

1.	<p><b>Globalization, knowledge and the need for a learning revolution</b> <i>(in Romanian)</i></p> <p>PhD. Peter Jarvis University of Surrey, Great Britain</p> <p><b>Abstract:</b> The world has reached a crucial status of development and numerous motives for which us, the educators should stop and better acknowledge our role in society, do exist. The world has become so complex that even the simplest things appear complicated. I have started my paper talking about educators, although the title refers to the learning process and we literally can not mistake the two key words anymore, even if for our past generations, they have been nearly similar. There is the process of schooling, which in European Commission's terms should mean "education and professionalization/ training" and learning in adulthood – what has recently been lifelong learning, and in this present it bears all the processes of learning with the exception of school education, training and university education. Although in the last 10 years the European Commission has clarified the concept confusion in the official documents of it's policies, adult education remains an institution without an absolute framework.</p> <p><b>Key words:</b> globalization, learning revolution, lifelong learning, adult education</p>
2.	<p><b>Educational interventions regarding pupils' training for private life</b> <i>(in Romanian)</i></p> <p>Assistant Liliana Sacară, University of Bacău, Teacher Training Department</p> <p><b>Abstract:</b> Two primar directions which hold the education for private life are put under analysis and these two are: information which sights the private life concepts and it's elements; and training for a private life which includes habits and skills for assuring intimacy, values and attitudes favourable for communication and protecting the personal ego.</p> <p><b>Key words:</b> private life, public life, formative-informativ equilibrium</p>
3.	<p><b>The educational relationship and the intergenerational conflict</b> <i>(in Romanian)</i></p> <p>Assistant Bersan Otilia Sanda West University of Tmisoara</p> <p><b>Abstract:</b> In the educational relationship, the status and role asymmetry between the teacher and the student, the age difference and inefficient communication can generate conflicts. The present study analyzes some causes of teacher – student conflicts, understood as a generational conflict. We analyze both the positive and the negative effect of conflict educational relationship and we formulate some suggestions for resolving these conflicts.</p> <p><b>Key words:</b> communication inefficiency, teacher – student relationship, generational conflict, conflict resolution.</p>
4.	<p><b>The Mediated Learning in the Case of Students with Visual Impairments</b> <i>(in Romanian)</i></p> <p>Asist. PhD. Claudia Borca West University of Timisoara, Faculty of Sociology and Psychology, Educational Saciences Department</p> <p><b>Abstract:</b> This research "The Mediated Learning in the Case of Students with Visual Impairments" has as main purpose to find out some efficient ways for reflecting the real potential of each student with visual</p>

	<p>impairments by decreasing the distance between the insight capacity and the proved one and the molding of the intellectual autonomy. The target group is made up of sixty visual impaired students between seven and eleven year old boys and girls – heaving an . 65-85 I.Q. This research applies the formative diagnosis: pre-test, intervention, post –test, using the Stencil method. The prevailed result confirmed the initial established hypothesis registered a high value of the transfer coefficient, of the learning rhythm a result of pshycopedagogical achieved intervention. The M.L.E. influences the structural cognitive development and the potential of adapting and modifying of the person, relating with his own experience in moments of direct learning, highlighting the scholar and extra scholar acquisitions.</p> <p><b>Key words:</b> mediated learning, formative evaluation, intelecetual potential, visual disability</p>
5.	<p><b>Ning – at the crossroads of social networks and educational environments</b> <i>(in Romanian)</i></p> <p>Lect.PhD. Gabriela Grosseck West University of Timisoara, Faculty of Sociology and Psychology</p> <p><b>Abstract:</b> Each teacher can choose from a wide range of open-source virtual learning environments (VLE), the one which is more appropriate for his/her didactic purpose. The author has chosen Ning (<a href="http://www.ning.com">http://www.ning.com</a>) as educational environment for her teaching activities from the first semester of the academic year 2007-2008, because of the possibilities it offers as digital participative communication environment, collaborative knowledge and information management system etc. The paper is trying to provide arguments for using the Ning social network in education, particularly in order to develop a virtual community of learning/practice. The body of the article is represented by the activities we carried out with the first year students from the Faculty of Sociology and Psychology, University of the West Timisoara.</p> <p><b>Key words:</b> social network, Ning, education, teaching/learning, virtual communities</p>
6.	<p><b>Teodor I. Iancovici – Teacher and School Organizer in the Banat Region between 1770 and 1800</b> <i>(in English)</i></p> <p>Elena Liliana Danciu West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department</p> <p><b>Abstract:</b> Time and people have always had at least two things in common: leaving behind a deep mark of their passage through life and keeping alive the flame of hope. And because emotional memory means having a strong connection between present and past, it seems almost inconceivable not to return, at least from time to time, to those powerful people that stood ablaze on the altar of thought or of dreams. Each century fore grounded people and ideas which were meant to remain perennial in universal civilization and culture, in the history of a nation even if sometimes posterity seems to forget about a great number of them.</p> <p><b>Key words:</b> monarchy, absolutism, Banat region, curricula, reform</p>
7.	<p><b>Socio-educational services for the elderly in Romania– between accomplishments and challenges</b> <i>(in Romanian)</i></p> <p>Raluca Lupou Romanian Institute for Adult Education</p> <p><b>Abstract:</b> The role of the educational services, in contrast with the role of social and medical assistance, is</p>

to rehabilitate the elderly to remain active, joyful, to keep their mental health (with direct effects on their physical health as well), to discover new purposes in life, to rediscover themselves. The need of seniors to be useful valorized, to share experiences and for active involvement, etc. are the ones that must guide the organizing of services destined for them. It's obvious that these services must become more creative, more attractive and functional to constantly promote the concepts of active aging and intergenerational learning.

**Key words:** educational sciences, elderly people, social assistance, intergenerational learning.