial orientations of the "Law of the school refoundation" (MEN, 2013) in order to identify the educational relationship that it induces in nursery school. Recent research (Prairat, 2015) shows that the concept of "bienveillance" enter in the field of research of "care". This conceptual widening is translate in practice by the production of well-being for the pupils, but also by a renewal of the professional requirement for the teachers who must prepare themselves for the techniques of "care".

National and international surveys (OECD 2014, Mons 2016) have led to worrying findings for the French education system. The authorities reacted to these findings, which highlighted tensions, systemic inequality and a precarious school climate (Debarbieux, 2015). On November 24, 2015, the school's new programs (cycles 2, 3 and 4) take into account these feedbacks and are constitutes as an institutional answer. The Orientation and Programming Law for the Refoundation of the School (MEN, 2013) stipulates that a serene school climate must be established in schools to "promote the learning, well-being and development of students" and create "good working conditions for all". It is therefore a priority policy for the school.

Several official texts take into account these concerns about the school climate and decline their measures in the form of concepts related to the semantic field of "well-being". This is how the concepts of "kindness", "empathy" and "civility" are introduced. "Bienveillance" also appears in the new Common Base (April 2, 2015). The French nursery school has adopted these concerns on its officials programs of March 26, 2015.

Our presentation will focus on "bienveillance" in the educational relationship at the French nursery school. Following the research paradigm of Gwénola Réto (2017) and Aziz Jellab (2019) we try to answer the following questions mainly in the field of the history of education.

How does "bienveillance" is translated into the educational relationship in French nursery school? How are the essential dimensions of "bienveillance" expressed pedagogically in this same context?

The first results of this research seem to indicate that "bienveillance" goes hand in hand with the well-being of school stakeholders and pupils. The nursery school can thus play its first socializing role by substituting in its practices, the primacy of the "activity" of the child for the primacy of "identity" (Réto, 2017). The last one was promoted before 2013 by official texts. We are going to show that the concept of "bienveillance" in 21st century nursery school is linked to "educational optimism", as a part of the educational standards and ideals of our historical time.

## The pedagogy of happiness in early childhood education

**Andreea Puiu**

University of Bucharest, Bucharest, Romania | [andreeadenisa\\_puiu@yahoo.com](mailto:andreeadenisa_puiu@yahoo.com)

The pedagogy of happiness introduces new instruments that support the autonomy, the responsibility and the language of happiness in classrooms and outside them. Starting from the perspective of more than 200 primary teachers on happiness, these instruments will be presented as valuable and positive interventions in educational field. Moreover, linked to early childhood education, it is important to outline the future of happiness in classrooms and how could teachers overpass the deficit of nature designing new ways of learning outside the classrooms. In order to sustain the collaboration between pupils, teachers should offer them a model of collaboration and shared happiness.

## Motivational structure and the risk of professional abandonment in the teachers of the preschool education

**Roxana Nicoleta Curea**

Alexandru Ioan Cuza University of Iași, Iași, Romania | [curea\\_roxana@yahoo.com](mailto:curea_roxana@yahoo.com)

The study aimed to identify the motivational structure of teachers in pre-school education and to verify the existence of the risk of professional dropout. In this context, the expectations of the teachers regarding the education system were examined. In addition, a study was conducted to identify the most appropriate measures to improve the motivational level and minimize the risk of professional abandonment.

## Supporting Wellbeing of Youth at Risk of Early School Leaving: Exploring Educational Strategies

**Miruna Luana Miulescu, Mihaela Stîngu, Elena Marin, Romiță Iucu**

University of Bucharest, Bucharest, Romania | [miruna.miulescu@gmail.com](mailto:miruna.miulescu@gmail.com)

Starting from the idea that a "healthy society" is built on a sound education system, this study focuses on children's well-being, which is, according to research, a concept highly influenced by educational institutions (Lohre, Lydersen & Vatten, 2010; Roeser & Eccles, 2000) and is reflected in the quality of learning (OECD, 2015, 2017, 2018). Moreover, studies show that teachers play an important role in enhancing the well-being of students (Mccallum & Price, 2010), as well as the school climate (OECD, 2018). There have been studies that explored the interaction between children's well-being and the school environment, particularly the school climate and the interpersonal relationships that can enhance children's well-being (Lawler, Newland, Giger, Roh & Brockevelt, 2017; Newland et al., 2018). Moreover, the findings concerning classroom context suggest that the quality of relationships among teachers and students influences students' engagement towards school, as well as their social-emotional development (Anderman, 2003; Battistich et al., 1995; Chiu et al., 2016; Noble et al., 2008).

Grounded on this research background, the article is set to explore teachers' perceptions on the impact of an intervention program that focused on the social-emotional and behavioural well-

being of pre- and primary school children in Romania. Drawing on the Rodawell project implemented by the Faculty of Psychology and Educational Studies at the University of Bucharest in partnership with VIA University College Denmark, this paper focuses on describing the phases of the intervention and identifying teachers' perspectives on the children's development of social abilities, emotional and behavioural difficulties, as well as their reflections on the implementation of the project.

Methodologically, the research involves both quantitative and qualitative approaches embodied in a need analysis, a quasi-experiment and an action research. The tools used to collect data are: institutional report sheets, questionnaires with teachers, focus groups with teachers, interviews with managers, and observations in classrooms.

The multidimensionality of the instruments used provides a comprehensive perspective on the issue being investigated, as the data offers an overview of the teachers' perspective on the impact of the intervention program on social-emotional and behavioural well-being of children. Results are analyzed in connection to the four critical areas for intervention identified by the needs' analysis: learning environment, children's autonomy, inclusion and social interactions. Variations for pre-school and primary school levels are also discussed. Teachers' reflections are presented in relation to the challenges they faced, particularly their own motivation and the different understanding of the project's conceptual framework. The data from the study will also provide benchmarks for the development of best-practices regarding the well-being in schools in Romania and for the expansion of the Rodawell project.

## **Going beyond in early education and care providing quality in theory and practice**

**Gabriela Kelemen**

Aurel Vlaicu University of Arad, Arad, Romania | [gabrielakelemenuav@gmail.com](mailto:gabrielakelemenuav@gmail.com)

Early years are the most important period in child development. The way we implement the learning framework is the foundation to ensure the children's well-being and their development according to their interest. Each child represents an individual with special characteristics. Therefore, the professional practice of educators must focus on those aspects that involve building and cultivating relationships, taking curricular decisions, teaching and learning communities through positive relationships by taking decisions to guide children through teaching and learning. Modern pedagogy will seek to implement the curriculum of early education in different contexts and to place children at the centre of the educational process. Research, reflection, documentation and learning shape the trends in early education as well as the most effective pedagogical methods. We emphasize the orientation of social constructivists in theory and practice. We consider that each child needs an increasingly complex activity together with other peers and adults with whom to develop an empathetic, emotional relationship. We suggest a Curriculum for early education that integrates interaction, experiences, activities, routines and planned and unplanned events in the classroom and in the open air, all in an environment designed to facilitate the children's learning and development.

## How can we form the self-image of students from primary school by receiving the literary text

**Elena-Roxana Irina**

Casa Corpului Didactic Neamț, Piatra Neamț, România | [roxirina2005@yahoo.com](mailto:roxirina2005@yahoo.com)

One of the premises that determines the research topic is that the methodologies for forming the self-image of the students of the primary classes in the process of receiving the literary text are not sufficiently known, systematized, valorized, applied. In addition, the literary text with its dual function of psychological and pedagogical resource is used in the educational approach more as a moral value. The emotional aspect, probed in the theories of art or more specifically of artistic literary education, which contributes to the development of the respective intelligence is less valued by teachers. The "poor" emotional intelligence developed at the students, the problems of the self-image made us preoccupied about this problem. The purpose of the research aims to reveal some methods corresponding to the literary-artistic education for the formation of the self-image of the students of the primary school in the process of receiving the literary text. The research aims to establish the psycho-pedagogical and literary-artistic landmarks for the formation of the self-image of the students of the primary school in the process of receiving the literary text; studying the practical situation regarding the formation of the student's self-image; applying questionnaires to investigate the student's self-image; highlighting, in the process of the pedagogical experiment, the tendencies and the particularities of forming the self-image of the student, as well as the validation of the formative approach within the control phase; creating opportunities to introduce didactic technologies specific to the system of literary-artistic activities for the formation of the student's self-image. Expected results: a comparative analysis of the curriculum and book of Romanian language and literature, 3rd / 4th grades in Romania and in the Republic of Moldova, regarding the existence of the competences / contents that lead to the formation of the self-image of the students, two lots (one experimental and one control) of 100 students from the 3rd / 4th grades from Romania and from the Republic of Moldova, on which questionnaires on the self-image will be applied, an optional curriculum Read and get to know yourself! for the 3rd / 4th grades, which aims at forming the self-image of the primary students in the process of receiving the literary text, an auxiliary for the 3rd / 4th graders and a guide for the teaching staff the optional class, with different contents aimed at forming the self-image of the students of the primary classes in the process of receiving the literary text, a training program and the course support, approved by the Ministry of National Education of Romania, 25 trained teachers.

## Sentiments, Attitudes And Concerns About Inclusive Education Of Pre-Primary Education Students

**Mariana Cabanová, Trnka Marián**

Matej Bel University, Banská Bystrica , Slovakia | [mariana.cabanova@umb.sk](mailto:mariana.cabanova@umb.sk)

Inclusive education is an internationally respected approach within education. However, Slovakia has a long tradition in segregated education. In 2010, the Slovak Republic ratified the Convention on the Rights of People with Disabilities. Based on its ratification Slovakia committed itself to ensure that people with disabilities shall not be excluded from the general education system due to their disability. Children with disabilities should too, together with others, have access to inclusive, high quality and free education in the community they live in. This concept

of education also puts specific requirements on teacher training. Education should also be focused on strengthening the pro-inclusive attitudes of student teachers. In inclusive education, it is desirable for teachers at schools to follow the philosophy of inclusive education and thus support the idea of inclusion within education by encouraging an inclusive approach. We also tried to find out whether there is real development of pro-inclusive attitudes by administering research tools for measuring the attitudes of student teachers towards inclusive education. For this purpose, we used the SACIE-R questionnaire (Forlin, Earle, Loreman & Sharma, 2011). Using factor analysis of their responses, we identified the main dimensions of student attitudes. In this study, we focus only on the analysis of the data obtained by students at one of the faculties of education in Slovakia in the field of pre-school and elementary education. Based on the analyzed data, it appears that despite the fact that the content of our study program prepares the future teachers for inclusive education of people with sensory disabilities (visual and auditory), the teachers at mainstream schools seem to be mostly afraid of educating this group of people.

### **Study on the training needs of teaching staff to provide quality early childhood education services**

**Sofia Loredana Tudor, Claudiu Langa, Adriana Lazăr**

University of Pitești, Pitești, Romania | [tudor\\_lori@yahoo.com](mailto:tudor_lori@yahoo.com), [claudiulanga@yahoo.com](mailto:claudiulanga@yahoo.com), [oadaro@yahoo.com](mailto:oadaro@yahoo.com)

Concerns regarding the development of a quality early education system have been a constant target of educational policies in the last years in order to develop the services of preschool and pre-kindergarten education adapted to the needs of care and education of the school population, with an emphasis on the disadvantaged population and social inclusion. Focusing on early education is fundamental, the theoretical and experimental studies of the last 10 years highlighting the importance of this period in the intellectual, physical, social and emotional development of the child; on the other hand, it is noticeable that the losses / delays / stagnation arising during the early development period will be difficult to recover and compensated later and with considerable investments. Early child development is related to early education, health, nutrition, and psychosocial development; therefore, the holistic concept of early approach combines elements from the area of stimulation of the child, health, nutrition, speech therapy, psychological counselling, physical development support, etc. The need for the development of integrated early education services and their extension to the area of 0-3 years are priorities of the European strategies assumed through a complex of educational policy measures, having as a priority the development of quality early education services for the benefit of all prerequisites for lowering the schooling rate (Strategy for early childhood education, Strategy for parental education, Strategy for reducing early school leaving in Romania, Study on the evaluation of public policies in the field of early childhood education - SABER EARLY CHILDHOOD).

In this context of the development of early childhood education, numerous inequalities are identified in the implementation of European and national strategies and programs in the development of early childhood education services, supported by economic, political, social factors, etc. In order to make them compatible at European level, we consider it necessary to support training and development programs for staff providing educational services in early childhood education institutions.

The purpose of this study is to acknowledge the opinion of the bodies with attributions in the pre-kindergarten and preschool education in Romania, as well as of the civil society and public opinion, as a prerequisite for identifying school policy measures and developing programs for training the teaching staff so as to be able to provide educational services in early childhood

education (representatives responsible for early childhood education in school inspectorates and Houses of the Teaching Staff, teaching staff in preschool educational institutions, representatives of the Ministry of Labour and Social Protection, representatives of the Social Assistance Directorate, managers of nursery schools, representatives of NGOs and other categories of organizations with experience in the field, parents and interested representatives of the civil society and public opinion). The present study is a qualitative research based on the focus-group method, but also a quantitative research by using the questionnaire-based survey, being carried out on a representative sample of 100 persons (2 focus-group of 25 persons, respectively 50 persons involved in the survey-based questionnaire). The conclusions of this study highlight the need to restructure the system of early childhood education in Romania through interventions at the legislative level and ensure a unitary system of policy and intervention in early childhood education. Also, we believe it is imperative to reorganize the training system of the human resource, by developing complementary competences of the teaching staff, adapted to the training needs of the early childhood population, ensuring a valuable inclusive and integrated intervention.

## **A study on the development of children's literacy and mathematical skills in early education**

**Sofia Loredana Tudor, Cristina Loredana Bloju, Tudor Petrescu**

University of Pitești, Pitești, Romania | [tudor\\_lori@yahoo.com](mailto:tudor_lori@yahoo.com), [ronnytudor@yahoo.com](mailto:ronnytudor@yahoo.com)

Focusing on early education and preschool years is important because this is the period when children develop rapidly and, if the development process is neglected at this stage, it is much more difficult and costly to compensate for these losses later. The interest given to the development of the early education services through the national and european measures and strategies is justified by the pedagogical theories and the experimental results that highlight the fundamental acquisitions in the intellectual and socio-emotional development made in the first years of life. It is well known and obvious that the choices and actions currently taken by parents and society in early childhood have a strong and lasting influence on the child's individual progress. The quality of care and protection during this period is crucial for school training, for lifelong learning and children's future ability to contribute as parents and economic and social actors. Internationally, the time period for early education is defined as a period of the child's life from conception to the age of 8 years; and that is because, first of all, now the fastest brain development is taking place. The most important are the first two years of life, when the most significant intellectual, emotional, psychological and social changes occur. The purpose of this study is to diagnose the learning needs of early age children in the field of mathematics and literacy. Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions, both verbally and in writing, using visual, auditory / audio and digital materials in different disciplines and in different contexts. It involves the ability to communicate and make connections with other people, effectively, appropriately and creatively. Mathematical competences are defined as the ability to develop and use mathematical thinking and reasoning to solve a number of problems in everyday situations. Children must have the skills to apply basic mathematical principles and processes in everyday contexts. This research is based on action - on intervention that involves the application of diagnostic tools for the needs of children learning; on the other hand, we propose to know the opinion of specialists in early education regarding these needs, learning difficulties, as well as optimization methods through integrated intervention (educational, medical, counseling services, speech therapy, etc.). The

conclusions of this study highlight the need to develop complementary education services during child's early development, as a prerequisite for developing communication and mathematical acquisitions. The study highlights that there is a need for a permanent balance between cognitive, action and cognitive activities social relations and development activities of language in the early development of the child.

## **Continuity between kindergarten and primary school, an important factor of school success**

**Ileana Constanța Ionescu**

University of Bucharest, Bucharest, Romania | [ionescuile@gmail.com](mailto:ionescuile@gmail.com)

Early education advocates the idea that young age is the basis of personality. The purchases of the child in the first years of life are enormous and decisive. Early education respects generally valid principles and values, each child is unique, with his or her specific and particular needs, education is continuous and active interaction with the adult is defining. In order to solve the scientific relation of the continuity between the preschool and the school education, to improve the eventual discontinuities and to easily cross the "affective threshold" between the kindergarten and the school, a rigorous knowledge of the particularities of the age with which we work but also for the ages is required where it is taken and where it should be taken. This results from the interaction between development and learning within the teaching process that must anticipate psychic development, always aiming at an immediate higher level of psychic functions - the "area of the next development".

Research objectives

Identifying the methodological tools that allow the evaluation of preschoolers development

Establishing the importance of continuity between preschool and primary, and the impact on future school success or dropout

Probing the opinions of teachers regarding the level of knowledge about multiple intelligence theory and using this method in early education.

The research is based on two types of approaches are a quantitative approach, consisting of data collection through document analysis and investigation by questionnaire and a qualitative approach materialized in the survey through a semi-structured individual interview and focus group.

In conclusion, we need to keep in mind that learning is holistic and that the new cognitive architecture pleads for a new vision of the curriculum and a new approach to it in order to development a model of common teaching-learning-evaluation methods in the fundamental acquisition stage.

## Leadership in Education (LE)

### **Teachers' lived experience of official employee wellbeing and self-care promotion programmes: A phenomenological study**

**Erika Kruger**

University of the Free State, South Africa | [KrugerE2@ufs.ac.za](mailto:KrugerE2@ufs.ac.za)

A successful organisation, is a healthy organisation; one which manages to achieve its goals effectively and which also serves as a key driver for socio-economic development. Organisational health hinges on creating a culture that nurtures, in the first place the wellbeing of the organisation and secondly, the wellbeing of the employees. There is thus a strong link between organisational success, organisational health and employee wellbeing resulting in an upsurge in organisations implementing employee assistance programmes internationally. This does not only hold true for businesses but also for government sectors such as ministries and departments of education. Educational reform, often steeped in neoliberal thinking and emphasising education as a stimulus for socio-economic growth, requires investing in its human resources by way of employee wellbeing policies and programmes to increase productivity, improve retention rates, reduce absenteeism and encourage employee engagement. Adding another dimension is the focus on health and wellbeing promotion as a learning outcome in the curriculum and supporting student wellbeing. Building on research that analysed South African legislation and policies pertaining to teacher wellbeing, this study explores teachers' own perceptions and experience of their personal and professional wellbeing, their self-care practices and their participation in official workplace wellness programmes. The qualitative phenomenological approach using structured questionnaires and semi-structured interviews, allows teachers to express their own views, narrate their experiences and make meaning of their realities. Teacher participants were well-distributed towards maximum variation within the South African context, and the data generated were analysed for patterns and relational themes regarding employee wellbeing and self-care among teachers. By illuminating the views, involvement and practices of the teachers, the meanings and particulars of teacher wellbeing experience are identified and can pave the way for future research comparing teacher experiences with official employee wellbeing policies to test for alignment. In the context of teacher education for promoting wellbeing, it highlights the interrelationship among the teacher's roles as a human resource supporting the organisational wellbeing of the school; as an educator supporting student health and wellbeing and as an individual and community member looking after their own wellbeing.



## **The effect of mentor teachers' roles and feedback on teaching efficacy beliefs of preservice teachers**

**Zeki Aرسال**

Bolu Abant İzzet Baysal University, Turkey | [arsal\\_z@ibu.edu.tr](mailto:arsal_z@ibu.edu.tr)

Mentoring has been considered as an important part of teacher education programs. Mentoring is a complex task which includes specific mentoring competences such as communication, pedagogical skills, teaching beliefs. The feedback strategies of mentor teachers also are important for improving preservice teachers' teaching skills and beliefs. This study aims to find out the effect of feedback strategies used by mentor teachers on teaching efficacy beliefs of preservice teachers. The study was performed in the context of four-year undergraduate teacher education program implemented in Turkey. The participants of the study were two mentor teachers who work as a classroom teacher at the primary school and seven preservice teachers who were final-year students in the faculty of education at the university located in the north of Turkey. The data of the study was collected through face to face interviews with two mentor teachers, and the survey was conducted to the preservice teachers to explore their teaching efficacy beliefs. The results of the study showed that mentor teachers had some mentoring roles such as modeling, supporting, sharing, and they provided feedbacks as positive, negative, specific and progressive for preservice teachers. Also, the results showed that the feedbacks given by mentor teachers affected teaching efficacy beliefs of preservice teachers. According to the results of this study, mentor teachers should use more effective feedback strategies in order to improve teaching efficacy beliefs of preservice teachers. Also, this study has some implications for mentoring and teacher education programs.

## **Transformative Teachers in Multicultural Schools. Taking a closer look**

**Giambattista Bufalino, Gabriella D' Aprile**

University of Catania, Catania, Italy | [bufalinogiambattista@gmail.com](mailto:bufalinogiambattista@gmail.com), [gabriella.daprile@unict.it](mailto:gabriella.daprile@unict.it)

This paper explores the potential of teacher leadership as a strategy to promote intercultural education. While the topic of inclusion of migrant students in schools is largely explored, the "good" teaching leadership practices to manage complex multicultural situations are still under investigated themes. In effect, intercultural education requires teachers to be reflective practitioners who need to develop the capacity to engage in critical review of their practice with a view to changing and improving it. In this sense, it is expected that the teacher not only respects and implements the values of intercultural education but is also able to develop their own practice and initiate change where it is needed, becoming change and transformative agents. This may expect to improve teacher collaboration, and teacher's voice which relates to an individual sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students. However, the prevailing intercultural competence approach is criticized here, and teacher education can be effective if knowledge and competence acquisition are combined with emancipatory and empowering processes related to the deepest level of subjectivity.

