

1.	<p>Ten years of superior pedagogical teaching in West University of Timisoara (in Romanian)</p> <p>Prof. PhD. Dorel Ungureanu Head of Sciences of Education Department, West University of Timisoara</p> <p>Any anniversary occasion center, basically, on specific moment, to be lived intensively, just because it is localized on a temporal axis and, also, on an axis of facts and events, marking of the past from the future. Therefore, as a consequence, the present embodies findings, introspections, reflexions, interpretations, foregone by dead affective and motivational incursions into the past (wistful, or, by the contrary, repulsive), followed by projections, also, bipolar (optimistic or cautious).</p> <p>Generally speaking, is this our situation too, meaning the situation of Sciences of Education Department, but also, of Sciences of Education as academic specialty, both of them having covered a long way (more then years), sinuous and syncopated until present days when we are happy to find out that achievements and fulfillments prevail.</p> <p>Furthermore, our faculty had a similar process of organizational growing and becoming mature, having known during its first years some frustrating periods of structural transition within others preexisting and larger faculties, so this is why the domain of organizational identity of it preceding with just several years our anniversary domain (1994-1995).</p> <p>So, we have reasons to speak about a past in stages, more or less delimited, of development of superior pedagogical training in our University until this superior form which is celebrated now on its 10th anniversary was achieved. Having personally the opportunity and the privilege of being into these events, as young academic teacher, immediately after 1989, when the building of new structures and specialization in superior training in Timisoara had been initiated on the specific background of radical socio-cultural and economic changes, I succeeded to describe five major stages:</p> <ul style="list-style-type: none"> • The stage of formative general pedagogic academic training, of implicit nature, which had been found from the beginning in the universities of socialist Romania. It consisted in mandatory didactic character of any faculties and specialization by introducing in curricula of well known disciplines pedagogy and psychology of education, doubled by an unsubstantial stage of educational practice. This stage formally lasted until 1996. • The stage of formative general pedagogic academic training, of explicit nature, which changed the mandatory didactic character of faculties and specialization with an optional and complementary one, by introducing in curricula so called „pedagogical module”, better structured, in the same time with the establishment in the Romanian universities of so called „Didactic Personnel Training Department.” Worth to be mentioned here the spadework of first director of Didactic Personnel Training Department, Mr. associate professor PhD. Emil Surdu, member of Special Education Department on that time, who deserves our entire consideration. • The stage of explicit pedagogic academic training based on narrow specialization in short time, actually the stage of Academic College of Education, forming so called „<i>institutor</i>” (1996-2007), institution which attempted, quite successfully, to fill the „gap” left by abolishment of pedagogic high schools. Worth to be mentioned here the efforts made in order to establish these structures by some colleagues from different departments of our faculty (professor PhD. ȘTEFAN BUZĂRNESCU, professor PhD. ȘTEFAN CHIȘU) and especially the great contribution on their accreditation and coordination of our colleague
----	---

associate professor PhD. POESIS PETRESCU.

- The stage of pedagogic academic training of dual specialization with composite study profile (sociopsychopedagogic) with long duration (4 years), starting in 1997-1998 by establishing of pedagogy specialization (this being, actually, the moment we are commemorating now). Starting with 1999-2000 a related specialization, Special Education, has been added. Worth to be mentioned here the decisive contribution brought by professor. PhD. Romeo Poenaru, the head of Special Education Department, in order to establish and authorize pedagogy specialization, which, in its original formula is going to end last teaching series under the pressure of the important changes of the next and last stage.

- The stage of pedagogic academic training of multiple specializations in connection with domain of study and properly integrated, initiated by 2005-2006, in the same time with Bologna process implementation, which develop from an initial common core, the three well-known specializations (Pedagogy, Special Education and Pedagogy-school teaching). In the end of this year, first series are going to graduate the three years training cycle for bachelor degree, having as a mandatory perspective a proper master degree.

With this evolution of pedagogic academic training according with above mentioned stages, actually supporting and warranting it, an evolution of structures and organizations occurred.

Department of Pedagogy, as it is, was built in the same time with the establishment of specialization of pedagogy (four years of study) in 1997/1998 by splitting former Special Education Department which one year before and even after that had covered the activity of recently established Didactic Personnel Training Department, initially without its own didactic personnel. Established along with Psychology Department which resulted also from splitting the original structure, and joining others coexisting departments of our faculty (Sociology, Social Assistance), the Department of Pedagogy had been split into two collectives (Pedagogy and Special Education) with the authorization of parallel functioning of homonymous specialization Special Education in the year 2999/2000.

