

1.	<p data-bbox="253 260 1052 291">Various Aspects of Cognition and their Importance for Teaching</p> <p data-bbox="253 302 1430 373"><i>Claas Wegner</i> - senior teacher and lecturer, Department for Didactics of Biology, Bielefeld University, Bielefeld, Germany;</p> <p data-bbox="253 405 1398 476"><i>Stephanie Ohlberger</i> - student assistant, Department for Didactics of Biology, Bielefeld University, Bielefeld, Germany;</p> <p data-bbox="253 548 1430 1129">Abstract: Cognition includes many aspects which are valuable to consider in teaching. First, one can contrast <i>Thinking</i> and <i>Feeling</i>, both being interrelated with other levels like temperament and affect in the bigger system of <i>Volition</i>, but at the same time evoking different styles of processing information. <i>Thinking</i> is associated with analytical reasoning and is therefore of major importance in working phases requiring concentration and control over every step of the way. <i>Feeling</i>, on the other hand, regards holistic feeling and is therefore needed for controversial topics and creative tasks. It is closely linked to <i>Intuition</i> as in both cases emotional evaluation make for the decision on a certain action. Knowing about those different processes, both <i>Thinking</i> and <i>Feeling</i> might be used for influencing the classroom mood and by that providing a more student-centred way of learning. <i>Volition</i>, which can be described as self-motivation, subsumes action control strategies, goal orientation, achievement motivation and self-assessment as well as self-control, self-regulation and self-determination. Each one of those aspects will be focused on throughout the article and after each part tips for teachers are provided in order how to realise the findings in practise.</p> <p data-bbox="253 1150 862 1178">Key words: <i>cognition, thinking, feeling, volition, teaching</i></p>
2.	<p data-bbox="253 1226 911 1257">Social Importance of empathy in educational activity</p> <p data-bbox="253 1268 1398 1295"><i>Magdalena Petrescu</i> - Ph. D. Lecturer , Teacher Training Department, West University of Timișoara</p> <p data-bbox="253 1306 1430 1745">Abstract: Complex psychological and social processes (cognitive, affective, motivational, neurovegetative) enhance the occurrence of empathic states and specific understanding of others. In teacher's work, empathy is based on knowledge and understanding of pupils/students, which must become mutual for an optimal cooperation. Empathic behaviour between the two social groups (teachers and students) involved in the educational process has been highlighted by a questionnaire applied to students and university teachers from the faculties of the West University of Timisoara. Within the study, we examined the shared systems of values at inter-group level on the following dimensions: cognitive, relational, and attitudinal. The research results show that students have a low level of understanding of their teacher's thinking in comparison with teachers, who show a high degree of empathy towards students in educational activities.</p> <p data-bbox="253 1766 902 1793">Key words: empathic behaviour, empathy, learning process</p>

3.	Educational philosophies of teachers from the West Region of Romania
	<i>Gianina Prodan</i> - University lecturer PhD, "Eftimie Murgu" University of Resita, Romania
	Abstract: The paper with the title „Educational philosophies of teachers from the West Region of Romania” discusses a problem of contemporary education, analysed in terms of philosophy and educational conception, and contextualized in our times by school from the counties: Caras-Severin, Timis and Hunedoara. By using a methodology based on the five educational philosophies – perennialism, idealism, realism, progressivism and reconstructionism – the paper has the purpose to present an ensemble image on educational believes and attitudes of teachers from the West Region of Romania, realizing comparisons between the three counties, between high school profiles and resistance environments. The conclusions of this research highlight the theoretical and methodological pluralism, but also a unitary vision on educational goals.
	Key words: educational philosophy, perennialism, idealism, realism, progressivism, reconstructionism
4.	A teacher’s challenge to identify and deal with different student personalities
	<i>Dr. Claas Wegner</i> - senior teacher for the subjects biology and PE at a secondary school and lecturer at Bielefeld University in the Department for Didactics of Biology.
	<i>Friederike Strehlke</i> - Master of Education student for the subjects philosophy and English at secondary schools. She is a student assistant in the Department for Didactics of Biology at Bielefeld University.
	<i>Lea Minnaert</i> - Master of Education student for the subjects biology and English at secondary schools. She is an academic assistant in the Department for Didactics of Biology at Bielefeld University.
	Abstract: Each day in the classroom, a teacher is confronted with up to 30 children and their different personalities. If you understand your students’ behaviour, you can better respond to their individual needs, which leads to more effective and succesful teaching and learning after all. In order to support the development of each student’s personality best, you need to learn how to characterize typical indicators for student personalities, especially since some of them need special supportive treatment. This article aims at providing teachers with a short overview of seven student personalities frequently to be found in the classroom: gifted students, underachievers, nerds, class clowns, extremely popular students, quiet students and outsiders as well as students with Asperger Syndrome. Besides, tips and basic knowledge of how to deal with this heterogeneity are presented.
	Key words: personalities, indicators
5.	Motivation for pre – service teacher training and for the teaching
	<i>Gabriela Domilescu</i> - Ph. D. Assistant lecturer , Teacher Training Department, West University of Timișoara