Given this premises, this contribution draws on qualitative data collected through a multiple case studies of eight multicultural schools in Sicily (Italy) with the aim of exploring the attitudes that

teachers have towards cultural diversity and the intercultural education, as well as the leadership actions they take in this area.

This study broadens conceptions of what constitutes teacher leadership in multicultural schools. In fact, based on the empirical findings, a preliminary theoretical model is presented. Data indicate that informal and formal, individual and collective teacher work all contribute to promote intercultural education, dialogues and significant change in schools. In this sense, it is assumed that any teacher may have some capacity for leadership, and this can be nurtured. The focus of the reflection will be on the personal and professional responsibility, on an ethical choice and on an existential self- re-positioning, by considering the common interrelatedness and of the relational quality of the human condition

## **The Transformation of Women Leadership toward Social Justice and Inclusion among Female School Principals in Southeast Asia**

**Reni Juwitasari**

Mae Fah Luang University, Thailand | [reni.juw@mfu.ac.th](mailto:reni.juw@mfu.ac.th)

In the 21st Century, women have issues to become a leader, especially in Southeast Asia. Women are still perceived as an inferior and second class in society, therefore, women are normally obtaining negative and incapable stereotype as leaders. The myth about leadership belonged to the men's world is intense among the societies. As oxymoron, women are "freely binding", meaning that they are allowed to involve and work in public sphere, yet they face "glass-ceiling" to be a top leader. In Indonesia, the glass ceiling is faced by women teachers to advance their career path as a leader because government tends to select a man leader with only 38.68 percent compared to male principals with 61.32 percent (MoEC, 2014). Likewise in Thailand, at the top positions, the proportion of women leaders were less than men leaders only 7.36 percent out of 66 percent women teachers in the entire school body (Cheaupalakit, 2014). Women leaders in both countries are underrepresented even though women leaders bring their own capacity of loving and caring which they are more emphasizing on process. Besides, these capacities are able to create warm environment and empathy that are prerequisite on conducting social justice and inclusion atmosphere in the school. Therefore, the empowerment of women leadership in education becomes significantly important toward sustainable education.

The paper aims to analyse presence of women school principals in envisaging the constraints of the status quo for social justice and inclusion leadership in school environment by continuously improving leadership skills to achieve the Sustainable Development Goals' target and Education for all in primary school in Indonesia and Thailand.

The research questions are: 1) To what extent "glass-ceiling" constraints women leaders in education in Southeast Asia schools? 2) How is leadership challenge able to integrate SDGs on constructing sustainable education? 3) How to develop women leadership education's capacity toward social justice and inclusion values?

This research used combined approach to gather data through literature review, survey questionnaire and in-depth interview to measure and reveal the application between concept and practice of Leadership Challenge towards achieving SDGs' target. SDGs are an outcome approach for women leadership on social justice and inclusion in education which focused on ensuring all students to get compulsory education. Leadership Challenge by Kouzes and Posner (2018) is basic competency for the process of leading style in organization that envisions the transformative and visible direction of women leadership education.

The women leaders in education remain foreseen as negative stereotype due to concept of leadership for men world. As Leadership Challenge is emphasized on process rather than results, women leaders can empower their leadership capacity on social justice and inclusion flexibly to continuously develop in achieving the SDGs number 4 on quality education.

## **Teacher Training for developing Leadership Education through Public Speaking Programmes**

**Carmen Mihaela Crețu, Diana Popa**

Alexandru Ioan Cuza University of Iași, Iași, Romania | [dianaepopa@yahoo.com](mailto:dianaepopa@yahoo.com)

Public Speaking is a relatively scarce and new domain in teacher training for leadership education provided to able/talented high school students. Yet, research shows that employers rank communication skills as their number one priority for selecting prospective employees. Also, the abilities to convey information to listeners, organize ideas, persuade others and hold listeners' attention, are the most wanted on the labour market (Karr, 2012; Bolt & Hagermann 2009; Hefferin, 1997). Sometimes, cognitive talented students are not enough self-confident in public speaking and could fail in developing leadership traits. While there is no doubt about the need for public speaking in leadership education, there are few schools around the world providing such instruction to teachers or able students, and even fewer studies on public speaking education and its efficacy in school. It is proved that the self-confidence gained through public speaking in class transfers to other situations (Boyce et al, 2007).

Despite this, public speaking training is neglected in education worldwide and in Romania there are no public speaking development courses for high school talented students. Therefore, our purpose is to examine and support the acquisition of transferable skills of strategic necessity in teachers' and talented students' continuous development. The main aim of the study was to assess and validate a Public Speaking Enrichment Programme programme, as well as to evaluate its appropriacy for high school teachers and able students. The research was based on the Delphi method and it involved a panel of 15 experts in training and coaching individuals in public speaking, from both the educational field and the labour market. The study inquired and investigated the quality of the Programme, by aggregating the experts' judgments, through a series of three questionnaires, resulting in a mediated consensus. We used content analysis, Delphi polling, and content validity methods to generate a final list of contents and competences, vetted by a separate, different panel of 2 supervision experts. The study identified areas to be improved and prospective risks, helped reduce imbalance in the contents proposed and estimated the outcome of the programme if implemented, thus heightening its predictability, versatility and usefulness. The data generated by the expert participants was collected with minimal leading by the researchers involved. The process was iterative, indicating to the participants at each step how their ideas and opinions were to be utilized in the research. It also included a follow-up planned interaction, in which the results were shared with the participants. The findings of the present research will be used to further develop and experiment in high school Public Speaking. The implications of this study also include offering useful guidelines to institutions and researchers undergo similar evaluation and validation processes of educational programmes in the public speaking sector.

## Challenges of poor utilization of teacher certification in appointment of education leaders

**Pac Ordu, Tombari James**

Federal College of Education (Technical) Omoku, Niger | [pacordu2009@gmail.com](mailto:pacordu2009@gmail.com),  
[james.tombari@fctomoku.edu.ng](mailto:james.tombari@fctomoku.edu.ng)

In Nigeria, achieving the outcome of learning in the form of graduate employment has become an uphill task. This paper looked at how effective leadership in education setting contributes to the development of teacher education which in itself translates to the well-being of students. The study further focuses on events surrounding employability skills of teacher education graduates who roam the streets of Nigeria in search of non-existent job openings. However, despite the roles of good leadership in education, there appears noticeable loopholes in the leadership of some sections of our educational settings. This is noticeable in the department of business education where non-business education certificate holders are appointed as Heads of Departments. The paper observed that though such leaders may be resourceful in their disciplinary calling, their traits are misplaced as their certifications are not in the areas they are called to lead. The appointment of non-professionals in education leadership positions does not go down well with the ideals of transformational theory of leadership. This phenomenon could be one of the reasons students are trained and graduated without the requisite knowledge and experiences to secure job placements in the labour market. This paper attempt to look at the concept of education, the poor knowledge acquisition, reasons for the mismatch between what is learnt by students and the needed skills and knowledge by the industry, and of course what can be done to provide needed leadership. The paper discovered that good leadership at the administrative levels of our institutions is the pre-requisite to harmonious education environment. This further would create windows for the introduction of creativity and innovation in teaching and learning that will exploit the windows of emerging trends in the labour market. The paper therefore concluded among others that the problem of education institutions in Nigeria is poor administrative handling.

## Factors affecting the pro-entrepreneurial propensity of European students

**Liviu Ciucan-Rusu, Daniel Ștefan**

George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș, Romania | [liviu.ciucan-rusu@u2b.umfst.ro](mailto:liviu.ciucan-rusu@u2b.umfst.ro)

Our paper aims at tackling the sensitive topic of entrepreneurial education and its contribution to the contemporary approach regarding career. Our study is a part of a broader research intended to draw some main trends of a so-called map of the pro-entrepreneurship propensity of European students.

Entrepreneurship recently became a more and more topic of debates, with different approaches depending on the field or domains of the representative opinions, such as microeconomics, macroeconomic, social or cultural research; politics and institutions; education - especially lifelong learning approaches; press and civil society. In its struggle to become a leading structure in the global competitiveness, European Union affirms more and more clear and loud than not only supporting the SMEs, but also accepting entrepreneurship as a main challenge in the path towards growth and wealth must be a priority. Unfortunately, in the European education system

one cannot find adapted solutions to fight the menace of lack of action and involvement, because “Finding a job” appears more often on the public screen than “Creating one’s own job”.

The study uses the method of the survey data collection in three countries (Romania, France, Italy) and it is based on an adaptation of a representative questionnaire concerning the entrepreneurial process, a questionnaire consisting of 33 questions plus socio-demographic variables.

As the main goal of our study was to take a picture of the potential future European entrepreneurs, we could determinate some similarities and some differences between respondents about their option regarding the pro-entrepreneurial propensity, findings that we can regroup regrouped as it follows: the age could explain different opinions in terms of Managerial experience, Support group, Negotiations approach, Profit meaning, Sources of success; the gender influences mainly Personal entrepreneurial skills, Company’s success, Sources of personal success, Reaction to criticism; the educational background is a differentiator for Support group, Company’s success, Quality management style, Sources of personal success, Profit meaning, Reaction to criticism and the country is a segmentation criterion for Managerial experience, Marketing approach, Financial knowledge, Personal entrepreneurial skills, Sources of personal success, Reaction to criticism.

## **Key facts about the decision-making process of High School students regarding career options**

**Liviu Ciucan-Rusu, Daniela Ștefănescu, Mihai Timuș \***

George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș, Târgu Mureș, Romania | [liviu.ciucan-rusu@u2b.umfst.ro](mailto:liviu.ciucan-rusu@u2b.umfst.ro)

\*Ștefan cel Mare University of Suceava, Suceava, Romania

Our study is aiming at shaping a map of main factor of influence regarding the decision-making process of high school students about their next step in career. We also intended to clarify some assumption regarding the meaning of choosing a university path.

As a dynamic transformation of the economy, companies put pressure on universities and other educational suppliers to deliver the labor force with new knowledge and skills required, to ensure their innovation and competitiveness. Because of these dynamics, students are also under pressure when they must decide about future jobs. There is also confusion in the mind of young adult that needs to bear the influence of public media, social media, online communities about the personal development in regional, national or global environment. In this case, universities and high schools have to inform about trends and perspectives of future career and support students in their choice but they lack of communication capabilities or marketing aspects are overestimated.

Our study is based on an online survey with more than 500 participants from Mures county high schools during the 2018-2019 academic year.

Most of the student wants to continue their study at university 83,2 %. As a preferential channel of information about university programs students voted as very useful, university websites and meetings with representatives of faculties. The main fields students interested in are: business, engineering, informatics, medicine, public administration and law. Around 13.4% of the high school students intend to continue their study abroad. Almost half of the respondents have clear idea of study program to be chosen. Regarding the influence factors of their choice, family and acquaintances who are already university students have the higher impact rather

than colleagues, friends and professors. When referring to criteria for choosing the future university, they favor the number of tax-free places and international mobility.

Generally, we can say that students consider university the most important next step in their future career and they prove themselves rather independent to decide about this step. Our study also emphasizes significant levels of indecision and we will deepen our further research for better understanding of the phenomenon.

## Webinars (W)

### Pre-service and In-service Teacher Training. Policies, Practice & Research (PST)

#### Mastering future teachers' preparation for using and doing research in their classrooms

**Marta Kowalczyk-Walędziak**

University of Białystok, Białystok, Poland | [martak.wal@gmail.com](mailto:martak.wal@gmail.com)

Contemporary teachers at all levels are strongly encouraged to integrate research into their classroom settings. However, even though the value of teachers' engaging with, and in, research is widely acknowledged in the existing literature, they do not seem to have sufficient knowledge and skills to be able to use and conduct research within their teaching practice. Effective training is a fundamental in preparing future teachers to become users and producers of research results in their professional settings. It is not enough to simply call on students to adopt or develop research-based teaching practices. They need to experience how research may inform, affirm and improve the teaching and learning in their classrooms and schools. Hence, there is a need for teacher educators to identify and implement the most powerful and effective methods of supporting student teachers to become research-active practitioners. This workshop by utilizing existing research literature offers a framework within which you as a teacher educator may develop good practice in developing student teachers' consciousness of and competences in using and doing research in their classrooms. Through a series of discussions, prompts and provocations based on real stories from academics, you will learn, step by step, about meaningful and engaging teaching strategies for enriching your students and enabling them to utilize research in their future profession. These strategies are also fundamental in reconceptualizing teacher education curricula to promote the core concepts and principles of research-based teaching practice.

## **The teacher within: a holistic approach to supporting teachers' health and well-being through mindfulness and mentoring**

**Simona Baci**

Transylvania College Foundation, Cluj-Napoca, Romania | [simona.baciu@transylvania-college.ro](mailto:simona.baciu@transylvania-college.ro)

The Teacher Within (TTW) is an innovative health and wellness program designed to enhance teachers' self-awareness, resiliency, and positive mindsets. The program supports teachers' health and well-being through interactive training sessions, daily 5-minute mindfulness exercises, and peer mentoring based on the ethic of care. The power of this program lies in the blending of intrapersonal work with interpersonal support.

### Objectives

1. Provide an overview of evidence-based training methods, daily mindfulness practices, and supportive peer mentoring relationships that enhance teachers' health and well-being.
2. Share the TTW 100-Day Challenge, a comprehensive approach to motivating, structuring, and supporting these processes to promote teachers' health and well-being.
3. Discuss insights from the anecdotal data gathered before, during, and after the implementation of The 100-Day Challenge outlining how these strategies reduced stress, increased teachers' and students' health and well-being, and contributed to a positive school climate.

## **Competence-based curriculum - how to design inspiring learning activities**

**Oana Moşoiu**

University of Bucharest, Bucharest, Romania | [oana.mosoiu@fpse.unibuc.ro](mailto:oana.mosoiu@fpse.unibuc.ro)

In a world of competence-centred approaches and pupil-centred learning, to align these educational discourses can challenge the professional competences of the teachers. What lies in the competence-based curriculum? How is this approach changing the way teachers design inspiring lessons to develop critical competences for the 21st century? What are the implications on classroom environment, evaluation and social relationships in the learning groups? Does content become obsolete in this re-framing of learning experience?

The workshop will engage participants into a direct & participative activity to support reflection on the proposed topics. The group will be conducted to design the framework of a competence-based lesson/unit and will aggregate own outcomes based on the actual work in the timeframe of the workshop.



## **Development of non-cognitive skills in children and adolescents. Preventive-curative intervention programs**

**Adrian Opre, Oana Benga, Ramona Buzgar, Daniela Dumulescu**

Babes Bolyai University, Cluj Napoca, Romania | [adrianopre@psychology.ro](mailto:adrianopre@psychology.ro)

The workshop we propose is for educational psychologists / school counselors, educators and psycho-pedagogues. In fact, it is addressed to professionals who carry out psychological and/or psycho-educational and vocational counseling activities for children and adolescents. This practical-formative sequence will be very useful to all persons that are in different stages of their professional development in the field of preventive-curative educational and psychological interventions (students, recent graduates, practising psychologists / pedagogues / psycho-pedagogues concerned with the well-being of children and teenagers).

The training session will be structured as follows:

1. Operationalization of non-cognitive abilities
2. Concrete modalities of differentiation between cognitive and non-cognitive abilities
3. Practical strategies for training and developing non-cognitive skills (SELF KIT programs, DASECA Tool kit)

## Research & Development (R&D)

### Pre-service and In-service Teacher Training. Policies, Practice & Research (PST)

#### Well-being and Workload in Teacher Education Research and Development Group

**Emma Clarke, Shaun Thompson, Aimee Quickfall, Phil Wood, Jonathan Glazzard**

Bishop Grosseteste University, UK | [shaun.thompson@bishopg.ac.uk](mailto:shaun.thompson@bishopg.ac.uk),  
[aimee.quickfall@bishopg.ac.uk](mailto:aimee.quickfall@bishopg.ac.uk), [emma.clarke@bishopg.ac.uk](mailto:emma.clarke@bishopg.ac.uk)

We propose the introduction and development of a new research and development group within ATEE. As a research and knowledge exchange group at our own institution, Bishop Grosseteste University, and as part of our involvement with well-being special interest group with the British Education Research Association, we are researching well-being and workload in education at a local

and national scale and would like to work with ATEE to make an international interest group in this area. We intend to encompass education from birth/early years through to HE and continuing adult education. We intend to focus on the well-being and workload of practitioners, teachers, lecturers, learners and students.

## Posters (P)

### Pre-service and In-service Teacher Training. Policies, Practice & Research (PST)

#### **The cognitive-affective component of the formation of a social work specialist**

**Valentyna Balakhtar, Kateryna Kuznietsova**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [k.balaeva@chnu.edu.ua](mailto:k.balaeva@chnu.edu.ua)

The article presents the results of the study of the cognitive-affective component of the professional development of the social work personality. The purpose of the study is to determine the socio-psychological characteristics and the level of formation of the cognitive-affective sphere of social work specialists. According to the results of the research, there is an insufficient level of awareness and understanding of the peculiarities of the formation in the field of social work: most social work specialists understand the formation in the field of social work as a professional help to different categories of the population. Insufficient awareness of the system of indicators of formation of a specialist (professionally important qualities) has been established. The basic beliefs of specialists, the creative potential and its indicators, which turned out to be quite underdeveloped in social work specialists, are investigated. A high level of positive self-esteem was found in only about half of the subjects; less than half of those surveyed have low levels of psychological well-being, resulting in low levels of empathy.

#### **The role of self-education in the teaching process of interns-dentists**

**Nazar Navoskyi**

Bukovinian State Medical University, Chernivtsi, Ukraine | [navolskyj\\_nazar@bsmu.edu.ua](mailto:navolskyj_nazar@bsmu.edu.ua)

Stomatological/dental branch of medicine has been in a rapid pace recently. New methods of diagnostics, up-to-date methods of treatment appear. Therefore, professional knowledge of interns obtained during the pre-graduation period of training should be updated during internship training. One of the tasks of full-time internship training is to teach interns to improve their professional knowledge independently. In the process of improving the self-education system for interns-dentists the Department of Pediatric Dentistry pays much attention to the

continuity of leaning with previously obtained knowledge and one's own professional experience, searching and further work with modern literature, Internet sources, participation in on-line seminars and workshops concerning professional issues, formation of scientific thinking etc.

Self-education is the most effective method of training during post-graduation period, when interns are not restricted by the tasks suggested by their teacher and stipulated by literary sources recommended for a certain topic, but they continue their search independently. Special attention in the process of improvement of self-education should be given to the formation of scientific thinking of interns-dentists. It is promoted by stimulation certain interest to get new knowledge, to understand it as an educational constituent with further analysis, abstracting, generalization of regularities in order to learn an investigated issue associated with clinical cases. Systematic and purposeful work focused on the formation of scientific thinking of interns-dentists results in positive changes in the process of training. Interns master professional knowledge deeper and more comprehensively, understand their own cognitive actions consciously, which is a logical result of their creative work.

## **Psychological features of manifestation of coping-resources in teachers of comprehensive schools**

**Tetiana Nechytailo, Halyna Fesun, Tetiana Kanivets, Valentina Radchyuk**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [g.fesun@chnu.edu.ua](mailto:g.fesun@chnu.edu.ua)

The article empirically substantiates the internal factors of psychological readiness of cynologist officers for professional activities. The motivational and purposive, active and operational, emotional and volitional, reflexive and control components of psychological readiness are outlined. Three internal factors of psychological readiness of cynologist officers for professional activities were identified and analysed on the basis of factor analysis of the empirical indicators of the conducted research. They are awareness of psychological readiness for professional activities, a responsible subjective position, the ability to act independently and to make decisions.

## **Formation of professional culture of a would-be specialist in educational surroundings of a university**

**Natalia Nikula, Andriy Brazhaniuk**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [n.nikylya07@gmail.com](mailto:n.nikylya07@gmail.com)

In the article the authors have presented grounds for formation of professional culture of a would-be specialist in the area of "person-to-person" jobs. It has been established that formation of professional culture of a would-be specialist in educational surroundings of a university is a goal-oriented, purposefully organized impact on a personality for improvement of motivational sphere, value orientations, professional knowledge, skills, empathy and reflection abilities.

The problem stated has been researched by the author from the position of several scientific approaches: axiological, culturological, competence and activity ones, which made it possible to view the mentioned process as complex, multifaceted, manageable and purposefully organized. On the grounds of definitive analysis the notion of "professional culture of a specialist" had been defined which sees it as combination of professional and personal values and qualities of a

personality and professional competence, which enable a specialist to carry out professional responsibilities on a high level based on reflection and self-development.

Structural-content analysis enabled to single out components of professional culture of would-be specialists:

- value, which is displayed through the system of personal values and motives;
- cognitive, which is presented by professional competence and abilities to apply acquired knowledge in practice;
- personality, which is displayed in professionally significant qualities of a specialist;
- and reflective, which is seen in self-evaluation of own professional activity and striving to self-development.