Starting with 2005-2006, these two collectives formally forgathered in the new Department of Science of Education with complete responsibilities in coordination of the new homonymous domain of studies. In numbers, the beginning of Department of Pedagogy, ten years ago, meant eight people as didactic personnel, increasing gradually up to twelve, most of them young teaching assistants or junior teaching assistants, several assistant professors with doctoral studies completed or in progress and just two associate professors.

Today, also in numbers, for existing Science of Education Department the situation of didactic personnel for the year 2007/2008 is as follow: 17 titular members, of which 12 in central location (Timisoara), and 5 in two of the three subsidiaries (3 in Deva, 2 in Caransebes and no one in Lugoj subsidiary).

According with the criterion of research-and-teaching ranks, the 17 titular members are divided as follow: 2 professors, 3 associate professors, 7 assistant professors, 5 teaching assistants. According with doctoral certification there are 9 doctors, 7 during their post graduating training, and 1 no enlisted for post graduating training.

Total number of positions in the department (Timisoara- the cycle of studies for bachelor degree and the cycle for master degree plus the three subsidiaries for bachelor degree) is 59, meaning that 42

vacant positions are covered by titular members and internal/external partners extra paid for each additional hour.

However, the four situations of covering by extra paying bring an impressive number of specific positions (146), specialization P.P.P. contributing the most by its numerous disciplines and only three specialized titular professors.

The present educational offer, addresses to a total number of 796 enlisted students, of which just 96 are following master programs, and the rest are following bachelor cycle. From these ones, will graduate and will simultaneously be examined in order to get a bachelor degree two series of students, the first one with 3 and the last one with 4 years of studies. We are talking about 430 students ready to get a bachelor degree of which approximately 200 enlisted to continue their studies on P.P.P. specialization.

The perspective of Pedagogy specialization and the one of Science of Education Department beyond this anniversary moment are tightly knitted. Actually, even today, after 10 years from its last metamorphosis, Science of Education Department continue to be called unofficially „Department of Pedagogy” and this could be a consequence of its formative traits, or could be also the result of the fact that its core had been made up from teaching personnel who graduated pedagogy.

Indeed, the structural future of department as much as curricular identity of the three specialties from actual domain of Sciences of Education certainly depends on their attractively within global academic offer and on labor market.

However, already could be felt some regressive tides under this viewpoint regarding specialization of Pedagogy, and also Special Education shows no signs of proper emancipation in the meaning of authentic symbiosis with integrated education. As about specialization of Pedagogy - school teaching, maybe the most wanted in present by the potential beneficiaries, the challenges are from different nature, for instance:

- dilution of content, restraining the volume of some tables of contains, especially their methodical extension due to extremely limited time (less then two years of learning, according to present curriculum);
- insufficiency of practical training, especially pedagogical practical training, from the same reason;
- impossibility to assure simultaneously double specialization (preschool and primary school) for graduated students because of the same reason of shortness of time;
- Inexistence of an upper level of studies, like a master degree, to offer higher competencies for secondary education.

For sure, all these things concern us in a responsible way bringing us to search realistic alternatives and solutions (see the other article signed by us in this number of Science of Education Review), but they can't and they should not put in the shadow the deserved joy of fulfillments and achievements we have got by now. Actually, ten years of existence are neither too few to implead exclusively the lack of time, nor too many to bring routine and organizational or functional stuck.

In some way, we, pedagogues, here, in Timisoara West University, have had the advantage of a real beginning, starting from zero ten years ago, neither having in our mind the feeling of resurrection of some old traditions, as others great universities had, nor failing in an excessive optimism, as other universities did which established or are going to establish Pedagogy or Special Education specialties