	<p>Abstract : The following paper presents the results of a research regarding student motivation and interest for pre-service teacher training and for the teaching profession. We will analyze the opinions of key participants in pre-service teacher training: students involved in teacher training (1st Level and 2nd Level), university teaching staff from Teacher Training Departments (TTD) and secondary and high schools teachers with respect to the elements shaping student and teacher motivation. It will be done a comparative analysis of the results and we will advance some ideas regarding ways of increasing motivation for the teaching career.</p>
	<p>Key words: pre-service teacher training, student motivation, quality of teacher training, teaching profession.</p>
6.	<p>The Social and relational dimension of classroom learning environment in high school student's perception</p> <p><i>Monica Coste</i> – Ph. D. Assistant, Teacher Training Department, West University of Timișoara</p> <p>Abstract: Nowadays, there is a special interest for the social and affective dimensions of interactions between people, especially at work (in the case of students, at the learning place). Empirically, it is well documented that close relationships with teachers and positive interactions with classmates are positively correlated with psychological well-being of students. As teachers and students influence the characteristics of the classroom environment, which, also, affects learning, we intend to highlight the perceptions of high school students regarding the classroom learning environment, focusing on the social and relational dimensions: cooperation, competition and teacher authority. The sample considered in this study consists of 430 students from 7 high schools from Timisoara. In order to achieve our objective, we used the questionnaire method. We translated, adapted and applied the Cultural Learning Environment Questionnaire. The statistical analysis revealed that students perceive classroom as learning environment primarily based on cooperation and subsequently on competition and teachers as having a medium degree of authority in the classroom.</p> <p>Key words: classroom learning environment, collaboration, competition, teacher authority</p>
7.	<p>School counselling and professional guidance for pupils</p> <p><i>Gianina Prodan</i> - University lecturer PhD, "Eftimie Murgu" University of Resita, Romania</p> <p>Abstract. An increase of the number of people needing education and initial professional formation and the increase of the qualification level of employed persons on the labour force is an objective that brings into discussion the need for an existence/improvement of counselling and professional guidance. For this reason, the purpose of this research, an evaluation of the need for counselling and school and professional guidance of pupils has been registered by the educational system from the Caras-Severin County. Specific objectives aim the evaluation of a school counselling and professional guidance for gymnasium and high school pupils and the analysis of pupils' perceptions regarding counselling services. The results of this research are transposed into useful suggestions regarding the necessity for school and professional guidance</p>

	services at county, regional and national levels.
	Keywords: school counselling and professional guidance, career counselling, education for a career
8.	<p>Self-image, Self-esteem and Academic Success</p> <p><i>Otilia Bersan</i> - Lecturer PhD. West University of Timișoara, Faculty of Sociology and Psychology, Timișoara, Romania</p> <p>Abstract: Self-image and self-esteem are processes which do not end once we have outgrown childhood or adolescence, but fall between psychological processes that begin in childhood and continue throughout the life of an individual. Even if they are two separate processes, they are affected by strong and significant external influences coming from those around us. This paper aims to have a look at the link between self-image, self-esteem and academic success in the case of secondary school students.</p> <p>Key words: self-image, self-esteem, academic success</p>
9.	<p>School through the eyes of the pupils in the fourth and the eighth grade</p> <p><i>Cristina Ispas</i> - University lecturer PhD, "Eftimie Murgu" University of Resita, Romania</p> <p>Abstract: Any student who comes to school brings with him/her not only his/her intelligence, but a whole complex of emotions, feelings, attitudes, desires, aspirations, needs, interests, etc. that school is more or less conscious of. All these are put by the student in the job of training / developing him/her as a rational, creative, independent and self-controlled human being on the situations faced throughout life. It remains to be seen how the school understands to harness the whole human, material potential etc. available, in order to fulfil its mission to educate and train. This study aims to reveal the students' perception and attitude towards school, based on the consideration that any action aimed at school must take into account the realities of it, as perceived by the direct beneficiaries, the students.</p> <p>Key words: school, students, teachers, classmates, interpersonal relationships, homework.</p>
10.	<p>An active labour market policy evaluation: the Puesto a Puesto Programme</p> <p><i>Nuria Rebollo Quintela</i> - Ph-D Student Contracted from the Galician Plan for Research, Innovation and Growth, of Research Methods and Diagnosis in Education, Facultad de Ciencias de la Educación, University of A Coruña, Spain</p> <p><i>Jesus Miguel Munoz Cantero</i> - Professor of Research Methods and Diagnosis in Education, Facultad de Ciencias de la Educación, University of A Coruña, Spain</p> <p>Abstract: The goal of this paper is studying and evaluating one of the active labour market policy elaborated in Galician (Spain), the "Puesto a Puesto Program". The research compares a training group and a control group. The approach is based on an analysis with propensity score matching (a popular approach to estimate casual treatment effects) which provide estimates of the effects of the program with empirical evidence, this non experimental methods is gaining attention to experimental evaluations in the field of active labour market policies. The results obtained in this research are coherent with microeconomic studies in which the probability of finding a job by program beneficiaries workers is not statistically significant.</p> <p>Keywords: labour market policies, evaluation and quality of education</p>