A diagnostic toolkit for experimental study of state of formation of professional culture of a specialist in educational surroundings of a university has been elaborated and approbated: criteria, scores, levels to reflect integrity of structural components of the object under study. Thus, the following criteria have been chosen: professional and personal values and motives; professional competence; professionally significant qualities; reflection on professional activity and striving to self-development. Each criterion is represented by a system of scores which characterize professional culture of a specialist more clearly.

Levels of formation of professional culture have been defined: adaptive, reproductive, productive. Organizational-pedagogical conditions of formation of professional culture of a would-be specialist in “person-to-person” job sphere, which were applied in educational surroundings of a university, have been elaborated and theoretically grounded:

- improving content of formation of professional culture of a would-be specialist in surroundings of an educational institution;
- applying optimal organizational forms of improvement of professional culture of a would-be specialist in educational surroundings of a university;
- combining traditional and innovational methods of formation of professional culture;
- conducting self-equational activity of a would-be specialist for formation of professional culture.

An experimental research has been carried out among “person-to-person” job students and efficiency of suggested organizational-pedagogical conditions of formation of professional culture of a would-be specialist in educational university surrounding has been proven.

## **Formation of readiness of would-be elementary school teachers for collaboration with participants of educational process on the grounds of pedagogy of partnership**

**Tatiana Fedirchyk, Vitaliia Didukh**

Yuriy Fedkovych National University, Chernivtsi, Ukraine

The problem of formation of readiness of would-be elementary school teachers for collaboration with participants of educational process on the grounds of pedagogy of partnership in psychological-pedagogical science and modern educational practice has been analyzed.

Collaboration participants in educational process have been defined as teachers, pupils and their parents, educational managers, psychologists, social pedagogues, as well as health care specialist etc..

Pedagogy of partnership has been grounded as a factor of effective collaboration between participants of educational process and presented as a defined system of relationships between all participants of educational process (teachers, pupil, parents, educational managers etc.),

which is based on the following principles: voluntariness, equality, democracy, respect to personality with keeping to the norms outlined (rules, requirements, responsibilities), value orientations of each party, and implies active collaboration in handling common educational tasks with each party being responsible for the outcome.

Essence and structural-content analyses of the notion of “readiness of would-be elementary school teachers for collaboration with participants of educational process” have been conducted. Components of readiness for students as would-be teachers have been defined as motivational, cognitive, operational and personal ones. Levels of readiness for would-be elementary school teachers for collaboration with participants of educational process on the grounds of pedagogy of partnership have been stated as low (intuitive), middle (reproductive), sufficient (productive) and high (creative).

State research outcomes for the state of formation of readiness of would-be elementary school teachers for collaboration with participants of educational process have been presented. Model of formation of readiness of would-be elementary school teachers for collaboration with participants of educational process on the grounds of pedagogy of partnership has been theoretically grounded. Pedagogical conditions of realization of the said model have been described and contain the following: creating beneficial educational surroundings for formation of motives and partnership collaboration orientation in educational process; optimizing content of educational programs in terms of acquiring essence, principles and ways of organization of collaboration on the grounds of pedagogy of partnership; organizing collaboration in “teacher-student” system in the process of professional training of a would-be teacher as an example of effective collaboration of participants of educational process; using personality-oriented technologies aimed at acquisition of forms and methods of organizing partnership collaboration; involving students to organizing partnership collaboration in educational environment of a school in the process of various kinds of professional training.

Scientific-methodological accompaniment of formation of readiness of would-be elementary school teachers for collaboration with participants of educational process on the grounds of pedagogy of partnership has been characterized.

## **Organizational skills formation as the main component of young scholars training** **Inna Perepeliuk, Maria Postolyuk, Vladlena Voiytenko**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [i.perepeliuk@chnu.edu.ua](mailto:i.perepeliuk@chnu.edu.ua)

The problem of young scholars training is particularly relevant in terms of education degree reform, the transition to multilevel teachers’ training, specialists’ competitiveness supply in the European market of intellectual work.

The analysis of psychological and educational literature shows that modern science has accumulated a lot of improvements on the issue of training young researchers. Nowadays, the study of psychological and personality structure of the teacher is of great interest, improving the psychological and pedagogical training and formation of pedagogical skills. Preparation of the young scholar, who can creatively approach to the educational process development and its organization, implement communicative, managerial and reflective activity, involves solving a number of issues. One of them is the development of technologies and methods of organizational skills formation that we study as a structural component of teacher’s activity.

Training foresees the formation of the complex organizational skills such as the ability to determine the goals and objectives of future operations, predict ways, kinds of action and means of achieving the stated goals; exercise the self-control and self-improvement. These

organizational abilities, we refer to a group of general academic skills, as they are used during the study.

These skills should be formed in school age. However, the practice of the modern school analysis showed that graduates generally have insufficient theoretical knowledge, and as a result, do not have the proper level of organizational skills.

The analysis of psychological and educational literature shows that scientists developed three ways of forming the skills which are used in the teaching practice:

Phase I involves the formation of skills by "trials and errors".

Phase II provides the development of skills through the systematic organization of creative knowledge.

Phase III is the special skills formation. The goal of this way is that the formation of skills is stated as the separate task of learning.

Thus, the entire organization of educational process in pedagogical college involves the formation and use of skills acquired in the complex. The comprehensive approach supposes the widespread use of the variety of techniques, methods and tools that are integral.

## **The prosocial behaviour of adolescents in online video games**

**Gabriel – Constantin Nicola**

University of Oradea, Romania | [gabi.nicola@yahoo.com](mailto:gabi.nicola@yahoo.com)

In the proposed article, starting from some theoretical considerations, we aim to study how the use of video games influences the learning outcomes of 8th grade students.

In this research we started from the results of the OMNIBUS study realized at the Doctoral School of Sociology in Oradea, in 2019, on a sample of over 4000 students aged 13-14 (8th grade), from Bihor County .

Modern theories of learning suggest that learning is most effective when it is active, experimental, concrete, problem-based, and the feedback is transmitted immediately (Boyle, Connolly & Hainey, 2016). Video games offer activities that include all of these features.

Studies such as the one conducted by Alberto Posso in 2018 in Australia offered a new perspective on the relationship between video games and student outcomes obtained in the 2015 PISA tests.

The fact that digital games develop certain skills, generated the optimism that the use of the educational process, through a new, useful, attractive and cooperative teaching approach can increase school performance. This is why the effect of using video games on school results is worth exploring.

## **A predictive model of Shadenfreude, a Machiavellianism facet**

**Dana Rad, Edgar Demeter**

Aurel Vlaicu University of Arad, Romania | [dana@xhouse.ro](mailto:dana@xhouse.ro), [eddemeter@yahoo.com](mailto:eddemeter@yahoo.com)

Scientific literature on the dark triad and antisocial behavior has recently attracted the interest of researchers to effectively understand the complexities of human aggressiveness. In addition, studies showed that rule-breaking, physical violence, and social hostility represented three aspects of antisocial behavior, underlying of the Machiavellian correlation of specific deviant and antisocial behaviors, such as workplace difficulties, disruptive and counter-productive job action, and deception. Mach IV scale, initially created by Christie and Geis, is commonly employed for the measurement of Machiavellianism. However, this scale was criticized for its psychometric

characteristics. While the construction was conceived as multidimensional, and the scale was congruent with measures of interpersonal tactics, a cynical view of humanity, and disregarding morality, it was generally utilized as a one-dimensional test. In order to clarify the evaluation of the sub-facet pessimistic perception of human existence, we explore the idea of Schadenfreude, described as the gratification gained by another from the suffering of another individual. Our research utilized convenience sampling technique, targeting a pool of 390 participants from Romania. For measuring Schadenfreude, this research has used a single item research question, along with other psychological dimensions measurements, in an online survey shared on social media platforms. Our research investigated if the difficulties in following the rules, superiority, and aggressivity are powerful predictors of schadenfreude. The obtained results validate our hypothesis, confirming that if an individual is characterized by a high level of difficulties in following the rules, superiority and aggressivity, there is a 16% probability that the person will develop a schadenfreude attitude towards peers. Discussion and implications are presented.

### **Wellbeing at school in the internet age – a comparative research**

**Claudia Arena, Vittorio Lodolo D’Oria, Laura Micheli, David Malizia**

Best Consulting and University of Rome, La Sapienza, Italy | [claudia.arena@best-consulting.it](mailto:claudia.arena@best-consulting.it)

School is facing fundamental changes due to a shift in society. The way people communicate and acquire knowledge is strongly influenced by the revolution brought about by internet. The way learning is perceived has not reached a common consensus yet.

The point of view of teachers and parents might differ considerably regarding the role of school, teachers and learning in general. As a result, this may cause tensions inside school that affect pupils on the one side and teachers who can run into burnout. Attention has been brought to the high rates of teacher resignations in various parts of the world and, while burnout is not considered in all parts of the world an occupational disease or hazard, teachers have been identified in France and the UK as a high suicide risk category.

Everybody talks about school: parents among parents from their point of view, and teachers among teachers in their own world.

With this work we have investigated what are such perceptions among different groups including anyone involved in school: students, school administrators and anyone willing to take our survey. The aim was to identify what could be considered common ground and where the perceptions differed the most. The study is intended as a first step in identifying how wellbeing within school may be improved for all those involved.

We submitted the same questionnaire to 1347 people, of which 65% teachers and 25% parents. The remaining 10% are students or do not fall in any other category. The questionnaire, entitled “Wellbeing at school in the Internet Age” covered different aspects: the perception of what school is and should be in the internet age; the use of homework: the causes of burnout among teachers; the state of health of the interviewed; the perception of what is the work of teachers. In various aspects the perception of the groups appeared to differ considerably on issues like: the impact of homework on private life; if all information can be obtained via internet; how fair are evaluations given by teachers.

Interesting aspects that emerged are: that teachers do not share the same perceptions, especially regarding causes of burnout such defining at least 3 separate sub-groups; That men, regardless of their role, will tend to share similar views. This is not the case for women leaving a considerable gap between moms and female teachers. While the sample of school administrators was small, it appeared that this group is subject to similar or greater pressures as teachers.



## **Prevention of school and peer violence among students through the work of teaching teams in primary and secondary schools in Serbia**

**Milan D. Stojkovic**

Evangelical School St. Mary, Neubrandenburg, Germany | [agricola77@gmail.com](mailto:agricola77@gmail.com)

During the 20th century, the Yugoslav school system, education, and school institutions were developed under the influence of the Western (Germany, Austria, Switzerland, France etc.) and the Eastern European (former USSR) school system. However, in the period between the 60s and the 90s of the 20th century, a special place within the Yugoslav school education was dedicated by the so-called socialist “special education” of pupils (students) in primary and secondary schools. This form of education included the education of students with behavioral problems in accordance with the ideals of self-governing socialist education.

This poster presents the work of teaching teams to suppress peer violence among students through internal school development programs and projects in primary, secondary (vocational) and high schools in the Republic of Serbia today. Also, here will be discussed the plan and program for prevention of violence among students as a part of the professional education of teachers. In addition, it will briefly consider the school system, the education law, the current curriculum and the teaching programs.

The main goal of this poster is not only to present alternative options for preventing students violence and promoting a healthy environment, as well as a positive educational and work atmosphere of students in schools, but also this social phenomenon observed from a cultural, geographical and anthropological aspect. Special education is still a main social topic today, as many TV series and films for children, teenagers and youth (Gray House, Forgotten, Special Education) of Yugoslav cinematography speak about.

School violence is on the rise and poses a global problem. On the other hand, there are increasing differences between social layers, slow economic development, political instability, and the economical transition, that is still underway. It greatly reflects on peer violence among children and adolescents. However, it also has its endemic, geographical character, especially if one considers the mentality of the population in Balkan and Southeastern Europe. Certainly, the work of teachers in prevention violence among students in schools is not enough in itself, but the involvement and cooperation of other schools, educational and state institutions on regional and international level could be given to the creation of national educational platform based on the traditional folk values and sports activities. It would lead to the building a democratic and modern school, a better quality of life for students and social values as well as society in general.

## **Predictors of dyslexia following a cross-sectional measurement of first-grade Romanian students**

**Katalin Sarkany (Tiron)**

Alexandru Ioan Cuza University of Iași, Iași, Romania | [katalintiron@yahoo.com](mailto:katalintiron@yahoo.com)

The purpose of this paper is to study the data related to the use of word reading methods in Romanian first-class children, and to verify the relationships of these data with phonological processes. We also want to check whether reading accuracy plays a mediating role in the relationship between reading predictors and fluency (eg, letter knowledge, phonological awareness, rapid naming, decoding skills, orthographic knowledge). To this end, 206 children were tested through knowledge of letters, phonological awareness, rapid naming, decoding,

word accuracy and, reading fluency. The results show that phonological awareness, rapid naming, and decoding accuracy are direct predictors of reading accuracy. Fluency is significantly associated with rapid naming. The strongest predictive link was found to be between phonological awareness (PA), rapid naming (RAN) and decoding fluency (PWRT) via reading accuracy (WR). The practical implications are discussed.

## **Well-being, still the poor relation: Student teacher's well-being during school placement**

**Harvey Deirdre**

St. Angela's College, National University of Ireland, Galway, Republic of Ireland | [dharvey@stangelas.nuigalway.ie](mailto:dharvey@stangelas.nuigalway.ie)

Teacher retention and well-being are currently at crisis point. High stress, changing work conditions, pupil behaviour, and workload are impacting on teacher well-being negatively, with some leaving the profession entirely. Yet, most prevail, suggesting some enrichment/s sustaining their well-being. To this end, a range of work-related contributors, which promote teacher's well-being, have been identified; a feeling of meaningfulness, positive relationships, a sense of belonging, caring and social support. Unsurprisingly, student teachers cite school placement as the most stressful component of their initial teacher training (ITT). School placement entails learning the profession through assumption of the teacher role and engaging in many teaching (e.g. planning, assessment, lesson implementation) and non-teaching activities (e.g. lesson observation, teacher collaboration) thus endeavouring to uncover the true intricacies of the profession. Like their qualified counterparts, student teachers invest much in their schools, with strong feelings and commitment evident. Yet, many factors such as tutor assignment and visits, workload, perceived lack of support, pupil behaviour and the high stakes involved can culminate in many experiencing stress during this time. Thus far, there is a paucity of research relating to school placement conditions and student teacher well-being. This lack of attention is notable, given current difficulties in recruiting and retaining teachers, whilst simultaneously focusing on pupil well-being in recent policy ambitions, as is the case in the Republic of Ireland, where this study is based. To this end, schools hold a central role in the development of pupil's well-being, due to the considerable time spent there. However, has the plight of the teacher and in this case the student teacher been overlooked? Objective: The current study explored student teacher's well-being during school placement. Specifically, how did student teachers maintain their well-being during school placement? What challenges and supports did they encounter which impacted their well-being? Design & Methods: A case study was employed to explore well-being on three fronts; physical, emotional and social. Student teachers (n=84) from one ITT institution, in the Republic of Ireland, were purposively selected to participate in an online questionnaire. Results & Conclusions: This paper focuses on the key findings relating to physical well-being only. Student teacher's sleep was impacted; overall reduced duration, initiated later and rising earlier than usual, and more broken. Eating behaviour was also negatively impacted; eating less and quicker than usual and skipping meals were common. The third indicator, physical activity, was also negatively curtailed; time limitations, lack of energy and geographical location were problematic. This paper expands on these findings and discusses some implications for student teachers and school placement policy and practice.

## Getting to the bottom of learning – teaching tools to improve children’s wellbeing school

**Miruna Luana Miulescu, Elena Ungureanu, Cristina Tripon, Dragoş Iordache**

University of Bucharest, Bucharest, Romania | [miruna.miulescu@gmail.com](mailto:miruna.miulescu@gmail.com)

In Romania there is a large number of children that are facing a wide range of educational challenges, mostly associated with living in disadvantaged socio-economic contexts (Moisă et al., 2013; OECD, 2007; Stanciu, 2013). In order to tackle the consequences of such complex problems like severe poverty, lack of parental care, abuse or illness, schools and teachers need support to develop innovative practices, use new tools and apply different concepts. One such concept is wellbeing, understood as a multifaceted construct that refers to both the subjective aspects, emotions and experiences of the person, as well as to the objective aspects, such as his/her living conditions (Ben-Arieh et al., 2014).

In this context, based on research data gathered in a project developed from 2016 to 2019, our proposal aims to put forward a methodological framework for analysis and to present the tools derived from piloting the project in 26 kindergartens and schools in Romania.

Although there is more and more attention given to the wellbeing concept, in the Romanian context there are insufficient intervention models that can guide the adaptation of an educational wellbeing framework to the specificities of our schools. In this sense, Rodawell project was developed with the main purpose of tackling and improving children’s wellbeing by developing and implementing a set of innovative educational strategies, including a set of tools, inspired by Nordic educational models and adapted to Romanian schools.

In order to develop Rodawell educational strategies and tools, an action research framework was chosen due to its participative character. This methodology enabled us to actively involve the teachers in the developing process. The action research was based on a dynamic process that involved iterations of activities oriented towards creating an action plan by each school. For this, an initial needs analysis was conducted, then modularized multidisciplinary training packages were developed (conducted by joint Romanian-Danish teams), monthly coaching meetings in kindergartens/schools to follow and boost progress, and workshops initiated and carried out by professionals (with the support of the research team). The action research involved a two-phase development process through which data was gathered through structured interviews, focus groups, and participatory observation accompanied by field notes.

All of these have substantiated the need and fundamented the creation of tools for educators and educational institutions in order to better manage pupils’ social and emotional wellbeing: a guide book, cards with 16 key ideas that every teacher could follow and can use in his activities, comprehensive exercises for teachers and learners, a guide book for practitioners and all those interested in children’s wellbeing, and a self-evaluation instrument addressed to educators and school managers.

## The relationship between Math anxiety and Test Anxiety in primary school children

**Andreea Petruţ, Lavinia Cheie, Laura Visu-Petra**

Babes Bolyai University, Cluj Napoca, Romania | [andreeapetrut83@gmail.com](mailto:andreeapetrut83@gmail.com)

The development of math skills is crucial for adequate functioning in academic and professional settings. A factor that has been shown to negatively influence acquisition of math skills is math

anxiety. With the high prevalence of math anxiety in society and the long lasting effects on math performance, it is important to study the relation between math anxiety and test anxiety in young children. The purpose of this paper consisted in the analysis of possible correlations between test anxiety and math anxiety in primary school children, while controlling for the influence of age and gender. Since math anxiety is often more pronounced in women than in men, it is essential to take the effect of gender into account. While the effect of gender on the relation between math anxiety and math performance has been studied in adults and adolescents, less research has focused on children, especially children at young ages. To fill this gap, the current study examined how the relation between math anxiety and test anxiety differed between boys and girls in early elementary school years.

The research was conducted on a sample of 155 pupils (63 girls) in Grades 3 and 4 from six schools in Northwest Romania. Data was collected using the CTAS Test Anxiety Inventory (Cassady & Johnson, 2001), the Scale for Early Math Anxiety (SEMA; Wu, Amin, Barth, Malcarne, Menon, 2012) and the modified Abbreviated Math Anxiety Scale (Carey, Hill, Devine, & Szucs, 2017).

Results indicated convergence between the two Math anxiety scales ( $r = .69, p < .001$ ), supporting good construct validity. There was a much more moderate correlation with the test anxiety scale, both in the case of SEMA ( $r = .38, p < .05$ ), and of MAMAS ( $r = .58, p < .01$ ), suggesting that the two types of anxiety are related, but do not fully overlap. Looking at gender differences, the only noticeable one was in MAMAS learning subscale, and not in any of the other anxiety measures. The present findings emphasize the importance of the early identification and remediation of math anxiety in girls and boys to prevent long lasting effects. Overall, these findings highlight the importance of monitoring both math and anxiety from the early stages of schooling, in order to promote proficient academic performance and to delineate some specific cognitive training programs that can help teachers improve math skills and reduce math anxiety in school. Most importantly, while there is an association with general testing anxiety, the two remain distinct constructs and interventions that address them should consider math anxiety as a particular form of anxiety, and not just a form of test apprehension.

## **The well-being of high school students and religiosity as a predictor**

**Daniela Muntele-Hendreş, George Huza, Ion Dafinoiu**

Alexandru Ioan Cuza University of Iași, Iași, Romania | [danielamuntele@gmail.com](mailto:danielamuntele@gmail.com)

Although it is clear that religion can influence beliefs, goals, and a subjective sense of well-being, the specific forms of these influences are poorly understood (Park, 2005). The study aimed to observe the well-being of high school students in association with religious identity variables. A total of 172 high school students (70 boys), aged 16-19 years (mean age = 17.36, SD = 0.75), were recruited for the study, from three high schools in the Northeast, Romania. The constitution of the lot was based on convenience. Socio-demographic data included age, gender, educational level, religious confession. The t test indicated significant differences in psychological well-being depending on the type of education,  $t(170) = 3.27, p < .01$ , revealing that high school students in secular education reported higher scores on psychological well-being than in confessional education. Our findings are in line with previous studies, in which religious attitudes exerted a mediated effect on psychological well-being.