	<p>based on the old conception.</p> <p>To end up in a realistic and honest way, accordingly with what we are feeling this anniversary moment, it worth to address our wishes nuanced and straight-forwardly:</p> <p>Congratulation for Pedagogy (and for Special Education too)!</p> <p>HAPPY NEW YEARS FOR SCIENCES OF EDUCATION!</p>
	<p>Key words: Pedagogy Department, Sciences Education Department, Pedagogy, Special Education, Pedagogy – elementary school and kindergarten.</p>
2.	<p>From Educational Sciences to Pedagogy, through the filter of the Bologna process <i>(in Romanian)</i></p> <p>Prof.PhD. Dorel Ungureanu West University of Timisoara, Educational Sciences Department</p> <p>Abstract: The BOLOGNA Process, agreed by our country too, presents obviously the greatest opportunity to compatibilize our universities to those in the Western Europe, by reconceiving the study fields and specializations, according to the labor market demands. Regarding SCIENCES of EDUCATION, things had properly moved by regrouping in it specializations really relevant and closely related, but concerning the specialization PEDAGOGY its new „look” means rather a failure, students graduating this study path having still difficulties to get specific jobs, because of their ambiguous and mainly theoretical training.</p> <p>Key words: Bologna, Education Sciences, pedagogy, special education</p>
3.	<p>The status of Special Psychopedagogy in the field of Educational Sciences <i>(in Romanian)</i></p> <p>Lect. PhD. Mihai Florin Predescu West University of Timisoara</p> <p>Abstract: Special education is no longer an independent specialization after the implementation of Bologna process. In this paper I take into account some aspects of special education professional identity, the opportunities on the labor market for our graduates and the relations with the allied disciplines like psychology and education. I plead for a better understanding of special education as a key element of general education.</p> <p>Key words: Bologna process, special education, disability studies</p>
4.	<p>About Adult Learning. Empirical Results in different disciplines <i>(in Romanian)</i></p> <p>Prof.univ.PhD.hc. Ekkehard Nuisl University from Duisburg – Essen, Germany</p> <p>Abstract: For a while now, the matter as whether adults learn in a specific way, different from the way that children and the youth learn, and even the elderly, is widely discussed. Knowles animated this discussion in the Anglo-Saxon linguistic and cultural space, through his attempt of introducing “andragogy” as a discipline (as “Pedagogy for adults”). Even in the German space similar postulates have been tried, but in</p>

	<p>a more advised way: Tietgens and Weinberg used to write even since 1970 about „Erwachsene im Felde des Lehrens und Lernens“(Adults in the field of learning and teaching) (Tietgens/ Weinberg 1971). In both cases, the discussion had started from the general idea that there is a specific learning applied to the adult, which would logically need a specific organising of the educational processes. Horst Siebert though has repeatedly showed us that adult education can not be fully set off from school; even the learning psychology repeatedly stipulates that between youth and adult learning behaviour there's gradual differences and not fundamental ones.</p> <p>Key Words: andragogy, pedagogy for adults, specific learning, adult education</p>
5.	Lifelong learning from a European point of view <i>(in English)</i>
	<p>Jun.-Prof. Dr. Henning Pätzold University of Kaiserslautern</p> <p>Abstract: This article examines, if there is something specific “European” within the discussion on adult education and lifelong learning. To do so, it starts with some historical remarks on European forefathers of educational science. It then moves towards a more contemporary perspective on prominent authors to finally conclude with some thoughts on the common European ground, on which the national discussions and strategies on adult education are founded.</p> <p>Key Words: adult education on European level, learning, teaching</p>
6.	Promoting a lifelong learning culture. Ways of action. <i>(in Romanian)</i>
	<p>Lecturer PhD Simona Sava West University of Timisoara, Educational Sciences Department; Romanian Institute for Adult Education (IREA)</p> <p>Abstract: Following the action plan document of European Commission from 2001, „Making European Area of Lifelong Learning a Reality”, most of the Member States tried to describe in their national lifelong learning (LLL) strategies their vision about reaching a culture of lifelong learning within their societies, as well as the ways of action for developing and implementing it. Based on analysis of EU documents (with a lot of recommendations), on the national strategies or policy papers in Sweden, Norway, Germany and Hungary, and on the analysis of the actual state of art and needs in Romania, the paper will try to point out possible ways of action for setting up a culture a lifelong learning, as well as its framework, as it should be sent in the Romanian national strategy.</p> <p>Key words: „Making European Area of Lifelong Learning a Reality”, a lifelong learning culture, national learning culture strategies</p>
7.	Promoting diversity in education <i>(in Romanian)</i>
	<p>Institutioner Cristina Ardeleanu Secondary School, No. 7, Reșița</p> <p>Abstract: As a member of the European Union but also as an independent state, Romania feels the existence of diversity under two aspects: the first one is its manifestation in a multicultural society and the</p>