## Elementary Physical Education: Evaluation of Teaching Effectiveness

**Kyriaki Emmanouilidou, Vassiliki Derri, Pavlos Kyrgyridis, Georgia Arampatzi**

Democritus University of Thrace, Komotini, Greece | [vaderri@phyed.duth.gr](mailto:vaderri@phyed.duth.gr)

Physical Education (PE) is an essential, even though marginalized, school subject with great contribution to the learners' whole development and lifetime wellbeing. Taking into consideration that teachers play the greatest role in the effectiveness of educational process, the assessment of their teaching behaviours as well as the variables which influence them are of great importance in educational research. The review of the literature revealed that the teacher gender and the school grade in which teaching takes place are among the variables that influence the teaching effectiveness while research results were mixed. The current study is part of a research project entitled "Development, evaluation and implementation of tools for the systematic observation/assessment of the physical educators' instructional effectiveness". The purpose was the evaluation of the effectiveness of elementary PE teachers' teaching practices and the examination of the effect of teacher gender and school grade in their teaching practices. The participants were 40 PE teachers (19 males and 21 females) who were randomly selected from elementary schools of Northern Greece. Their teaching practices were observed and evaluated in 80 lessons via the protocol "Evaluation Teaching Effectiveness in Physical Education" (ETE-PE) that was developed and tested in the frame of the aforementioned research project. ETE-PE is a five-factor, 18-item protocol which evaluates essential features of effective teaching in PE on a five-point scale. Multivariate analysis of variance was conducted to explore the impact of teacher gender and school grade on the important aspects of PE effective teaching. The results revealed a significant teacher gender X school grade interaction on the factors "Class management and organization" and "Teaching strategies". In regards to "Class management and organization", female teachers outperformed their male colleagues in early grades while quite the opposite occurred in upper grades. On "Teaching strategies" male teachers presented more effective practices than their female colleagues in early grades while female teachers presented better performance than their colleagues in upper grades. There was also a statistically significant main effect of gender on the factor "Lesson implementation" in favour of male teachers and on "Teacher adaptability" in favour of female teachers. The effect of school grade was found statistically significant in "Lesson implementation" where teachers used more effective practices in upper elementary grades. It seems that the teacher gender and the school grade in which teaching is implemented play an important role on different factors of effective teaching in physical education. Therefore, such variables should be taken into account in the development and implementation of teacher training programs in the frame of their professional improvement. The research has been implemented through the Operational Program "Human Resources Development, Education and Lifelong Learning" and co-financed by the European Union (European Social Fund) and Greek national funds.

## Distance training of physical education teachers: effects on using constructivist teaching strategies

**Vassiliki Derri, Aspasia Papamichou, Nikolaos Vernadakis, Kyriaki Emmanouilidou, Pavlos Kyrgyridis**

Democritus University of Thrace, Komotini, Greece | [vaderri@phyed.duth.gr](mailto:vaderri@phyed.duth.gr)

Physical Education (PE) is of crucial importance for the learners' whole development (motor, cognitive, affective) and lifetime well-being. The use of the constructivist teaching model could help Physical Education Teachers (PETs) meet learning challenges and guide all students in acquiring knowledge and skills not only for participating effectively in the PE lesson but also for confronting real life problems in the 21st century. Improving in-service teacher effectiveness is a key component of successful teaching, student learning, and a high quality education system. According to the international literature, teachers need training and professional development to incorporate constructivist strategies in teaching. Therefore, the purpose of this study was to investigate the effect of a distance training program of PETs on using constructive teaching strategies. Participants formed two groups: the experimental group (EG) with 19 PETs who followed an 8-week distance training program and their 727 students, and the control group (CG) with Please email to: [atee2020winter@usm.ro](mailto:atee2020winter@usm.ro). 20 PETs and their 720 students. The Constructivist Teaching Practices Inventory in Elementary Physical Education (CTPI-EPE) (Chen, Burry-Stock & Rovegno, 2000) was used to evaluate the use of constructive activities in dance/gymnastics, skills/games, personal knowledge building, and social collaboration by the teachers. Students also recorded their perceptions of participating in the above activities, after the adaptation of the tool. Both tools were tested prior to the current research, and were found valid and reliable. Training was delivered with the asynchronous method, through the e-class platform of the Democritus University of Thrace. Topics such as comparison of traditional teaching methods with constructive ones, self-evaluation of teaching practices and creation and implementation of constructive daily lesson plans were included in teacher training. Repeated measures Anova was applied for data analysis. The results showed a great improvement of the experimental groups of teachers and students on all factors. It seems that there was a positive change in teaching practices as well as a contribution to the professional development of teachers, through systematic guidance and support. Up-to-date knowledge, flexible distance learning as well as active participation, problem solving, collaboration, and self-assessment enabled trainees to understand their weaknesses and to highlight their strengths in regards to using the constructivist model in teaching. Similarly, students' perceptions were improved in terms of participating in collaborative activities in dance/gymnastics and skills/games, and in building new knowledge on the existing one. It can be concluded that teachers can improve constructive learning in PE. The findings are in line with previous research that showed the positive impact of teacher training programs on the methodology and teaching of PE.

## **Training teachers to improve teaching effectiveness for the inclusion of children with dyslexia**

**Anastasia Andreadou, Vassiliki Derri, Thomas Kourtessis, Maria Michalopoulou, Antoniou Panagiotis**

Democritus University of Thrace, Komotini, Greece | [vaderri@phyed.duth.gr](mailto:vaderri@phyed.duth.gr)

In recent years, scientists agree that there is a comorbidity among Dyslexia and Developmental Coordination Disorder (DCD). Children with Dyslexia and/or Developmental Coordination Disorder (DCD) face motor and social difficulties compared to their typical peers. Teachers need to know how to adapt their teaching to take into account the particular difficulties of children. The aim of the present study was to investigate the impact of a two-month distance learning program of teachers on the differentiation of their teaching. Twenty-nine teachers, who teach children with and without Dyslexia or/and DCD in 4th to 6th grade, participated. Two groups were formed; the experimental in which 15 teachers were enrolled, and the control which included Please email to: [atee2020winter@usm.ro](mailto:atee2020winter@usm.ro). 14 teachers. A two-month distance training program was designed and applied through the E-class platform of the Democritus University of Thrace in order to educate teachers, and through them, students. The units included themes such as: Introduction to Special Learning Difficulties - Dyslexia, Developmental Coordination Disorder (DCD), comorbidity, teachers' knowledge and attitudes towards inclusion, teaching styles, planning of differentiated teaching, interdisciplinary teaching, and creation and implementation of three lesson plans. Teachers' assessment was performed by the Self-Evaluation of Teacher Effectiveness in Physical Education (SETEQ-PE) questionnaire of Kyrgiridis, Derri, Emmanouilidou, Chlapoutaki, and Kioumourtzoglou (2014) as it was modified by Poursanidou (2015) to apply to teachers, and then adapted to include students with comorbidity. It consists of 22 questions and six factors. Pre- and post-test measurements were taken. Analysis of variance with repeated measurements showed that the training program had a positive effect on the teaching effectiveness of teachers. It can be concluded that classroom teachers can modify activities and teaching practices to enable the inclusion of all children in the learning process, and the achievement of curriculum expectations, after participating in professional development programs. This research has been financially supported by General Secretariat for Research and Technology (GSRT) and the Hellenic Foundation for Research and Innovation (HFRI) (Scholarship Code: 281)

## **Promoting Mental Health at School – a Policy Development through European Partnership**

**Aurora Adina Colomeischi, Petruta P. Rusu, Diana Sînziana Duca**

Ștefan cel Mare University of Suceava, Suceava, Romania | [adina.colomeischi@usm.ro](mailto:adina.colomeischi@usm.ro)

Ștefan cel Mare University from Suceava will participate in a European partnership for developing an innovative educational policy related to the promoting mental health at school. Preschool education will be one of the main target of the promotion actions, since the early prevention is demonstrated as being the best way for intervention. The partnership is coordinated by Milan – Bicocca University from Italy and comprise seven universities and four public authorities from seven European countries. The partnership is develop under the priority concerning promoting social inclusion and shared EU values through formal and non-formal learning and intends to

develop, to validate and to implement as an innovative educational policy the studying mental health curriculum at school.

According to the World Health Organization mental health is defined as a state of well-being in which every individual realizes his or her own potential, cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2014). Recent studies and researches showed an increasing rate of mental health problems for children of all ages. Depression is portrayed as the primary global health issue amongst adolescents, with suicide being the third-biggest cause of adolescent death (WHO, 2015). There is ample evidence that school-based programs from early years can influence positive mental health and reduce risk factors and emotional and behavioral problems (WHO, 2004). This project intends to develop a preventive intervention through education, beginning with preschool education. Although there are many studies which concluded that school should better address the mental health needs of the children, this topic is not very well presented in scholar curriculum so the children need more attention in terms of their own mental health. The main aim of the PROMEHS project is to develop an evidence-based curriculum to promote positive mental health at school. The curriculum will seek to enhance the social and emotional well-being of students, improving their attitudes towards self, others, and learning, as well as reduce conduct problems and aggression, emotional distress and anxiety.

The curriculum will be developed on the basis of existing knowledge on what has been found to work in mental health promotion in schools, both in terms of content as well as mode of delivery and implementation (Weare & Nind, 2011, Durlak et al., 2011).

## **Adolescents' subjective well-being in educational context: validation of a multidimensional Scale**

**Dana Opre, Adrian Opre, Sebastian Pinte, Mircea Berte**

National Pedagogical College, Cluj Napoca, Romania | [danaopre@psychology.ro](mailto:danaopre@psychology.ro)

The present study examined the validity of a newly developed instrument, the Adolescence School Subjective Well-Being Scale (ASSWBS). The scale assesses seven dimensions of the students' subjective well-being (Identification with school, Learning and personal development, Safety, Relationship with colleagues, Relationship with teachers, Emotional well-being, Relationship with family). The seven factor model was supported using exploratory factor analysis (n = 2252). Our instrument proved to have good psychometric properties such as internal consistency, convergent validity, criterion validity and concurrent validity. These analyses provide support for the use of the instrument as a valid assessment of adolescents' subjective well-being in the educational context with relevance for both practice and future research.

## **Aspects of multi-perspective in teaching history**

**Felicia Elena Tatu (Boşcodeală)**

University of Bucharest, Bucharest, Romania | [tatufelicia@yahoo.com](mailto:tatufelicia@yahoo.com)

The research synthesizes several definitions from the historians regarding the concept of multiperspectivity. It could be defined as a way and a predisposition to see historical events, personalities, cultures and societies from multi perspectives, by using fundamental processes for historical science. In the current European studies, multiperspectivity is a notion that is often used in order to describe certain type of curriculum content approach.



The method used to carry out the study on the use of multiperspetivity in the classroom is the questionnaire method. Two questionnaires are in use: one for the students and one for the teachers. These will be applied on a population of 110 students from the high school cycle from three different specializations. Before applying the questionnaires it will be explained to the subjects that the purpose and usefulness of the data provided is to carry out a study that aims to investigate how multiperspectivity is used in teaching history, and its effectiveness as a postmodern method of teaching history. Almost all the specialists in the field of history research proceed as such and even young children can understand that in the case of a battle or the invasion of a country there are at least two perspectives on the respective event: that of the winner and that of the defeated, the invader and the one invaded.

## Ethnocultural stained glass in the school of the future

**Donka R. Ilieva, Ivelin A. Iliev**

Secondary School "Vasil Levski", town Dulovo, Silistra Province, Bulgaria | [ilieva\\_d@mail.bg](mailto:ilieva_d@mail.bg)

One of the great achievements of human civilization is the tolerance between religions and ethnic groups. The combination of ethnicity and religion creates colorful fabric from societies with different traditions and attitudes towards national unity and European values. This picture is complemented by the informal separation of young people in recent years, according to the ontological reality created by their attitude to modern and traditional media. This is how three categories of people emerge: "Paper humans", those who use the book as their primary source of information and "Digital humans", those who draw information primarily from digital sources. In our school, there is a colorful mosaic of ethnic groups: Bulgarian-Christians, Sunnis, Alevis, Roma-Christians, and Muslim-Roma. A real challenge for teachers with a vision for the future is to unite these formal and informal community groups into one "enfilade". This is accomplished through special binary lessons, multimedia products, posters, folk costumes, and folklore concerts focused on differences and commonalities related to the lifestyle of the above ethnic groups.

Thus, a third category "Bridge people" is formed, which consists mainly of teachers, whose mission is not only to bring these societies together mechanically but also to understand their distinctiveness perfectly well, so that they could create a wonderful composition that can withstand the challenges of time.

## Parameters of modern education and personality of the teacher in modern world

**Ivelin A. Iliev, Donka R Ilieva**

Secondary School "Vasil Levski", town Dulovo, Silistra Province, Bulgaria | [dpetkov@yahoo.com](mailto:dpetkov@yahoo.com)

Today's reality requires young people (pupils), to have knowledge and skills to effectively respond to the challenges of digital world to help them successfully 'fit' within society. To acquire such knowledge, pupils must be taught by a teacher with unique skills who is able to not only introduce them to the magical world of science but also make them fall in love with science by constant encouragement of their curiosity and creativity.

Pupils need a Teacher able to perform number of "roles": innovator, creator, artist (albeit in words), initiator of quests and discoveries, and a learning partner with patience, motivation, and inspiring ideas.

The training of high school teachers starts at the University. At this academic level, they acquire knowledge for a specific scientific field, taste specifics of our profession, and gain number of

practical teaching skills. They are also given the foundation on which they must build knowledge, skills, and experience. Thinking about the need to "upgrade" continuous education, we came to the idea that recently graduated teachers need supportive environment, where they could enrich with professional knowledge and experience and develop skill set that could be successfully deployed in the classroom. Such ancillary environment can only be created at school, among a circle of like-minded people, where the less experienced teacher could observe, learn, and be given opportunity for professional development. At our High school, newly graduated educators are guided by experienced teachers, academic approach toward knowledge, altruism, and commitment to the idea of innovative learning and building a better world of well-informed and capable people. Therefore, our school is dedicated to provide methodological support to inexperienced teachers in several ways: mentoring by teachers with more than 20 years of practice, sound preparation for upcoming lessons, exposure to the application of innovative methods such as cross-subject connections, information technology, and working on collaborative educational projects. By attending school classes of recently graduated educators, the experienced teachers strengthen their confidence.

The above methods and approaches create good supportive positive work environment in which confidence and understanding are found.

## **Developing the social & emotional skills of preschoolers through outdoor educational activities**

**Otilia Clipa**

Ștefan cel Mare University of Suceava, Suceava, Romania | [otilia.clipa@usm.ro](mailto:otilia.clipa@usm.ro)

This study aims to provide an analysis of the kindergartens in nature experiences, where children's lives are conducted in close contact with nature and the outdoors activities in any season and in any weather are an important part of the daily program. A theme about outdoor activities and life in nature in preschool institutions is a new pedagogic concept, an educational model alternative to the traditional preschool education system. The concept of kindergartens in nature (forest) is an innovative educational concept in which the education for sustainable management and environment has an integrated approach. These activities contribute to the social and emotional development of preschoolers.

Early childhood education is a new & priority of European and Romanian education and a means of increasing the quality of the European life. This is an important aspect for the development of the society and of any community that wants to adapt to current and future trends. In contemporary writings we find that educational intervention at the early age determines the harmonious personality construction and a very good social insertion (Clipa, 2014, p. 20). Concerns about this topic have led the Ministry of National Education to organize the international conference Strengthening Early Childhood Education Systems: Early Investing to Ensure Effective Learning in 2014 and National Strategy for Education (2019) focusing on the psychosocial and emotional development of children since early ages. Within the papers presented, the values of the early educational interventions and their effects on the social and emotional integration of the children in the respective community were emphasized (Hart & Risley, 1995; Hart & Risley, 2013).

## **Anxiety test and roles of self-assessment in primary school**

**Alina Cioban, Otilia Clipa**

Ștefan cel Mare University of Suceava, Suceava, Romania | [otilia.clipa@usm.ro](mailto:otilia.clipa@usm.ro)

School assessment is a very important issue nowadays for the society and the education system to deal with. We live in an era in which everything, process or product is and wants to be measured, quantified, and estimated. In this period of explicit and implicit assessments, the educational approach is in the centre of the qualitative and quantitative assessments being a subject that raises the researchers within the educational sciences field interest. The papers on educational assessment are numerous and varied because there are tendencies of permanent reformation within the process, but also because there were re-discovered the consequences from the affectivity, morality, decisional responsibility areas (Clipa, 2008; Manolescu, 2015). Any attempt of approaching the assessment phenomena within school is up against the diversity and complexity of the field with its multiple factors and the consequences they determine.

Several explanations have been proposed to explain the relationship between test anxiety and academic achievement. Some authors suggest that test anxiety may consume cognitive resources (i.e., attention and working memory resources), thus preventing students from concentrating on the exam (Eysenck, 1992). Identification of personal and situational factors that affect students' academic performance is of considerable interest and importance to management educators.

Self-assessment occupies a prime place in the assessment process, pupils' involvement (the one who study) in the learning process. Pupils' individualism and responsibility are two characteristics that lead to "considering the pupil who studies, the actor and co-responsible of its learning" (B. Noël, Autoévaluation: intérêt pour la metacognition, De Boeck Université, 2001, pag. 109). As a consequence, self-assessment becomes a component of the metacognition.

## **Global policies and challenges in assurance the quality of human resources training systems in education**

**Simona Marin**

Dunarea de Jos University, Galați, Romania | [simonamarin.2011@yahoo.com](mailto:simonamarin.2011@yahoo.com)

In the actual social context it comes, therefore, as a necessity to elaborate a modern and coherent conception regarding teaching profession, a conception inspired from recent assets in pedagogical theory and practice, and, mostly, from the scale of values in school, from the philosophy, culture and socio-economic fundamental at the basis of the educational system. Teaching profession, in turn, brings forth strategies, actions, as logistics, which is the reason why they have to be carefully planned according to the context specific to the given school; but strategies only do not ensure improvement, at the same time pre-university schools must bear in mind the internal circumstances which maintain and support improvement, even if they are expected to appear the opportunities or limits. This study aims to explore the possibility of making the difference between the direct characterization of the teaching profession, where the competences and the character's features are explicitly presented, and the indirect characterization, where the features must be analysed against the social perception an expectations, with opportunities and limits, all these having a meaning only if it emphasizes the typology of didactic style created at the mental level. Combining both perspectives, we propose to explore the different perspectives about the representative teaching profession profile for a society at institutional and personal level.

## **Policies and the best practices for integrating information technologies into educational environments**

**Adrian Lupaş**

Dunarea de Jos University, Galaţi, Romania | [alupasc@ugal.ro](mailto:alupasc@ugal.ro)

Many years have passed since computers entered the school. However, information technologies are still perceived as a step towards a dynamic education that provides actors involved ways to improve teaching and learning. In this context, the paper presents some contradictory aspects that are found in the perceptions of teachers regarding the importance of computer technologies in education. In general, teachers find it useful to integrate these technologies into their teaching and professional development. However, information technologies are only embedded in a small proportion, because teachers believe that good classroom results can be achieved without the integration of information technologies on a large scale. This perception leads to the idea that teachers are not fully convinced of the pedagogical advantages of computer technologies. These contradictions in their own perception are likely to block the process of changing their perceptions for a complete integration of computer technologies in education.

## **“Family and kindergarten – the partnership for education”**

**Elena Repciuc (Jucan)**

Ştefan cel Mare University of Suceava, Suceava, Romania | [elena.repciuc@student.usv.ro](mailto:elena.repciuc@student.usv.ro)

This paper presents both theoretical and practical aspects of the significance of this kindergarten-family partnership with the mission to inform both teachers and parents about the importance of collaboration and to offer some suggestions by which we can make the communication between these two parts. The main objective underlying this paper is to study in detail the partnership between kindergarten and family and to analyze the reasons why this partnership is not fully realized in order to facilitate better communication between these two parties. The paper is structured in 3 chapters as follows: In the first chapter, called "The family environment and its educational value", the paper deals with topics such as: family - a polysemantic concept, family functions and educational styles in the family. In the second chapter, called "Kindergarten-family relationship, active and efficient partners in early education", the paper focuses on: the concept of educational partnership, collaboration between family and kindergarten - guarantee of school success, the opportunity of the educational partnership family-kindergarten, implementation of the family-kindergarten partnership and the importance of the kindergarten-family partnership in the formation and development of the personality of the preschool child. In the third chapter, which is the case study, "Comparison between the urban and rural areas, regarding the kindergarten-family partnership problem", the paper focuses on the level of involvement of parents and teachers in the issue of their involvement in the education of children. I will also analyze the difference between rural and urban areas regarding the problem of partnership and the involvement of parents and educators. The family must always be involved in the education of the child at home and at school. The partnership between family and kindergarten represents a strong collaborative relationship, with the help of which we work in a teams to establish the best methods of collaboration and education for the child. The kindergarten helps the child to develop psychically, physically and intellectually, leaving him with a bag of information that will help him in the future. Many may ask this question "What role does the family play in this process?". Well, the family gives the child the seven years at home, which

are extremely important. Without the seven years at home, the educator cannot function as well as he or she would like. Without the help and involvement of the family in the relationship with the kindergarten, this process we call Partnership, would not exist. Also, in performing the processing and interpretation of the data from this research, the statistical method was used. After centralizing all the answers I found the following facts: Parents are selective when it comes to their involvement in different activities within the kindergarten. The parents together with the teachers appreciate the importance of the partnership. In both urban and rural areas, we can say that there is openness and transparency when it comes to this partnership and between parents and teachers do not find communication problems.