	<p>second is that of the existence of a lot of nationalities which live together in the same community. The educational system is one of the bridges through which we can be aware of this situation that can interfere in problem - situations which appear inside a community formed by members belonging to different nationalities. School can find solutions to create that behaviour that leads to moral values and finally can determine the human value: respect, unity, acceptance, social responsibility and equity.</p> <p>Key words: diversity, multiculturalism, nationality, minority, moral, unity, adaptability, value and acceptance.</p>
8.	<p>The intercultural education, a current debate (<i>in Franch</i>)</p> <p>Lect.univ.dr. Elena Liliانا Danciu West University of Timisoara</p> <p>Abstract: Between 3/7 September 2007 in Timisoara took place the 9th Intercultural Research Congress ARIC – theories, limits, transitions: interculturality and change. The 5 days programme of the Congress included conferences, symposia, where the participants from all over the world presented their research results, they enjoy visiting the city, Timisoara, the local authorities uncharged to their accommodation, they were invited to a special dinner by the French Intercultural Institute from Timisoara, they enjoyed an evening at Recas, assisted to concert by Florin Niculescu and the General Ensemble of ARIC.</p> <p>The most important ideas discussed during the symposium were highlighted through the interview realised with some personalities as: <i>Carignani Nicole</i> professor to the Educational Sciences Department, University of Quebec, Montreal, <i>Lahlou Mohamed</i>, Psychology Institute, University of Lyon 2, ARIC chairman, <i>Fleuri Reinaldo Matias</i>, University of Santa Catarina, Florianopolis, Brazilia, <i>Etsuo Yoneyama</i>, professor-Business System, E.M., Lyon, France (japonez), <i>Malbert Thierry</i> assistant researcher to the Antroplogy Department, University of Reunion.</p> <p>Key words: interculturality, comunication, descovery, global exchange, tolerance, interpersonal relationships</p>
9.	<p>Understanding written messages of hearing impaired children (<i>in Romanian</i>)</p> <p>Lect. PhD. Anca Luștrea West University of Timisoara, Educational Sciences Department</p> <p>Abstract: This paper discusses various approaches educators can use to evaluate the reading skills of students who are hearing impaired, with special emphasis on reading understanding. After reviewing the types of information the educators need to know about reading ability a number of assessment measures are described. The reading understanding levels of a population of 28 deaf students were evaluated with sentence and text comprehension tests. Study results reveal for the profound and severe hearing impaired students reading levels similar than the reading levels of hearing students at the onset of primary school.</p> <p>Key words: hearing impairment, reading comprehension, reading ability</p>

10.	<p>Involving parents in the educational and therapeutical acts <i>(in Romanian)</i></p> <p>Asist.PhD. Ioana Dărjan West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department</p> <p>Abstract: Parents may and should play a crucial role in supporting the therapeutical process for different kind of disorders of their children (motor, cognitive, sensitive, communication, etc.) by active and genuine implication in different stages of intervention (assessment, decision making for educational pathway, for treatment, etc.) Also, school should use the parents' implication in the effort of keeping young people in school, in improving their academic outcomes. The degree and nature of family support are determined by such factors as a stressful/unstable home life, socioeconomic status, minority membership, siblings' completion of high school, single-parent households, poor education of parents, etc. The professionals (teachers, school administrator, school counselor, psychotherapists, etc.) could obtain this important ally by treating the parents with respect and trust, and by empowering them with information and skills. In our country it is necessary to build and develop this kind of relationships (school-home), in order to overcome social and economic handicap that can add to special condition of a child. And this effort may be sustained even through formal education of professionals.</p> <p>Key words: parent implication, family suport, educational pathway</p>
11.	<p>The organizing and spacial structure of visual impairment <i>(in Romanian)</i></p> <p>Asist.PhD. Claudia Borca West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department</p> <p>Abstract: In this study we have started from the premise that the visual impairment has a series of primary results, among which the low organization of the explorative eye movement activity and dysfunctions of the visual analytical- synthetic process. After the statistical analysis of the data, we established the intellectual level of the samples subjects, the frequency of the errors and of the correct answers resulted after the use of the visual retention test, the correlation between the variables of: intelligence, correct answers and errors, as well as the explanation of the errors appeared because of the visual impairment.</p> <p>The interpretation of the statistical data revealed the intellectual level influences the spatial organization and structure at the visually impaired child, to a high level intelligence corresponding a high level of spatial organization and structure. The degree and the type of the visual deficiency give particulars to the spatial organization. Therefore, the perceptive-visual education for the simulation of the visual perception, for the elaboration of some perceptive schemes and for the coordination of the sensorial-movement schemes to facilitate the forming of the mental operation it is obligatory in the activity of a visually impaired person.</p> <p>Key words: visual impairment, spatial organization and structure, intellectual level, perceptive-visual education</p>
12.	<p>Inclusive Education – Implementation demarches <i>(in Romanian)</i></p> <p>Reader.PhD. Daniel Mara "Lucian Blaga" University of Sibiu</p>