## **Model of training of university teachers for the ethical use of information and communication technologies**

**Liliana Măță**

Vasile Alecsandri University of Bacău, Bacău, Romania | [liliana.mata@ub.ro](mailto:liliana.mata@ub.ro)

In the context of the increasingly frequent use of information and communication technologies in the academic environment, there is a need to train teachers for the ethical use of these resources. From a theoretical point of view, on the one hand, there are highlighted the problems underlying the technological training of university teachers from an ethical perspective, and on the other hand, there are provided benchmarks for the proper training of ethical competences for the adequate use of digital instruments in higher education. The novelty aspect that the present paper brings is the elaboration of a model for training the ethical competences of the university teachers in the context of using the technological instruments.

In the applicative part, a training program for university teachers is developed for the ethical use of information and communication technologies in close connection with the theoretical model. This program includes the types of ethical competences that will be trained in the teaching staff in accordance with the rules for the use of information and communication technologies in higher education. With the help of the training program, the ethical competences of the interested university teachers can be developed. The advantages offered by this training program are varied, such as the awareness by the university teachers of the ethical use of the technological resources, the offer of models of ethical behavior correct and responsible to the students, the prevention of ethical problems related to the incorrect use of the information technologies and communications.

In the concluding section of the paper, there is shown the importance of training and developing the ethical competences of the teachers in order to comply with the requirements of the use of information and communication technologies in higher education.

## **Some aspects of the creative potential in primary school children**

**Ramona-Elena Rotaru**

State University of Moldova, Chișinău, Republic of Moldavia | [ramonaelenarotaru@gmail.com](mailto:ramonaelenarotaru@gmail.com)

A notable theme in much recent primary school system has been that of creativity. Nowadays it is observed the fact that creativity is directly responsible for the progress of society. Creativity and creative potential are still seen as two abstracts concepts because literature in the field is updating day by day. The curriculum contributes the developing of trans and interdisciplinary activities.

Throughout time, the most important innovations in different domains were possible only with the help of human who wanted to create something new, original and innovative. In this case, creativity plays a very important role. Developing the capacity of being creative it is essential for surviving, each of us in great need of novelty and originality. The link between creativity and creative potential is very thin because it positively influences at the same time the educational process. In the article, the novelty is highlighted through the connections between creativity and creative potential in education and also, there are presented few theoretical interpretations of each concept.

In order for an adult to become creative, fostering creativity and developing creative potential from an early age is required. The school system remains the main instrument, which society uses to cultivate and enhance creativity in young members, of school age. In this sense, the systemic modernization of education, in the light of pedagogy of creativity, is necessary. Although, the school play an essential role in training primary school children in order to be able to use their full creative potential in future productive activities. At the same time, creativity represents a condition of efficiency in both work and education. Creativity and creative potential in education represents an important factor in developing primary school children in order to obtain an autonomous and creative personality.

## **Aviation English as important component of professional training in aviation educational establishments in China and Ukraine: comparative aspect**

**Nataliia Paziura, Oksana Shatska\***

National Aviation University, Kyiv, Ukraine | [npazyura@ukr.net](mailto:npazyura@ukr.net)

\*Yuncheng university, Yuncheng, China

This article is about a brief overview of the types and methods used in the training of Aviation English in China and Ukraine and its analysis. There are some aviation standards and regulations which are set up by ICAO and CAAC. The usage of different learning styles is a current problem in teaching/learning process of Aviation English. Teaching methods create suitable English situational atmosphere in the classrooms. The authors presented the methods of teaching Aviation English, described teaching methodology. There are shown some types of Aviation English in educational establishments in the article. The authors discovered the differences and similarities in Aviation English teaching in non-English speaking countries. The analysis of the effectiveness of the proposed methods are briefly described the importance of some methods among non-English speaking learners of Aviation English. The authors have described the idea of teaching Aviation English combining suitable approaches in the Chinese and Ukrainian contexts. There is illustrated the organization of teaching/learning Aviation English in educational institutions.

## **Strategies for adult education development in the European educational space and international organizations` activities**

**Marianna Marusynets, Tetiana Fursenko\***

Ivan Ziaziun Institute of Pedagogical and Adult Education of the NAES of Ukraine, Ukraine

\*National Aviation University, Kyiv, Ukraine

The article describes the main life-long education strategic orientations in European countries. The main emphasis is laid on Austrian best practice and considerable experience in

transformations which can be of use for other European countries. The advantages and risks of the country's political support aimed at provoking interest in persons seeking primary education and lifelong learning are substantiated. It is presented possible options for teaching and its content consolidated with strategy financial assistance, crediting of previously acquired knowledge and skills for further general and professional adult education. It is pointed out that, in practice, the Austrian education system is pursuing a rather cautious strategy trying to integrate new forms into existing formal credit transfer systems, which is important for building a modern lifelong education model.

It is formulated five principles of lifelong learning strategy: life-period orientation (lifelong learning); no entry restrictions; modularity of education provision (taking into account the balance between work, personal life, and education); attracting students to the center; connection between training websites and developing a new learning environment; development of new types of learning and teaching; e-learning and distance learning support and effective use; developing new criteria for students and trainees' self-assessment and their responsibilities. The following educational policy aspects are outlined: increase of second chance offers, free education certificates, and the introduction of the "student + maturity exam" model; intense activities for immigrants and unskilled / low-skilled professionals, as well as for basic education improvement; improving labor market policies for women, young people and seniors in order to increase their employment rate; coverage of all education system levels, from early childhood and continuing education to the period of retirement. The strategic goals to be implemented in 2020 are indicated: adoption of the national legislative framework for pre-school education; halving the risk of illiteracy among students; increasing the proportion of students who qualify for university entry; reduction of youth unemployment (15-24-year-old); increase in the employment rate among seniors (55-64-year-olds); increasing non-formal continuing education level in rural areas; boosting continuing education for low-skilled workers; setting quality standards for retirement-oriented educational programs.

## **Social Aspects of Information Systems and Computer Technology Professionals' Practice-oriented Training**

**Mariana M. Marusynets, Dmytro O. Korchevskyi**

National Pedagogical Drahomanov University Kyiv, Ukraine

The article presents the social and educational aspects of computer science professionals' training in modern information space. It is considered virtual environment peculiarities. The emphasis is also made on the social aspects of such specialists' training, in particular their ethical responsibility. It is shown that the nature and type of social impact, spiritual and cultural changes are generated by computerization. It depends on the social context of the informatization process, and the problem itself is brought about by relationships between humans, the computer and society. The advantages and risks in such specialists' training are pointed out and the basic approaches (systemic, synergetic, competence, personality-oriented, activity, integrative) are substantiated. It is proved that with the appearance of a new computer- information reality type now seen as an all humanitarian philosophical problem, professional education requires humanization. It is substantiated theoretical analysis problems and the problem of the virtual reality ontological status as well as people's computer addiction phenomenon determination. It is shown that a special responsibility rests with computer science professionals; their training should include not only academic content ensuring success in the future, but also the focus on the sociological aspects of the profession.

## **Psychological and pedagogical research of personal people who are located in places of imprisonment**

**Yulya Zhurat, Tetiana Ternavska\***

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [y.zhurat@chnu.edu.ua](mailto:y.zhurat@chnu.edu.ua)

\*Private Higher Educational Institution Kropyvnytskyi Institute of State and Municipal Governance, Ukraine

In the present article the analysis of psychological-pedagogical research of persons who are in places of detention is considered. The problem of returning to normal life sharply rises before the convict: the family of the convict being not ready, return to the previous environment, low and absent level of education, the irrational motivational sphere, low level of self-assessment, and so on.

For introduction of the developed social-pedagogical directions of resocialization of persons who are in the places of detention or getting ready to leave these places, the diagnostics of psychological characteristics which will become key signs of efficiency of the applied directions became relevant, namely: orientation to changing of the social environment; social-pedagogical therapy; professional orientation during teaching and educational process.

The following methods were applied for scientific research: the analysis of scientific literature, theoretical methods of research which are based on the analysis of scientific and methodical literature dealing with problems of resocialization of people who are getting ready to leave places of detention; empirical methods of research which are based on psychology and pedagogical observation of cognitive labor activity and application of professional competences of social workers, psychologists and teachers in the process of resocialization of people who are getting ready to leave places of detention.

Diagnostics of structure of intelligence, educational motivation, nonverbal creativity and level of self-assessment of persons who are in places of detention is performed. The analysis of results of motives of educational activity allows saying that educational activity of respondents is defined by motivation on achievement, cognitive motivation, and by motive of external stimulation. The highest indicator of the index of uniqueness that characterizes nonverbal creativity is met at most of respondents.

The self-assured personality is guided by development of the his/her potential, he/she subordinates the existence to achievement of a condition of integrity, integration, spontaneity, humour, openness of experience. Creative, motivated, intelligently flexible and self-assured personality can achieve the objectives, far from creativity, for the sake of prospects in his/her life.

He/she can be attracted to the activity necessary from some reasons, important for him/her, as, for example, participation of creative people in technical activity, in organizational work, for explanation of his/her purposes for other people.

## **Motivational readiness of undergraduate students in pedagogical sphere to work with children with special educational needs**

**Oliinyk Roksoliana**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [rocsoliana@gmail.com](mailto:rocsoliana@gmail.com)

The article is devoted to the theoretical and practical analysis of the future preschool teachers' readiness to work with children with special educational problems. The effectiveness of inclusive



education depends largely on the desire and willingness of the undergraduate students, and in the future teachers to strong performance with all participants in the educational process i.e. in particular with parents, educators, developmental paediatrician, speech and language pathologist, doctors and others. This readiness is determined by the specific conditions of the future teacher professional activity and is based on the number of competencies formation such as: academic, social and personal, professional, cultural. The most important component of such readiness is motivational readiness, as the knowledge, skills, and abilities can be acquired during the activity process, and only when there is motivation to work with special children. The paper also analyses the scientists' works who dealt with the problems of motivation and teachers motivational readiness in general. The motivational readiness basic components of the pedagogical area undergraduate students to work in the conditions of inclusion according to the required state standard are identified and described. The leading role of motivational factors to disclose the creative potential and self-development of future preschool teachers is revealed. The article has analysed that the meaningful content of the "inclusion", "children with special educational problems", "motivational readiness", "inclusive educational environment" concepts has advantages and disadvantages that change according to different stages of society formation and development.

### **Leadership quality development in fututre education specialists**

**Natalya Machynska**

Lviv National University of Ivan Franko, Lviv, Ukraine | [natalya\\_im@ukr.net](mailto:natalya_im@ukr.net)

Pedagogical management is a leading concept of educational management in the context of European integration reforms of society, which in its most perfect form reveals its essence at the level of functioning of educational institutions as a theory, methodology and technology of effective management of pedagogical systems. Pedagogical management is characterized by specific features and patterns, which reflects the result of the work of the education manager - the level of learning, education and development of the object (the second subject) of pedagogical management - students, students, students.

Leadership is the ability of an individual to act, to ignite, to inspire them for activity and activity group members. Leadership is a mechanism for integrating students into a group.

Based on the theoretical and practical results of our study, we distinguish the following groups of leader traits in education:

- 1) mental stability and ability to organize work; willingness to perform tasks independently and ability to manage oneself;
- 2) balance and confidence, commitment and perseverance, activity and sociability, ability to empathize, ability to make decisions in all situations, the need for success;
- 3) honesty and honesty in relationships, self-control and efficiency, intellectual lability;
- 4) creativity, communication, initiative, ability to resolve conflicts, willingness to take risks.

Student leadership is driven by the qualities of a young person: initiative, sociability, contact, sociability, responsiveness, kindness, a broad socio-intellectual outlook and erudition, a willingness to help a friend. External attractiveness, physical strength and agility are among the leading ones.

The student's age is sensitive to the formation of leadership qualities in view of psychological characteristics, because at a young age begins the process of life and professional self-determination of a person, there is a need for socially useful activities, beliefs, feelings of responsibility and responsibility are formed, such volitional qualities are developed as

independence, perseverance, etc. At the same time, the issue of forming the leadership qualities of students in today's socio-economic conditions has not been sufficiently addressed.

The student environment is the most conducive to leadership. It should be noted that during this period leadership qualities are very often manifested in those who have not shown such activity before. which gives an opportunity to analyze the formation of leadership qualities of students of higher education at the same time as a process and as a result.

## **Professionally important skills and personal qualities of a choir conductor**

### **Niemtsova Liliya Orestivna**

Yuriy Fedkovych National University, Chernivtsi, Ukraine

The formation of a stable positive attitude to one's profession is a topical issue in professional pedagogy. It is no coincidence that in the process of selecting and accepting a profession, every future specialist analyzes their own skills, character peculiarities and focus on the profession.

The job of a conductor requires special professional suitability. That is why not every performer musician is capable of being a conductor professionally.

Mastering the job of a conductor requires certain professional psycho-physiological and character properties. Balance and calmness, which correspond to a low level of neuroticism, in combination with extraversion, are optimal for conducting.

In addition to purely musical professional skills, a conductor must possess certain essential human qualities and character traits. The most important of them is will, which helps to confidently take the management in your own hands and to lead the team. Modern practice and performance history prove the existence of individual magnetism, on a par with artistic taste, talent, and the ability to make singers listen.

Managerial behavior is one of the important factors in choir conducting.

Management effectiveness of a choir conductor corresponds to the style of pedagogical management. Depending on the leader's desire to dominate, leadership styles are divided into strict, soft and democratic.

Strict style (authoritarian) is characterized by the excessive centralization of power by the choir conductor, who takes over all, even partial, management functions. A leader with the strict style always has increased fluidity of choir members, but decreased activity and interest. However, authoritarian style can be effective in difficult, stressful or extreme situations.

Soft style (liberal) is manifested when the choir leader limits their activities only to the performance of professional, special tasks. Educating the team does not take place, and the singers gain complete freedom. This style can be partially used in already well-adjusted and cohesive professional teams of adult singers who have significant creative potential and professional education.

Democratic style is considered to be the most productive; it allows the leader to create a favorable moral climate and conditions for joint creativity in the choir. A conductor with this style is focused on respecting the singers' personality. Such a choir leader is characterized by the positive attitude to each singer, understanding of the purpose and motives of behavior, adequate assessment of their successes or failures. The relationship between the leader and the choir is characterized by trust and high demands towards themselves and others.

Thus, the art of conducting choral performance becomes important at the present stage of public life. Modern society needs professionals with an active life position, able to think independently. Therefore, choir conductor training in art schools is an important component of comprehensive personal development and needs constant improvement.

## **Diagnostic methods for the children study at the stage of preparation for school in Poland**

**Liudmyla Tymchuk, Khrystyna Mykyteychuk**

Yuriy Fedkovych National University, Chernivtsi, Ukraine

There was fulfilled the competences review for preparing children in school, which a teacher in Poland should possess, and who is prepared to work in kindergarten and elementary school. The spectrum of competencies, which determine the bipartite pedagogical activity (praxeological, communicative, cooperation, creative, moral, informational and media, etc.) is defined. The particular attention is paid to the diagnostic competencies that are important at the pre-school stage of the child's development (zero grades at schools ("zerówka") or preparatory groups in kindergartens, which are mandatory for 5-6 year-olds, who will go to school in one year). It is emphasized that Polish practice feature is the realization by the teacher the function of a psychological and pedagogical diagnosis of child's school readiness. The organization of children's activity observation and interpretation is an integral part of the teacher's work, as well as the educational and educational tasks implementation. Some diagnostic methods for the children study at the stage of preparation for school are described (Gruszczyk-Kolczyńska E. program, Zielińska E. for the comprehensive diagnosis of children's specific qualities, which provides them with successful beginning of education in the first class; test method "Diagnostics of child's school readiness in the kindergartens last group" Andrzejewska J., Wierucka J.; Observations List "Readiness Criteria for Five Years" Smółka L.). It is substantiated that as a result of the diagnostic techniques knowledge, the possession of tools and the ability to perform diagnostic procedures, the teacher gets the opportunity to determine the degree of mental and social development of the child, contributing to the school objectives, as well as the factors that determine this development. The teacher forms a complex portrait of the child in terms of his/her knowledge and competences, and on the basis of it develops a strategy of pedagogical influence and interaction with the child at the stage of the school education beginning.

## **Psychological Features of the Tolerance of Future Specialists in Socionomic Professions**

**Hanna Barabashchuk, Mariana Dushkevych, Nataliia Hutsuliak**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [maryacha28@ukr.net](mailto:maryacha28@ukr.net)

The article searches for effective mechanisms of aesthetic upbringing of preschool children by means of figurative activity. The author analyzes the programs of education and training of children in preschool establishments of Ukraine. The tendencies and prospects of activity improvement of preschool education institutions of Ukraine on aesthetic upbringing of children are determined: improvement of programs of upbringing and training, updating of methodological support, introduction of achievements of domestic researchers on the theory of aesthetic upbringing. Traditional and innovative ways to guide children's imagery are characterized. Further perspectives of the use of figurative activity are considered taking into account the modern achievements of the theory of aesthetic education, experience of developed countries of Europe and the world, while not ignoring or diminishing the achievements of the national preschool, including the second half of the twentieth century.

## Experimental work in teaching geometry

**Aliya Bukusheva**

Saratov State University, Russia | [bukusheva@gmail.com](mailto:bukusheva@gmail.com)

Technology in geometry education has become relatively mainstream, yet there is still not enough research into its specific effects. The emergence of the computers in everyday life has opened up opportunities for technological support of research learning methods that were previously technologically inefficient. Geometry possesses the greatest experimental potential among all branches of Mathematics. Many geometric facts can be verified experimentally and training can be carried out in the form of a study or research based on computer experiment. We consider the challenge of constructing a technique for teaching Bachelors-level Geometry (teacher education) with elements of mathematical experiment. This research focuses on two central questions: 1. Which experimental problems can be distinguished for learning geometry? 2. What are the opportunities and limitations of this approach in classes? The use of computer research and experiments in the teaching of geometry requires thoughtful pedagogical analysis and research. It is necessary to bear in mind that logics of the presentation of systematic course little refers to the process of knowledge acquisition, the role of geometric imagination and intuition within this process. It goes without saying, computer is a definite intermediary between the practical and theoretical levels of Mathematics understanding and acceptance. The teacher also needs to formulate research tasks so that the student's mental activity is not replaced by a computer, the use of application packages in the educational process should contribute to the intellectual development of the student. Tasks that can be solved using a computer should have a different structure as opposed to tasks that do not use technology. Learning outcomes are significantly influenced by the way the teacher has compiled a set of tasks, has developed a teaching methodology. The transition to a new educational system structure requires a large period of time, during which a new educational culture will be formed on the basis of modern technological capabilities and a new generation of teachers who perceive this culture as their own will emerge.

## Correlations between occupational stressors, anxiety, automatic thoughts and general attitudes in primary education

**Dorin-Gheorghe Triff, Muşata Dacia Bocoş\***

Technical University of Cluj-Napoca, North University Center from Baia Mare, Romania |

[triffdorin@gmail.com](mailto:triffdorin@gmail.com)

\*Babes Bolyai University, Cluj Napoca, Romania

During periodic medicalcheckup, 129 questionnaires were administered in two secondary schools and one highschool. The questionnaires studied perceived self efficacy, positive as well as negative functional and difunctional emotions (Profile of Mood Disorders Short version-Romanian adaptation-PMD), irrational cognitions (General attitudes and beliefs Scale short version-GABS), irrational automatic thoughts (Automatic Thoughts Questionnaire-ATQ), certain individual characteristics (type of residence, sex, age, length of employment in school unit, length of employment in education, level of education) and fourteen types of stresors at worplace in employees.

Concordant, significant results were obtained in all three school units. "Age" variable correlates significantly, positively, only with, length of employment in education ( $p < 0.001$  in all three schools). Occupational stressors correlate as follows:

-communication with superiors with concern dimension of GABS ( $p = 0.033$  in school no. 1;  $p = 0.035$  in school no. 2 and  $p = 0.018$  in highschool );

-communication with other employees with risks of disease ( $p = 0.008$  in school no. 1;  $p < 0.001$  in school no. 2 and  $p = 0.019$  in highschool ), with concern dimension of GABS ( $p < 0.001$  in school no. 1;  $p = 0.044$  in school no. 2 and  $p = 0.015$  in highschool ) and with negative functional emotions ( $p < 0.001$  in school no. 1;  $p = 0.040$  in school no. 2;  $p = 0.021$  in highschool );

-difficulties in collaboration with parents with work schedule ( $p = 0.030$  in school no. 1;  $p = 0.035$  in school no. 2 and  $p = 0.042$  in highschool ) and with daily completion of documents ( $p = 0.006$  in school no. 1;  $p = 0.008$  in school no. 2 and  $p = 0.003$  in highschool ).

ATQ score correlates with anxiety ( $p < 0.001$  in school no. 1;  $p = 0.031$  in school no. 2 and  $p = 0.011$  in highschool ) and negative dysfunctional emotions ( $p < 0.001$  in school no. 1;  $p = 0.003$  in school no. 2 and in  $p = 0.007$  highschool )

In school, improving workplace communication between employees can reduce negative functional emotions. Cognitive behavioral therapy may diminish in school employees

negative dysfunctional emotions. Reducing bureaucracy especially in terms of completing daily forms and involving teachers and other school employees in establishing work schedules may be accompanied by better communication between education staff and parents of students.

## Coping Strategies in the Teaching Profession

**Maria-Doina Schipor, Diana Sînziana Duca**

Ștefan cel Mare University of Suceava, Suceava, Romania | [ymdoina@gmail.com](mailto:ymdoina@gmail.com)

Teacher well-being is a critical factor affecting job performance and thus, significant for enhancing quality teaching. Based on the job demands-resources model, this study examines the mediating effects of coping style, self-efficacy and locus of control on the relationships between the job demands of teaching (the student's difficulties in school tasks) and job well-being.

Subjects were schoolteachers who completed a questionnaire made up of valid and reliable instruments that measured each of the variables studied.

Results of this survey reveal the importance of coping style, locus of control and self-efficacy in response to psychological teacher well-being. Findings are discussed and a suggestion for future research is presented.

## Aspects of the integration of beginning teachers in primary education

**Constantin Florin Domunco**

Ștefan cel Mare University of Suceava, Suceava, Romania | [florin.domunco@usm.ro](mailto:florin.domunco@usm.ro)

The beginning of a career is often a moment that remains in the memory of each of us. The present study aimed to investigate the onset of teachers in primary and preschool education in Romania. Starting from the research question "What are the problems that beginners in primary and preschool education face?" I conducted a number of five focus group sessions. These meetings were attended by 30 beginning teachers of primary and preschool education in Romania (6 for each session). The results of the study highlighted a number of issues, among which I mention: premature labeling of beginners by senior teachers, distrust in the professional training of beginners, denigration of beginners in front of parents of students, devaluation of

beginners in front of colleagues, exploitation of beginners' work by old teachers, Institutional "baptism", disadvantage of beginners from other localities in relation to teachers with residence in the locality where the school is located, disadvantage of beginners in relation to senior teachers in the institution, intimidating evaluation by school managers, poor preparation for bureaucratic issues related to the teaching profession, poor communication with the parents of the students, the difficult management of the teacher-student relationship, financial issues.

## **Preparation of economics teachers in Kazakhstan**

**Aigerim Kozhabergenova, Erika Kopp**

Eötvös Loránd University, Budapest, Hungary | [aigerim@caesar.elte.hu](mailto:aigerim@caesar.elte.hu)

The current stage of the world development is characterized by the rapid changes in political, economic and social fields caused by scientific and technological progress and globalization with intensified competition in the global market. Entering the top 30 of the most competitive countries was set as one of the main directions of the state policy of Kazakhstan (Strategy "Kazakhstan-2050", 2012). To increase the competitiveness of the country the government proposed implementation of the new model of the economic growth based on the development of human capital, stimulating of export-oriented production, strengthening the role of the private sector and comprehensive support for entrepreneurship – leading force of the national economy (Strategy "Kazakhstan-2050", 2012; Kazakhstan Strategic Development Plan until 2025, 2017). Development of the human capital and entrepreneurship activity require the presence of the population that possess relevant knowledge and competencies. Therefore, today, the state pays more attention to economic literacy and the development of entrepreneurial competencies among the population already starting from the school level. In turn, the quality of economic training of students is largely determined by the competence and level of economic preparation of teachers. The implementation of the tasks of school economic education actualize the need for qualified and competent economics teachers. Therefore, the issues of the preparation of the future economics teachers and the possibilities of the advanced training for the in-service teachers also become relevant. Thus, this study explores the state and main problems of preparing of pre-service and in-service economics teachers in Kazakhstan.

## **Self-management skills and student achievement – a pilot study**

**Maria Magdalena Stan**

University of Pitești, Pitești, Romania | [smariamagdalena@yahoo.com](mailto:smariamagdalena@yahoo.com)

In order to build a long-lasting and durable career in the context of an economic life characterized by dynamism, technologization and digitization, young people have to be able to adapt and apply creative and innovative solutions in their professional career path. The adaptation pressure of youths to a labor market with a low predictability degree determines the necessity of developing certain competences which can be easily transferrable and which can ensure the personal and professional success. We have considered non cognitive abilities (attitudes, emotions, behaviours) which proved to be significant predictors of success and mental health (Heckman, 2008) and which contribute significantly to a rise in emotional strength and to a wide range of adaptative strategies imposed by contemporary society (Opre, Benga & Dumulescu, 2018). The speciality literature confirms the importance of non cognitive abilities in the students' / pupils'

academic success (Heckman, Stixrud & Urzua, 2006; Heckman, 2008; Deming, 2015; Balica, Benga & David-Crisbășanu, 2016). The predictability degree of diverse non cognitive abilities over academic success is different as most studies do not supply relevant data about abilities such as self-efficacy, growth mindset or social awareness (Claro, Loeb, 2019), while abilities like self-management defined as the ability to regulate one's emotions, thoughts, and behaviors in different situations (Duckworth & Carlson, 2013) represents a good predictor of academic achievement (Blair & Raver, 2015; Riggs et. al., 2016). We consider self management as being that umbrella construct which refers to abilities such as self-control, self-regulation, self-discipline, will power and self-power (Duckworth & Kern, 2011).

Under the circumstances in which students with major risk abandonment participate in specific activities to develop personal, socio-emotional and learning management abilities, our study proposes to examine the variation of self-management abilities of students who participated in these activities and of students who did not participate in the activities and who are not prone to risk abandonment. Also, we wish to investigate if there is a relation between students' self management abilities and student achievement.

The following instruments were used: Self-management scale, Self efficacy and Test scores. The participants were Romanian undergraduate students.

We expect to identify significant differences as regards self management abilities between student groups and also to identify significant effects of self management abilities over student achievement.

The study can have important implications in understanding the role of non cognitive abilities in academic success and implicitly in revealing the importance of self management abilities development within specific support programs offered to students.

## **The effect of career calling, self-efficacy and career competencies on life satisfaction of Romanian teachers**

**Daniela Dumulescu, Constantin Necula, Adrian Opre\***

Lucian Blaga University, Sibiu, Romania | [danieladumulescu@gmail.com](mailto:danieladumulescu@gmail.com),

\*Babes Bolyai University, Cluj Napoca, Romania

aspects for improving well-being and satisfaction of individuals. More specific, calling in teaching career and self-confidence regarding professional skills can be strong predictors of teacher's life satisfaction and career success. The current study examined predictors of life satisfactions among 793 teachers (121 males and 672 females) in Romanian public educational system. Using structural equation modeling, a model was tested that examined the extent to which calling, vocational self-efficacy, and career competencies predict life satisfaction. Results showed an appropriate model fit ( $\chi^2 = 3.2$ ,  $p = 0.1$ ; CFI = 0.948; TLI = 0.927; SRMR = .043; RMSEA = .080, 90% C.I. = 0.07–0.09), with calling predicting career competencies, self-efficacy, and life-satisfaction. Also, self-efficacy predicted life satisfaction and calling had an indirect effect over life-satisfaction mediated by career competences. The conclusions revealed that calling is a strong motivator for developing relevant professional skills which can facilitate the self-directed emotional management, control and life satisfaction. Implications for teacher training and education are discussed.

## Conditional parenting and its influence on the child's school activity

**Andreea Șițoiu, Georgeta Pânișoară\***

Universitatea Transilvania, Brașov, Romania | [sitoiu\\_andreea@yahoo.com](mailto:sitoiu_andreea@yahoo.com)

\*Universitatea București, Romania

This article addresses the topic of conditional parenting, as defined in A. Kohn's acceptance and it focuses on analyzing the relationship between parenting and the school activity of the student at the level of primary education.

Conditional parenting, which provides the child with conditional love and self-esteem, it stands out according to A. Kohn by : focusing on the child's behavior, considering that human nature is negative and parental love is a privilege that must be earned, also being the adept of punishments and rewards.

Conditional love entails the parent's desire to have an obedient child, obedience being the basis of control.

How could an obedient and conditional loved child develop competencies for the future? How well will he meet the demands of today's school or how will he relate to the faculty? These are the questions that have guided the approach of the whole mixed type research, that has been carried out over a period of half a year, using the following methods: questionnaire based survey and focus group method.

Through this research, conclusions were drawn regarding conditional parenting and its influence on school activity of the pupil in the primary cycle.

Starting from the interpretation of the research results, it was highlighted that the relationships between children and parents based on safety and unconditional love have contributed to the harmonious development of the child and to the skills for the future, through school.

## Test Anxiety in primary education

**Alina Ruxanda (Șuhan)**

Ștefan cel Mare University of Suceava, Suceava, Romania | [alina.ruxanda@student.usv.ro](mailto:alina.ruxanda@student.usv.ro)

The purpose of this paper is to present both theoretical and practical aspects related to students' test anxiety. The role of this paper is to inform the teachers about how the word "test" should be used in the school context and to highlight the aspects of anxiety and everything that lies behind this rich subject. The main objective underlying this paper is the detailed analysis of what anxiety actually means and how it manifests itself among the students. The paper is structured of 3 chapters, two of them presenting the theoretical part and one practical part. In the first chapter called „Theoretical Approach” the paper aims to analyze the following: anxiety, anxiety theories and contemporary theories and implications of anxiety towards the test. In the second chapter called „Anxiety and stress towards tests” the paper focuses on the following aspects: anxiety about test, anxiety disorders and their effects on personality development, the role of tests in education children of primary school, blocking anxiety and recovering from failure, affectivity and perfectionism. In the third chapter named „The research methodology” I will try to analyze how children are affected during the assessment and how high their level of anxiety is when they are faced with these situations. Also in performing the processing and interpretation of the data from this research, the statistical method was used. Thus, after centralizing the results of the students participating in the study, we reached the following conclusions: during the tests some of students trembled their hands, often students forget what they have learned or have problems in



remembering. Many students do not give 100% performance when undegoind tests because they are stressed, became anxious and they block. The teacher has to teach children that the role of testing is to figure out where you went wrong or what needs to be improved. From studing the material needed for this paper I was able to discover what each child (even myself) felt and lived when he heard the word „test”. All the newly discovered information will help me in my profession in the future, they will guide me in educating the children and they will support me in overcoming the complicated situations both before and after the tests.

## **Test anxiety and student resilience in the context of school assessment**

**Georgiana-Elena Pădurariu**

Ștefan cel Mare University of Suceava, Suceava, Romania | [georgiana.padurariu2@student.usv.ro](mailto:georgiana.padurariu2@student.usv.ro)

Countless studies have shown that there is a connection between anxiety felt during exams and school performance. We as individuals are exposed to failure in the moment of an exam and for those who are not familiar with the context, the opportunity to fail is more probable to happen. The goals of this study are: to identify the relation between exam anxiety and scholar resilience based on gender of the subject and the class he is a part of.

The sample of the study was formed of 96 students from IV grade. There are 57 boys and 38 girls with ages between 9 and 11. The students are from primary school number 8 and primary school number 4 from Suceava, Romania. With the mention that for all the students, we have the parents acceptance that stands for their children's to be a part of the research with the mention of their children's information to remain confidential. Research tools used for the study are: the scale to test exams anxiety- scale made by Douglas & Benson and the questionnaire of resilience- (Oshio et al., 2003 translated into Romanian by Cazan & Truța, 2015).

The research showed that there is a connection between exams anxiety and resilience based on gender of subject and that the level of resilience is different for all of the 4 classes that took part in the study, the biggest value belonging to the first class.

The future directions for the study could be about the influence of the teachers on the level of anxiety during exams and their influence on developing resilience in students

## **The role of ICT in the communication of teachers in pre-university education**

**Maria Goga, Despina Albu\***

Technical University of Civil Engineering of Bucharest, Bucharest, Romania | [goga.maria@yahoo.com](mailto:goga.maria@yahoo.com)

\*Luminița Kindergarten, Bucharest, Romania

ICT has become indispensable not only in the lives of students but also among teachers, helping them to develop academically and personally. In this article we have conducted a study on the use of ICT in educational communication in pre-university level, on a sample of 140 teachers, from Romania, Republic of Moldova, Spain, Bulgaria, Ukraine, Great Britain, Turkey. The teachers come from both rural and urban areas, from state and private education, from kindergartens, schools and special education institutions. These teachers communicate on an online learning and socializing platform and share useful materials for their activities with students. It has been found that online learning and socializing platforms are excellent means of improving the teaching activity. The research results highlight the usefulness of communication through today's online technologies.

## Equality, Equity and Inclusion in Education (EIE)

### **Attitude to violent behaviours. Comparisons between three countries' university students**

**Daniela Muntele-Hendreş, Andreea Dănilă, Georgeta Diac, Versavia Curelaru**

Alexandru Ioan Cuza University of Iași, Iași, Romania | [danielamuntele@gmail.com](mailto:danielamuntele@gmail.com)

Our main interest was in investigating the differences between Romanian, Spanish and Indian university students, regarding the tolerant attitudes toward different violent behaviours. The study was conducted by questioning 342 participants enrolled as university students, 198 Romanians, 69 Spanish and 75 Indians, between the ages of 18 and 35, male and female. The comparative results indicated that Romanian students had the lowest tolerance for family violence, physical punishment of children and the highest supportive attitude towards the victims of bullying. In terms of military violence, Spanish students had the lowest tolerance for military violence and students in India the highest one. The results are discussed from the perspective of the feelings of national identity and of culturally rooted beliefs.

### **Cognitive reappraisal, a mediating variable in relation between family traits and wellbeing**

**Liliana Bujor**

Ștefan cel Mare University of Suceava, Suceava, Romania | [liliana.bujor@usm.ro](mailto:liliana.bujor@usm.ro)

The mediating variable quality of cognitive reappraisal (CR) within the predictive relationship between family traits and wellbeing was tested using the method of bootstrapping in three mediation models, on a group of 516 subjects, aged between 14 and 34. ( $M = 18.62$ ;  $SD = 3.32$ ). These models were constructed according to the independent variables studied: the parental style of emotions' socializing in childhood and the adult' attachment dimensions. Wellbeing was operationalized by: positive affect, negative affect, emotional distress and life satisfaction. The test results provide support for the mediating role of CR in the relationship between parental styles of emotions' socializing in childhood and wellbeing. The neglect of sadness by father, of fear by mother and happiness reward by father are partially mediated by CR in relation to different dimensions of wellbeing. Among adult attachment dimensions, only trust in the relationship with mother, is partly mediated by CR in relation to positive affect.

## **Working towards equality, equity, and inclusion in education focusing on the development and training of interpersonal and life through emotional education**

**Marta Bisquerra**

RIIEB-INEEW - International Network of Emotional Education and Wellbeing |

It is well known inequality and discrimination are consequences of structural dynamics that benefit ones at the expense of others that become oppressed and marginalized. However, acknowledging societal inequalities are not enough to address particular issues such as exclusion or power dynamics inside the classroom. As such, emotions like fear or anger, if not managed properly, may result in aggression or even violence, and this stands in the way of a harmonic group dynamic that considers multiplicity and diversity (Bisquerra, 2016).

For this reason, RIEEB-INEEW acknowledges teachers, families and society in general face the challenge to include emotional education in educational curricula to work towards equality, equity and inclusion in education. RIEEB-INEEW has all the theoretical and practical background to train teachers as well as students on emotional education through the Emotional Competencies Model (Bisquerra, 2000).

## **Legitimizing discrimination against pupils with disabilities at school: the role of justification for discriminatory behaviour**

**Maria Popa-Roch, Odile Rohmer, Jennifer Bastart**

University of Strasbourg, France | [poparoch@unistra.fr](mailto:poparoch@unistra.fr)

The implementation of inclusive school policies is now a priority in different education systems. In France the evaluation of these policies suggests mixed results (Pompili, 2015). Despite the benefits of inclusive education for all children, with or without disabilities, research shows the existence of reluctance or resistance from teachers to include children with disabilities in their classes (Boer, Pijl, & Minnaert, 2010). Refusing to include students with a disability in regular classes is a form of exclusion and can therefore be a discriminatory act. This discrimination in the school context is in contradiction with the school values in general and with the standards of anti-discrimination towards people with disabilities (Crandall, Eshleman, & O'Brien, 2002). Justifying discriminatory behaviour in a benevolent manner may be one way of resolving this contradiction. The aim of the present research is to investigate why discrimination against children with disabilities in schools remains undetected and unsanctioned under the guise of socially acceptable justifications in terms of the child's well-being. It extends the literature on attribution to discrimination to the disability discrimination criteria by showing that, in an inclusive school context, teachers perceive more discrimination when a student with disability exclusion is justified in a hostile rather than in a benevolent manner. The research question was addressed through peer reactions to teachers expressing intentions of discriminatory behaviour towards a student with disability in the form of symbolic (i.e., depersonalization) and pragmatic (i.e., backlash) distancing, in a strong anti-discrimination normative context with its school. With respect to symbolic distancing, the results show that participants expressed more hostile emotions and took distance from the perpetrator when the justification for excluding the student with a disability was hostile rather than benevolent. The results for pragmatic distancing corroborate those for symbolic distancing: participants attributed less warmth to the perpetrator and more backlash when the perpetrator invoked a hostile, rather than benevolent, justification

for excluding the student with a disability. Therefore, these results clearly indicate greater acceptance of the teacher who provided socially acceptable justifications for discrimination. A benevolent justification on the part of teachers is seen as legitimate and makes a complaint of discrimination unlikely. Taken together these results partially explain the persistence of discriminatory behaviours at school as legitimate through benevolent intentions. This is highly problematic as they remain undetected and therefore measures can not be taken to prevent them.

### **SOLE method - applicability in multi level classes**

**Gabriel Cramariuc, Oana Alisia Harpă (Apopei)**

Ștefan cel Mare University of Suceava, Suceava, Romania | [gabriel.cramariuc@usm.ro](mailto:gabriel.cramariuc@usm.ro)

Contemporary education is characterized by the means of self-education. These are becoming more common every day: information technology and the Internet are helping students by giving them new opportunities to gain knowledge. The teacher gradually loses his role of teaching the subject, becoming a guide whose role is to guide students' steps through the "tunnel of knowledge". He will be in charge of organizing the students' work and supervising them.

This paper illustrates how self-organized learning activities, performed in a form accessible to children, can stimulate the development of creative and critical thinking, imagination and shaping features characteristic of their personality development: curiosity, involvement, collaboration, autonomy. This paper aimed at the effectiveness of using the SOLE method in the educational process on students of grades I-IV integrated in multi level class at Vlădnicuț Primary School, Vânători commune, Iași county. In this paper we followed both the cognitive side and the behavioral-attitudinal side of children.

The results of this study reveal the positive impact of the SOLE method on students and recommend the use of self-organized activities in the classroom.

### **The impact of emigration on the family and the remaining children in Romania**

**Despina Saghin, Marius Marici, Daniela Jeder, Valeria Leonte\*, Grigore Bocanci \***

Ștefan cel Mare University of Suceava, Suceava, Romania | [despina.saghin@usm.ro](mailto:despina.saghin@usm.ro)

\*Suceava County School Inspectorate, Romania

The phenomenon of free movement of Romanians, the right to settle and work in the E.U. space have multiple consequences both economically, socially, politically, culturally and educationally, the migratory flows making their mark more and more present in the sense of changing the composition of the classrooms. The emigration of Romanian children is a phenomenon that has registered a significant increase in recent years, with a tendency to increase in the future, in the context of the health crisis affecting Europe and especially Italy and Spain - European countries with the highest number of Romanian immigrants.

This paper aims to highlight the main aspects related to the remigration of students in Suceava County and the resilience from an educational perspective. The research is based on data provided by the Suceava County School Inspectorate and on a field survey based on an interview, conducted in some of the representative school units as far as the number of enrolled migrant students is concerned.

The preliminary research results show that in the last five years the number of students who applied for equivalence of studies for re-enrollment in the Suceava education system has

increased to 2064, the peak of remigration corresponding to the year 2018-2019, respectively 804 re-enrollment applications. Remigration is presented as a “potentially vulnerable life situation”, with important consequences on adaptation and psychological impact. In most cases, migrant students need psychological, social and school assistance, given the emotional and psychological problems caused by emigration and the increased risk of difficulty adapting / readjusting to the new living environment.