	<p>Abstract: Inclusive education emerged as a natural reaction of the society to the need of providing the necessary context and conditions required by the specific type of education of the individuals with special needs. According to the education principles promoted by international institutions, all disabled individuals have the same rights as the other people of a similar age, regardless of their sex, language, religion, political opinions, national or social origin, financial status, or any other special characteristic of these individuals or their families.</p> <p>Key words: inclusive education, educational needs</p>
13.	<p>Student focused education as an option in the academical environment. Approaches of learning (in Romanian)</p> <p>Lector dr. Mihai Florin Predescu Conf. dr. Venera Cojocariu</p> <p>Abstract: Our paper focuses on the level of preparedness for student focused education (SFE). We examine the approaches of learning as a prerequisite for SFE. We conducted a research on the approaches of learning using a psychometric test R-SPO-2F. The results suggest that our educational system requires surface approach of learning. Students are forced to adapt to the system requirement. The results show a transition from a formative learning to certificate orientated learning.</p> <p>Key Words: student focused education, approaches of learning</p>
14.	<p>The methodology of communicative research: a scientific and friendly between universities and the researched social subjects (in Romanian)</p> <p><i>(Speech held with the occasion of Honoris Causa award by the West University of Timisoara, the 11th of October 2007)</i></p> <p>Prof.univ.dr.dr.hc. Ramon Flecha University of Barcelona</p> <p>Abstract: This material is dedicated to the methodology of communicative research and it is divided into three parts: the first part describes the characteristics of communicative research methodology; the second part will put dialogic communicative acts into context as the basis of communicative methodology and the third part points out its contribution towards overcoming inequalities and discrimination.</p> <p>Key words: top-down change, bottom-up change, the educational manager demension: academical, administrative, expressive and instrumental</p>
15.	<p>Adult Education – statute, roles, competences, challenges (book review) (in Romanian)</p> <p>Raluca Lupou Romanian Institute for Adult Education</p> <p>Abstract: The second national conference of adult education, <i>Adult Education – statute, roles, competences, challenges</i>, which took place in Timisoara on 17/19 November 2006, being coordinated by The Romanian Institute For Adult Education, adjudged on the scientific events map from this filed a considerable “parcel”. The volume with the same name was coordinated by Dr. Simona Sava, the director of the conference, and it organise almost 40 papers, of the participants and guests to the conference, in two sections: one of the discussions sustained there and one with the debates that took place in the</p>

workshops area. The papers belong to representative personalities for the adult educational domain in the national context such as: Șerban Iosifescu – the chairman of The Romanian Agency in Assuring the Quality of the Pregraduaduate Education, Ana Elena Costin - general director of the National Council for Adult Vocational Training, Nicolae Cristea – general inspector within MEdC, and many European experts in adult educational filed: Ekehard Nuissl – director of the German Institute for Adult Education and Peter Jarvis (Germany) – coordinator of the Department of Educational Studies, University of Surrey(U.K.).

The contributions from the debate section developed within the frame of the conference are grouped around the workshop thematic as it follows: trainer profile, certification and recognition of the adult trainer competences, adult education dimension and special needs of the trainers, quality guide marks in the development of the training trainers programs.

These debates are referring at the same subject of the workshops from different individual points of view, what makes this volume a mosaic which expresses in a descriptive, analytical or syntactical way the level of the scientific discussions and practices in the adult education area.

Key words: second national conference of adult education, workshop thematic, trainer profile, certification adult trainer competences, adult education dimension and special needs of the trainers, quality guide marks in the development of the training trainers programs.