### **Utilizing QR Codes as a Compensatory Measurement for the TSI Students**

**Robert Berezovski, Eugenia Jianu**

University of Pitești, Pitești, Romania | [rberezovski@hotmail.com](mailto:rberezovski@hotmail.com)

In the context of the new communication and informational technologies (NTIC) the support offered to the students with specific learning disorders (TSI) should become more easily implemented. In accordance to the current methodological norms and their objectives, one of the compensatory measurements which can be provided to TSI students is utilizing the PC/tablet with a software designed for vocal synthetization which transforms the fear of reading into a listening exercise. In this category there should be included the smartphones which have a pre-installed app that reads QR codes and its sole purpose should be interpreting the image and deciphering the codes. The app can be downloaded both from the App Store (for IOS) and Play Store (for Android). Taking into consideration that these codes permit a large stocking memory due to the fact that the encryption is realized vertically and horizontally, utilizing them in the process of learning/teaching opens a whole new dimension. QR codes can be utilized in the teaching-learning process of students with dyslexia, through a simple scan of a code done with the mobile phone of the learner. Once generated, this code can be stuck to any book or any teaching material making sure the learners can easily access the content of those either in video, audio or simple text format.

### **The mechanism to compensate for a frustrating problem for high school students**

**Marin Dramnescu**

The Bucharest University of Economic Studies, Romania | [dr.marinn@gmail.com](mailto:dr.marinn@gmail.com)

The stressors present in the school group can cause major changes in the behavior of the high school students, affecting their school performance, communication skills, reaction pattern, how to act and manage a potentially stressful situation. Frustration, as an immediate result of the difference between what I aim for and the objective results obtained, is expressed through restlessness, mental and physical exhaustion, revolt, aggression or anxiety, closing in on oneself and decreasing self-esteem.

Understanding the type of reaction to frustration at the level of high school students becomes necessary in the formation of behavior with adaptive valences, but also a tool of stress management and by extension of the class of students.

The fact that adolescents have a low tolerance for frustration predisposes them to types of conflictual reactions, difficulties in mobilizing the resources needed to achieve school performance, or attitudes by which they blame others for their own failure. Although the low tolerance for frustration is a temporary negative affective state, it can be permanent and can destabilize concentration, volitional processes, memory, the contextual disposition and the general behavior of the high school student.

Students with low tolerance for frustration have low impulse control, often engaging in beatings, thefts, lies, school absenteeism. Other frequent phenomena such as exaggeration, lying, dysfunctional inhibition, a negative self-concept, anxiety, depression or drug abuse can occur in the case of frequent frustration. The development of tolerance to frustration leads to the elimination of self-confidence, the formation of the real language of expressing negative emotions, the formation of the abilities of emotional self-regulation.

## Promoting Ethics in Education and Research

**Antonio Sandu**

Ștefan cel Mare University of Suceava, Suceava, Romania & LUMEN Research Center in Social and Humanistic Sciences, Iași, Iași, Romania | [antonio1907@yahoo.com](mailto:antonio1907@yahoo.com)

In the Romanian public space, lately, there have been extensive debates on plagiarism in doctoral theses and scientific papers signed by personalities of public life, especially politicians. Starting with 2018 in the Romanian university education, a course dedicated to ethics in education and research has been introduced at masters and doctoral studies level. We consider that education for academic integrity can only be effective when it starts from the first reports and essays that secondary school students carry out. Within this research, we will analyze the answerability degree of teachers from the pre-university education in Romania regarding the promotion among students of ethical standards concerning the elaboration of a scientific paper. The online survey addressed to teachers in pre-university education aims to measure their opinions on the impact of plagiarism and data falsification on the formation of students' moral awareness.

## Engaging pupils in assessment processes: a tool to promote Lifelong Learning

**Restiglian Emilia, Grion Valentina**

University of Padova, Italy | [emilia.restiglian@unipd.it](mailto:emilia.restiglian@unipd.it)

In line with a social-constructivist perspective, some authors consider peer assessment (PA) as an educational procedure where students judge peers' performance by providing grades, and/or offering written or oral feedback to stimulate peers to reflect on and improve their performance (Strijbos and Sluijsmans, 2010). Many studies reveal the positive impact of PA on students' learning, and on students' responsibility of their and their peers' learning. Furthermore, PA involves students in an active role inside assessment processes. Research shows that engaging students in assessment processes is a crucial tool to sustain longlife learning (Boud, 2000; Boud&Soler, 2016).

Despite these benefits are widely verified in many international contexts in higher education, only few studies focus on peer assessment at the primary (Crinon, 2012; Hung, 2018) and secondary school levels (Tsivitanidou, Zacharia, & Hovardas, 2011).

Much later then in international contexts, recently in Italy some studies carried out in HE highlight that PA engages students in multiple learning processes and improves their responsibility for their learning results (Li, Grion, 2019; Grion, Serbati, 2019). Following these results, a group of researchers and teachers, named GRiFOVA (Group of Research for the Training and Assessment for Learning) is going to test the impact of a specific peer assessment model (Grion, Serbati, Tino, Nicol, 2017) in Italian elementary and secondary school contexts, where PA is a completely unknown practice. The aim of the research is to answer the following questions:

a) How can a specific peer-assessment model be used in school contexts?

b) Does the model produce some benefits in these contexts, as in HE?

c) Are there some strengths and critical elements of the model?

The research involved nine classes and different subjects: four primary, three low secondary and two upper secondary school classes in the North-east of Italy. Pupils worked for some months on a learning product (i.e. descriptive texts; short essay/poems; graphic texts; notes in maths etc.) with the support of a peer review process.

Four typologies of data have been collected: 1. Reflective diaries of teachers; 2. Teachers' interviews; 3. Students' products; 4. Students' answers to written surveys submitted in various phases of the PA process.

Using a multiple case study methodology (Stake, 2005), we are going to analyse each single case with the aim to highlight common issues across them.

The first results - related to three analysed cases - allow us to affirm that the PA model works effectively in school contexts:

- Teachers consider effective the model. However important elements of the process (i.e. times, organization, significance of the tasks) seem to be necessary to obtain positive results.
- Students' perceptions are positive and give the impression to confirm the possibility to obtain significant results in the school contexts in line with these in higher education.

Furthermore, the implementation of the model seems to support a development of an assessment literacy (Carless and Boud, 2018) by pupils.

## **Inclusive teaching in third level education in Ireland: a reflection on disability and ethnical diversity in the classroom**

**Ingrid Lewis**

Dundalk Institute of Technology, Ireland | [ingridutzu2@yahoo.com](mailto:ingridutzu2@yahoo.com)

Inclusion is a very multifaceted reality, which reflects various sources of diversity such as gender, disability, competencies, prior knowledge, language skills, cultural, racial and/or ethnic background (Westwood 2013, p. 11). This paper will consider two aspects of inclusion, which are emerging to a great extent in my teaching practice: integrating ethnically-diverse students and adjusting teaching to the needs of disabled students.

Firstly, the paper will focus on inclusive teaching of classes with mixed nationalities and ethnically-diverse students, who are challenged in their learning endeavours because of their diverse cultural background and, very often, linguistic abilities. Many of the students that I have taught so far in Ireland, Croatia and Italy came from different national or ethnic backgrounds and/or were undertaking their studies in a language that was not their mother tongue. I could empathise with them because my academic journey, that brought me to Italy and later to Ireland, was a similar one. As a result, I never take things for granted when teaching in a multicultural environment and I praise the students' efforts to overcome cultural, national and linguistic barriers. My approach towards integrating ethnically-diverse students was influenced greatly by Martin's (2017, pp. 27-28) idea of classroom as a "potential cultural laboratory". This highlights a complex class dynamic, based on mutual growth and understanding of students. In order to be able to fit in and perform well, culturally-diverse students need to feel welcome, accepted and supported by their peers. This implies creating a classroom climate that promotes intercultural and inter-ethnic dialogue, encouraging all students to acknowledge and celebrate their diversity as a source of richness and multiple points of view. This paper will explain how my teaching practice is underpinned by Martin's (2017) concept of cultural laboratories.

Secondly, this paper will discuss the integration of students with disability and how my teaching is adjusted to better respond to their needs. At the beginning of each academic year, lecturers receive individual learning agreements for the students with various disabilities. These agreements provide general guidelines in relation to the specific requirements of the student in relation to lectures, continuous assessment assignments and examinations. Based on the information provided on these learning agreements, I endeavour to create a supportive relationship with the students and to provide a learning environment that best responds to their needs. Often, strategies to accommodate students with disability include visual aids, handouts, materials available on Moodle immediately after the class, the use of active learning activities and peer-collaboration among students.

Overall, this paper explains my teaching practice based on reaching all students with a flexible and inclusive teaching style, complemented by creating a stimulating and open-minded learning environment in which diversity will be considered as a strength and a benefit

## **Parental counseling and its effects on the personality formation of the child**

**Camelia Augusta Roşu**

1 Decembrie 1918 University of Alba Iulia, Romania | [cameliaaug.rosu@gmail.com](mailto:cameliaaug.rosu@gmail.com)

Raising children is a challenge as children grow, change, go through a series of evolutionary phases with different tasks and goals, which the parent often does not know. The child starts from the stage where his/her primary need is care and evolves until he/she has to detach from his/her parents to explore the world. Parental counseling is of fundamental importance regarding the physical, cognitive and psychosocial development of the child in the first years of life. The socio-economic status and the cultural context influence the way parents raise and educate their children. Many of the parents living in poverty and social exclusion, concerned about the conditions in which they live do not realize their parental style and its influence on the development of children, do not problematize the parent-child relationship and the importance of the first years of life for the formation of the child's personality. The article illustrates how 50 Roma families from different marginalized communities in Alba Iulia were supported in their educational role and in activating resources and skills for raising children by different sessions of parental counseling. Families who have been under parental counseling have become aware of the importance of children's education, the need to go to school, the value of affection in building the parent-child relationship, and the future relationships that the child will have in the future, etc. Parental counseling offered parents a path through which to deepen, clarify, improve their educational style and family communication.

## **Developing Cultural Openness through the Translation of the Accommodation Literature**

**Nicoleta Loredana Moroşan**

Ştefan cel Mare University of Suceava, Suceava, Romania | [nicoletamorosan@litere.usv.ro](mailto:nicoletamorosan@litere.usv.ro)

The translation of the accommodation literature fulfils an educational role in that it discloses to its readers a cultural interaction leading to the enhancement of the intercultural competence of its characters and subsequently of its readership. The account of this cultural interaction made in the first person singular and in a humorous key by an expatriate who decided to move out and settle down in a foreign country in search of a new lifestyle has a great didactic potential which



can be successfully exploited and valued in the classroom by teachers intent upon developing their students' cultural awareness and openness towards the Otherness.

## **Dislocated children and the narrative of hope in education: a challenge for the teachers training**

**Adela Mihaela Țăranu**

Technical University of Civil Engineering Bucharest, Romania  
Institute of Educational Sciences, Bucharest, Romania | [adelataranu@gmail.com](mailto:adelataranu@gmail.com)

According with the ultimate reportes on migration (OIM, UNHCR, Eurostat), in the last five years an unprecedented number of persons were forced to abandon their homes, at global level. Between those persons, half of them are children, teenagers and youngsters which are profoundly affected on educational and emotional level. The datas for Romania shows that year 2017 was the peak of the migrants fluxes, including harboring the minors. The refugee waves which were started from 2015 have subjected the European countries to a collective challenge on the topic of immigration, from the reconsideration of the associated concepts to the development of integration policies and practices. In this multidimensional process, the access to the education and professional training is considered as an essential pillar of the policies directed towards to the specific needs of the migrants. On the other hand, the concrete process of integration is an individual one, which depends on coping strategies and personal resources and of the new social environment opportunities, too. As for refugees, UNHCR studies estimate a five-fold increased risk of refugee children and teenagers to access education and an average duration of twenty years exile from repeated and temporary socio-cultural transitions. Psychologists describe this process through successive adaptations and readjustments that generate specific types of anxieties faced by individuals /groups and correlate their psychological and educational resilience with factors such as the stability of the receiving environment and the reduction of transition time. The European norms enforced over the necessity and compulsory that the member states to assure the right and access to education to every child on national system starting even from the reception period and as close as possible to the majority community, in public educational system. One of the challenges highlighted by different studies addressed to the practitioners working with refugees include increasing the well-being of students both at the individual level and at the school group level. In the present study we want to identify in few of the refugees host schools in Romania, both the educational needs of the children/teenagers coming from the migrants communities and the professional needs of the teachers. Our aim is to underlie the pedagogical/educational discourse of the teachers and its effect over the wellbeing of the migrant's pupils which is associated with the socialization and learning inside of the group of children/teenagers. In this approach, we started from the hypothesis that an interpersonal and nonpunitive discourse will generate a narrative of hope for vulnerable students and beyond. The conclusions of the research lead us to the training directions of the teachers who could prove beneficial including in the approach of the remigrated students, more and more in Romania.

## Early childhood education (ECE)

### **Trends and prospects for improving the activity of preschool education institutions of Ukraine on the aesthetic education of children by figurative activity**

**Hanna M. Bepalko**

Yuriy Fedkovych National University, Chernivtsi, Ukraine

The article searches for effective mechanisms of aesthetic upbringing of preschool children by means of figurative activity. The author analyzes the programs of education and training of children in preschool establishments of Ukraine. The tendencies and prospects of activity improvement of preschool education institutions of Ukraine on aesthetic upbringing of children are determined: improvement of programs of upbringing and training, updating of methodological support, introduction of achievements of domestic researchers on the theory of aesthetic upbringing. Traditional and innovative ways to guide children's imagery are characterized. Further perspectives of the use of figurative activity are considered taking into account the modern achievements of the theory of aesthetic education, experience of developed countries of Europe and the world, while not ignoring or diminishing the achievements of the national preschool, including the second half of the twentieth century.

### **Main Principles of Using Audiovisual Method in Teaching the Native Language to Children of Pre-School Age in the Ukrainian Diaspora of the USA and Canada**

**Iryna Rudnytska –Yuriichuk**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [irynarudnitska@ukr.net](mailto:irynarudnitska@ukr.net)

International educational system of the Ukrainian diaspora of the USA and Canada the pre-school period covers the first stages of extra-familiar education, where establishing of child's consciousness and connecting to spiritual values of the Ukrainian nation are taking place. Efficiency of this process depends on multiple factors. A significant role among them is played by didactic provision of educational-instructional process in pre-school educational institutions of various kinds whose main aim is to form national consciousness of the pupils through acquiring the Ukrainian language, as well as mastering contents of Ukrainian Studies subjects.

In spite of present essential researches in the area of teaching children the Ukrainian language, questions which would elucidate peculiarities of using audiovisual method for studying the native language by children of pre-school age in the western diaspora are still being not answered. Analysis of didactic provision of pre-school education and up bringing of foreign Ukrainians are further perspective directions of research of the offered topic.

The aim of the research lies in analyzing peculiarities of teaching the Ukrainian language to children of pre-school age in educational institutions of the Ukrainian diaspora with the use of audiovisual method.

We consider it crucial to point out a series of three study books by Sofiya Vasylyshyn “See. Listen. Speak”, which is based on the audiovisual method and aimed at beginner’s level.

Another principal position of S. Vasylyshyn as a pedagogue and a study book author deserves to be mentioned. The experienced methodologist emphasizes it is not needed to teach grammar to young kids since they acquire the language in a natural way, though hearing, they perceive automatically gender, number, case conjugations, as well as other main laws of the language. She believes that it is not an easy thing to do and requires extreme patience because one needs to repeat same sentences many times, use various means and methods in order to consolidate the acquired knowledge.

It should be stated that the material presented in the study book and its didactic background give a possibility to diversify children’s cognitive activity, ensure their intellectual, physical, moral and aesthetic development, form collaboration skills in pairs and groups, acquire practical skills of using the Ukrainian language in different life situations etc.

While the problem of formation of interest among children of Ukrainian origin to studying them other tongue is being topical, pedagogues have been looking for effective ways to solve it for decades. Since play is a leading type of education activity at pre-school and before-school age, experienced pre-school teachers and teachers at native language schools in the USA and Canada have been using play methods and means in language teaching.

## **Formation of the students’ creative personality majoring in «Preschool education» in the process of studying the methods of musical education**

**Yaryna Vyshpynska**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [vyshpynska@ukr.net](mailto:vyshpynska@ukr.net)

The body of the article goes on to discuss the creative models of a student’s personality’s development in the process of mastering the course «Theory and methods of musical education of the preschool children».

In general, the teacher’s profession accumulates a big number of opportunities for the creative improvement of a would-be teacher’s personality. All types of activities used while working with children in the process of mastering the artistic competencies (like fine arts, modeling, designing, appliqué work or musical activities) require not only technical skills, but also sufficient creative imagination, lively idea, the ability to combine different tasks and achieve the goals.

In order to shape the musical skills of the would-be teachers, it is important to provide them not only with theoretical knowledge, but also with practical skills that include mastering the methods of musical education in the preschool educational institutions.

Achieving this task is possible if students are involved into the process of mastering the active types of musical activities – singing, musical-rhythmic and instrumental activity, development of aesthetic perception of musical works.

While watching the group of students trying to master the musical activity, it is easy to notice that they are good at repeating simple vocal and music-rhythmic exercises. This is due to the young man’s ability to imitate.

Musical and instrumental activities require much more efforts and attention. It is focused on the types and methods of sound production by the children's musical instruments, the organization of melodic line on the rhythm, the coherence of actions in the collective music: ensemble or the highest form of performance – orchestra.

Other effective forms of work include: the phrase-based study of rhythmic and melodic party, the ability to hear and keep the pause, to agree the playing with the musical accompaniment of the conductor, to feel your partner, to follow the instructions of the partitura. All the above-mentioned elements require systematic training and well selected music repertoire.

Students find interesting the creative exercises in the course of music-performing activities which develop musical abilities, imagination and interpretive skills of aesthetic perception of music, the complex of improvisational creativity in vocal, musical-rhythmic and instrumental activity.

The experiments in verbal coloring of a musical work are interesting too. Due to the fact that children perceive music figuratively, it is necessary for the teacher to learn to speak about music in a creative and vivid way. After all, music as well as poetry or painting, is a considerable emotional expression of feelings, moods, ideas and character.

To crown it all, important aspects of the would-be teacher's creative personality's development include the opportunities for practical and classroom work at the university, where they can develop the musical abilities of students as well as the professional competence of the would-be specialist in music activity.

The period of pedagogical practice is the best time for a student, as it is rich in possibilities and opportunities to form his or her creative personality. In this period in the process of the direct interaction with the preschool-aged children students form their consciousness; improve their methodical abilities and creative individuality in the types of artistic activity.

## **Gender identity of the preschoolers**

**Liubov Kostyk, Vasyl Kostyk**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [doshkchnu@gmail.com](mailto:doshkchnu@gmail.com)

The gender approach in the education of preschool children is primarily in the study of the peculiarities of their gender assumptions and the guarantee of individual approach to the behavior of boys and girls of preschool age and the targeted use by mentors in educational work of various teaching tools and role-playing games, which promote the formation of gender identity in preschoolers.

The issue of gender education of preschool children examined by K. Ushinski, S. Marutyan, V. Suhomlinsky, A. Komensky, S. Shapovalova, A. Kudryavtsev, A. Palij, P. Plishenko, T. Repina, L. Frankova, A. Kikeneize etc.

On the formation and approval of the equal, independent of the gender possibilities of self-realization, needs to be oriented gender-sensitive approach to the upbringing of children of preschool age. But as practical experience shows, the content of the education of preschool children lack a gender component and its methodological support. In pre-school gender education occurs spontaneously, teachers used the traditional approach in the formation of self-identity of the child and his attitudes of self-perception only by gender.

Experimentally the level of formation of gender identity and age and sex identification of preschool children. The sample consisted of children of the senior preschool preschool educational establishment combined type №9 of the city of Chernivtsi.

According to the method of "Quality" in boys of preschool age dominated by masculine gender representation. Feminine type of gender representations in boys is 26 % and suggests that it is inherent in the gender-atypical gender presentation. The androgynous style is 11%, and less for our results is sex-neutral type-6%, indicating the uncertainty of gender the boys of preschool age. Basically, the gender representation of boys is gender-relevant, they dominated the masculine gender expectations.

Girls, according to our results, does not tend to masculine gender representation. And more than 75 percent is a feminine type of gender representations that characterizes their attitude on sex-typical behavior. The androgynous type of gender representations is 21 %. A small percentage of girls have gender-neutral type of gender representations.

The obtained results of our research on the methodology of "Quality" has shown that boys unlike girls, a significant percentage (26%) is an indicator of femininity, obviously, can be explained by the presence of primary female identification of the boy with his mother, a predominantly female environment in pre-school. Conversely, the feminization of girls is much faster than masculinization of boys.

There is no doubt that all children characterized by the presence of gender attitudes. Basically, the gender perceptions of children of preschool age is statevalue, but boys levels of masculinity slightly lower (75%) than girls (89%). Boys find the instrumental role to be energetic, confident, mobile, courageous, while girls have an expressive role - communicative, gentle, empathetic.

Therefore, according to the study, the vast majority of older preschool children are aware of their belonging to male or female and do not want to change their gender. This means that at this age, almost all children have a gender identity already formed.

## **New approaches to children adaptation in the conditions of a pre-school educational institution**

**Yaryna Kvasetska**

Yuriy Fedkovych National University, Chernivtsi, Ukraine | [y.kvasetska@chnu.edu.ua](mailto:y.kvasetska@chnu.edu.ua)

The article is dedicated to applying new adaptation and developmental means and technologies in the process of social adaptation of children at pre-school educational institutions. Psychological and pedagogical forms of children socialization have been presented, the essence has been explained and the factors impacting its efficiency have been defined. With the experience of the pedagogical personnel of the pre-school educational institution №33 Center of Children's Development "Home for the Talented" (city of Chernivtsi) in this process taken into account, new approaches in organizing successful children adaptation have been provided which were observed firstly in formation of a comprehensive system of pedagogical actions, creation of emotionally beneficial atmosphere and building close interest-driven cooperation of the main participants of the educational-instructional process – children, parents, pedagogues, psychologists, managers and other employees of the pre-school educational institution.

Forms of organizational-methodological work with pedagogical personnel and algorithms of children comfort control at a pre-school educational institution have been given. Outcomes of the diagnostic project "Does the child feel comfortable at the educational institution?" have

been presented, the project being aimed at studying children's attitude to the educational institution and defining their emotional state, level of relationship between the pedagogue and the pupils, corresponding of conditions provided for children's successful personality needs. It has been stated that in work of the pre-school educational institution teachers and other employees of the institution there have been seen positive tendencies regarding using the individual-differential approach to each child, creating object and space environment with taking into consideration age peculiarities and children's needs in close cooperation with the family. The conclusions have it that in terms of successful adaptation of children in the conditions of a pre-school educational institution the most important things are formation of a single educational space, wider use of means of play activity and small folklore genres, creation of atmosphere of common interests of the children, their parents and the pre-school educational institution teachers, as well as more effective pedagogisation of the parents.

## **The role of preschool educational establishment and primary school continuity in forming children's healthy lifestyle**

**Babiuk Tetiana**

Kamianets-Podilskyi National Ivan Ohienko University, Ukraine | [Tanja17@email.ua](mailto:Tanja17@email.ua)

In pedagogics, the continuity of separate educational links is viewed as the connection that ensures that further development of progressive and rational ideas that have been attained in personality forming on previous stages is provided during the next stages of education. Taking into account the fact that children lose certain part of their health during their school years, the issue of strengthening and maintenance of their health, forming of healthy lifestyle becomes one of the major ones.

Continuity is the basic condition of existence of any educational system. Absence of continuity between separate stages results in the decline of its efficiency. The essence of continuity consists both in establishing appropriate connections between the stages of personality development while taking into account the features of certain age group and in creation of pedagogical and psychological activity conditions that would provide child's development, ensure knowledge, abilities, skills, norms, and rules of behaviour understanding at preschool educational establishment and school. Based on of scientific pedagogical analysis in continuity we have distinguished the most effective conditions children's healthy lifestyle education: valeological orientation of educational work of preschool educational establishment and primary school; interconnection in content, tasks, and methods of valeological education; cooperation of preschool educational establishment and primary school in healthy lifestyle forming; maximal use of all types of child's activities.

Activities of teaching staff at preschool educational establishment and primary school aimed at healthy lifestyle education should be built on such principles: humanism, integrity, continuity, prevention, subjectivity, unity of pedagogical requirements of educational establishments and family.

The basic forms of such children's healthy lifestyle education work are class at preschool educational establishment and lesson at primary school. The educational process in preschool educational establishment and primary school is built on such types of activity: cognitive, play, depicting, speech, educational. Work with children on healthy lifestyle education is realised through specially developed system of classes (lessons).

The important condition of providing efficiency of various lesson forms delivery is creation of certain valeologically expedient development environment. It entailed observance of all hygienic norms in selection of furniture, equipment, light, and temperature modes, choice of the most expedient forms of class organization, conditions for the systematic tempering, psychological comfort, aesthetic workplace design, corner of health and special library organisation, and combined effort of preschool establishment educators, primary school teachers and parents.

Thus, the increase of children's healthy lifestyle education efficiency is possible through providing the continuity of work of preschool educational establishment and primary school. Its essence lays in creating connections in educational material, methods and forms of education that is simultaneously aimed at preparation of children to school studies and optimal use of the preschool educational establishment experience in healthy lifestyle.

### **Job satisfaction and professional burnout: how to keep preschool teachers in balance?**

**Oksana Polishchuk, Tetiana Koltunovych, Yaroslava Andreyeva, Natalia Heisonyuk**

Yuriy Fedkovych National University, Chernivtsi, Ukraine

The object of the scientific work is to define special aspects of relationship between job satisfaction and professional burnout of the preschool teachers. The study involved 90 preschool teachers. An average age of examinees - 25.5 years, the sample is homogeneous. As part of the study, the following technologies were applied: "Diagnostics of communicative social competence" (N.P. Fetiskin, V.V. Kozlov, G.M. Manuilov), "Coping strategies Inventory" by R. Lazarus (WCQ methodology adaptation), "Maslach Burnout Inventory Education Survey (MBI-ES)", "The Buss-Durkey Hostility Inventory" (BDHI), The "Workaholism" Inventory (E.P. Ilyin), The "Multidimensional Perfectionism Scale" (MPS) (P.L. Hewitt, G.L. Flett), "Job Satisfaction Survey" (JSS), "Evaluation of Personality Satisfaction with Work", Descriptive Statistics Methods, Spearman's Rank correlation analysis, One-way analysis of variance. The study found numerous statistically significant correlations between job satisfaction and its components and professional burnout and its components. In particular, professional burnout inversely correlates with job satisfaction, interest in work, relationship satisfaction, satisfaction with achievement, working conditions and professional responsibility ( $p \leq 0.01$ ); specific characteristics of communicative and social competence: cheerfulness and carelessness, sensitivity to others, self-control/submission to rules ( $p \leq 0.01$ ); positive reevaluation ( $p \leq 0.01$ ). Direct correlation was found between burnout and propensity for asocial behavior, confrontational coping, search of support, physical aggression, suspicion, hostility, harassment level in professional activity ( $p \leq 0.01$ ), workaholism ( $p \leq 0.05$ ). Job satisfaction correlates positively with characteristics of communicative and social competence: openness/sociability, sensitivity to others, emotional resilience ( $p \leq 0.01$ ); and vice versa - with a tendency for asocial behavior, distancing, emotional exhaustion, depersonalization, general index of professional burnout, indirect aggression, socially ascribed perfectionism ( $p \leq 0.01$ ), workaholism ( $p \leq 0.05$ ). The results of the Kruskal-Wallis analysis of variance revealed statistically significant differences between groups of preschool teachers with different levels of job satisfaction. Preschool teachers with job satisfaction are more open/sociable, sensitive to others, willing to take responsibility, prone to distancing, emotional exhaustion, more demanding to themselves than to others, have moderate workaholism. Preschool teachers with high level of professional burnout are characterized by: workaholism, confrontational coping, distancing, seeking social support, low level of perfectionism directed at others, self-control, positive reassessment and job satisfaction as a

whole. Empirical study confirms the assumption that there exists an inverse relationship between the professional burnout of preschool teachers and their job satisfaction. The data obtained indicate the importance of communicative competence development, prevention and timely correction of burnout symptoms. Social supportability, ability to apply pro-social coping strategies, as well as healthy perfectionism and workaholicism will contribute to a greater sensation of job satisfaction.

## **Educational approach of socio-ecological training of the preschoolers personality**

**Andreea Cerguță**

George Bacovia Secondary School Bacău, Bacău, Romania | [codruta252007@yahoo.com](mailto:codruta252007@yahoo.com)

The ability of a person to adapt to the demands of life and to deal with problematic situations depends on the integrated functioning of his social skills and on the reasoning / cognitive functions (Ștefan, C., 2007, p. 12). Social education programs have led to improvements in academic achievement. In the schools that participated in the studies (Goleman, 2008, p. 10), 50% of the children showed improvement in the test scores.

The cognitive development is influenced by the level of the development of the socio-ecological abilities of the children, the preparation and adaptation to the environment and the school requirements. A child who has frequent fear reactions when he or she has to complete a task will focus his or her intentional resources on managing the fear experienced, to the detriment of using the resources to perform school tasks (Harris, PL, Olthof, T., & Terwogt, M., 1981). Preschool children can have obvious individual characteristics of age and at the level of development of social and ecological competences. Intrapersonal and interpersonal factors influence the level of socio-ecological skills development. The specific genetic component of each child, as well as the influences of social and educational environment, have a strong influence on the development of these skills (Howes, C., Hamilton, C., E., Philipsen, L., C., 1998). Socio-ecological competences represent the process by which preschoolers learn the action models, norms, symbols and values specific to the society, transforming them into rules of personal life.



## Leadership in Education (LE)

### **The teacher within: a holistic approach to supporting teachers' health and well-being through mindfulness and mentoring**

**Simona Baci**

Transylvania College Foundation, Cluj-Napoca, Romania | [simona.baciu@transylvania-college.ro](mailto:simona.baciu@transylvania-college.ro)

The Teacher Within (TTW) is an innovative health and wellness program designed to enhance teachers' self-awareness, resiliency, and positive mindsets. The program supports teachers' health and well-being through interactive training sessions, daily 5-minute mindfulness exercises, and peer mentoring based on the ethic of care. The power of this program lies in the blending of intrapersonal work with interpersonal support.

#### Objectives

1. Provide an overview of evidence-based training methods, daily mindfulness practices, and supportive peer mentoring relationships that enhance teachers' health and well-being.
2. Share the TTW 100-Day Challenge, a comprehensive approach to motivating, structuring, and supporting these processes to promote teachers' health and well-being.
3. Discuss insights from the anecdotal data gathered before, during, and after the implementation of The 100-Day Challenge outlining how these strategies reduced stress, increased teachers' and students' health and well-being, and contributed to a positive school climate.

### **Leadership and Learning Style in Educational Management**

**Otilia Clipa, Anca Gontariu**

Ștefan cel Mare University of Suceava, Suceava, Romania | [otilia.clipa@usm.ro](mailto:otilia.clipa@usm.ro)

The need for social life management is so obvious nowadays; that various authors think that the economic and social developments are influenced to a great extent by the way in which leadership is done. With respect to the development of the activities within the educational institutions, we appreciate that they require the setting of some high performance standards that lead to the increment of the leadership process complexity. At the same time, the employee – leader relationship changed because nowadays there isn't an emphasis on the individualized approach but on team work. Bringing into discussion learning too, it has to be said that the teachers' leadership style can be influenced by their learning style or vice versa. In other words,

the learning process doesn't end at the working place since the leadership and learning styles have a very strong connection. The responsibilities, abilities and skills acquired by the teachers that successfully manage a class of pupils or even a school, encourage learning and convince of the necessity of continuous learning.

Thus, "Leadership and learning in school management" is a nowadays theme aiming at the way in which both teachers' leadership and learning styles are part of an efficient school management. Thus, this research aims at investigating the way in which teachers' leadership and learning styles interact in order to get an efficient management. The data were collected using MLQ (Multifactor Leadership Questionnaire) –A self – assessment questionnaire for leader and LSI (Learning Styles Inventory).

## **The roles of learning style in educational leadership**

**Otilia Clipa, Raluca Robciuc**

Ștefan cel Mare University of Suceava, Suceava, Romania | [otilia.clipa@usm.ro](mailto:otilia.clipa@usm.ro)

Leadership models are an actual theme for science of education field. The concept of leadership can be understood as a process of influence based on values and beliefs. There are very similar to management models, but these models offer different perspectives. Sergiovanni (1984, pg. 6) says: "leadership theory and practice offer a limited vision, which insists on some aspects of leadership and excludes others". According to other definitions, the process of leadership includes the attainment of objectives, which means that it is necessary to collaborate with the other persons within the institution for carrying out tasks. Thus, the subordinates and the leader take part in the leadership process. It is the leader who initiates the relationship, creates communication links, and maintains these social relations. (Keller, 2006; Northouse, 2001).

The concept of leadership must be defined as the ability to initiate, form and maintain the group to high standards, in order to be able to communicate with other schools. Thus, the results should be noted according to the performance of the group, but also to the fact that it is responsible for the protection of people in the workplace (Barling, Loughlin, Kelloway, 2002; Kelloway, Mullen, Francis, 2006).

Given the leadership concept of training, it should be emphasized that this type of leadership is different from the other models, being oriented on the direction, and not on the leader process. Training leadership or learning-centered leadership emphasizes teaching and learning as the main goals of educational institutions.

In this paper, a topic is studied which follows the way in which the teaching style and the leadership style of the teachers help to achieve an efficient school management. In the field of research, the concept of leadership has received great attention and can be analyzed from several perspectives. (Winum, 2003) defined this concept as either "a process of persuasion by which an individual induces the group to pursue the goals shared by its leaders and subordinates" or "a process of social influence, in which a person is able to obtain help and support from others in accomplishing a common task ", as Chemers (2000) stated, how many definitions of leadership exist, so many theories.

In the literature, it is noted that there are several leadership styles, so that some authors have structured their own classification. Lewin, Lippitt and White in Zlate (2004) identified three leadership styles: democratic, authoritarian and free (laissez-faire).

## Quality Management and Leadership in Education

**Gabriela-Livia Curpanaru**

Teacher`s Training Institute, Neamț, Romania | [gabriela.curpanaru@gmail.com](mailto:gabriela.curpanaru@gmail.com)

Increasingly, the notion of manager is confronted with that of leader. The literature written on this subject is considerable (John P. Kotter and Abraham Zaleznik being only two of the sound names that can be mentioned in this endeavor). Zaleznik proposed that managers were results driven and leaders were creative artists. Kotter proposed that leaders navigated change and managers navigated complexity. John P. Kotter says that today's managers need to know how to lead, be managers and leaders. The differences are: 1. Management is more formal and scientific than leadership. Management is an explicit set of tools and techniques, based on reason and testing, that can be used in a variety of situations; 2. Leadership involves having a vision of where the organization should go; 3. Leadership demands cooperation, teamwork. Researcher Warren Bennis said, "Managers are people who do things right, and leaders are people who do right things." Organizations need both. So what does leader mean, what does manager mean? Why are these concepts being put so often face to face? A management specialist, P. Drucker (The Practice of Management, 1954) draws a first distinction: management means doing the right thing, and leadership means doing the right thing. Such an opinion is continued by S. R. Covey (1990): "management is efficient in ascending on the scale of success, and management determines whether the ladder is placed on the right wall". In other words, the manager manages, organizes, the leader has a vision. Such a direction of analysis is illustratively supported by the metaphor of the road through the jungle: in organizing and conducting this expedition - often similar to the activity of organizations to achieve the proposed objectives - the manager prepares the tools, distributes them to the participants, writes and debates procedural manuals, in time what the driver looks for the direction, the path, has a certain sense for finding the best way. Thus, while the manager generates orders, organization, the leader creates and causes change, draws directions not only objectives, sets directions not only agendas, seeks new resources does not rationally allocate only existing ones. Assuring quality management inevitably brings multiple changes of substance and size in terms of philosophy and management practice at the level of the Romanian school. The concept of quality management necessarily includes the notion of leadership. The multiple researches carried out over time on quality management in education have consistently nominated among the factors that generate and feed this efficiency, the idea of leadership. Thus, the quality of leader of the manager is considered fundamental for ensuring quality management in the school, and the school is considered effective.

## School Leadership – the Main Factor in High Quality Education

**Mariana Deleanu**

Iustin Pîrvu Secondary School, Poiana Teiului, Romania | [deleanumar@yahoo.com](mailto:deleanumar@yahoo.com)

In recent years there has been increasing talk of leadership in all fields of activity, including in education, this being manifested at the organization's leadership level, but also at the teacher's leadership of students' classes. Apart from these two forms of manifestation there is increasing emphasis on exercising teacher's leadership skills in what concerns his professional training through direct involvement and critical analysis of his professional activity and of the social

environment in which he works, he himself having the role of a factor in innovation, change and transformation.

The article highlights the importance of leadership in school units, an indispensable factor in obtaining a quality educational act, by implementing the principles and methodology of collegial leadership as the main factor in ensuring the teacher's quality professional development, with benefits in the educational process at the learning and developing level of classroom, institution, and community. The analysis of leadership manifestation in the medium sized schools, reveals the teachers' desire of being the promoters of change in order to achieve the desired educational aims.

## **Coaching and mentoring of leadership competencies of the master`s students in educational management**

**Mihaela Gabriela Neacșu, Florentina Bucuroiu, Mădălina Cuceanu**

University of Pitești, Romania | [mihaela\\_g\\_neacsu@yahoo.com](mailto:mihaela_g_neacsu@yahoo.com)

The paper presents the results of a psycho-pedagogical study focused on some practical aspects of developing the leadership competencies of the master`s students who prepare themselves for the managerial career in education. They start from the leadership models offered by the educational leaders in the position of mentors who are in charge with the specialized practice in the application school units.

The purpose of this study was to submit to a comprehensive analysis both the perceptions of the mentoring educational leaders and the opinions of the master`s students regarding some practical aspects of the shaping/development of the leadership competencies set, as well as concerning the strategies by which the educational leaders induce change in the school organization and influence the quality of school life.

The objectives of the study referred to:

- description of some operational tools used for shaping/developing the leadership competencies of the master`s students in educational management during the specialized practice;
- presenting the conclusions of the focus-groups with the school managers and the master`s students in educational management.

## **Integration of virtual reality in the instructive-educational process in primary education**

**Gabriel Cramariuc, Mădălina-Andrada Dan**

Ștefan cel Mare University of Suceava, Suceava, Romania | [gabriel.cramariuc@usm.ro](mailto:gabriel.cramariuc@usm.ro)

Today's children live immersed in the digital environment and build in this environment connections, both social connections and connections with their fields of interest. The classroom could be that submarine that students sail safely in the ever-deeper waters of digital technology and the Internet and that will lead students on the fascinating journey of knowledge. How prepared are teachers and parents to be children's guides?

The aim of this paper is to identify the availability of teachers who teach in primary education and parents who have children enrolled at this level on the use of virtual reality in education, more precisely in the instructional-educational process.

In order to demonstrate the mobilizing character of the use of virtual reality in the school environment, more precisely in primary education, the research was conducted on two groups. The first group is represented by teachers who teach in primary education and consists of 107 subjects, and the second group shows parents who have children enrolled in primary education and consists of the same number of subjects, ie 107.

The research findings support both the positive opinions of teachers and parents regarding the use of virtual reality in education, and their willingness to integrate this type of technology in the instructional-educational process.

### **How efficiently do we use the information technology in the teaching-learning process?**

**Otilia Clipa, Clapona Simona Anton**

Ștefan cel Mare University of Suceava, Suceava, Romania | [otilia.clipa@usm.ro](mailto:otilia.clipa@usm.ro)

This article aims to evaluate the level of integration of technology in the classroom by teachers and the use of information and communication technology in the didactic activity. The new trends in the Romanian education system are many and in order to achieve them, it is necessary to develop ICT skills. The purpose of this article is to investigate with the help of scientific research what is the level of technology integration in the didactic activity. The article is based on a quantitative research, using the survey method, the working tool being the questionnaire. The obtained results highlight that there are still problems in schools regarding the existence of IT equipment, their purchase and their use in the instructional-educational process. However, teachers are more open and concerned about doing lessons with the help of ICT. In conclusion, there are limitations to the use of ICT, which can be removed only by maintaining an essential role of the teacher in the acquisition, processing and use of information, for the formation of the skills and practical skills and the acquisition of IT equipment.

### **Leadership styles in educational institutions in preschool education**

**Liliana Rusu, Oltea Hrițcu**

Ștefan cel Mare University of Suceava, Suceava, Romania | [dascalescu\\_liliana@yahoo.com](mailto:dascalescu_liliana@yahoo.com)

Limited time only to the economic area, the term management has extended its applicability to educational institutions. The fact that an organization is working does not mean that it is a performing organization, a benchmark for other organizations, important is how policies and educational directions are implemented in practice. Looking from this perspective on the field of management is an area that is always of interest to current theorists and practitioners.

This approach aimed at identifying the type of leadership and management model that is predominantly addressed in the management of pre-school educational institutions and the dimensions that influence kindergarten managers in articulating their own management style.

In carrying out the investigation, the 6S 21 Multifactorial leadership questionnaire was used by the ITemi grouped in three scales that outline three types of leadership: Transformational, transactional and laissez-faire. A series of dimensions or subscales are appropriate for each scale.

The MLQ questionnaire is considered to be the most commonly used means of self-assessment/assessment of the type of leadership addressed by the people in or going to be in charge of leadership positions. 96 kindergarten managers participated in this research.

The processing of the responses was carried out through the IBM SPSS Statistics Statistical analysis Program. Using the functions of this program, a number of correlations have been made between study variables, frequency and descriptive analyzes. Data processing has shown that there is a preschool leadership style predominantly addressed, i.e. transformational style, but it is combined with transactional style.

From this conclusion, it can be concluded that there is a tendency to use that inclusive style, toward which all managers of educational establishments tend to be independent of the level of educational training available in the establishment.

The input of this research work is evident through quantitative analysis linked to the current educational context in which changes need to be implemented at a fast pace. The current study deals strictly with the issue of leadership styles and management models addressed by directors of pre-school education institutions, as opposed to other works dealing with the same subject, but generally with pre-university (pre-school, secondary and tertiary) or university education.