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Preface

The 6th issue of *Pro Edu. The International Journal of Education Sciences* (January 2022) presents a series of scientific and theoretical articles, dedicated especially to the situations faced by school education in contemporary society.

The first study included in this volume is suggestively titled: *IMPERATIVES FOR CHANGE IN THE CONTINUING TEACHER TRAINING. AN INTERNATIONAL AND ROMANIAN PERSPECTIVE?* The author, Conf. Ph.D. Adina Elena GLAVA, invites us, through his study, to discover the critical role of teachers and their adapted and specific continuing training in providing quality educational services.

The next study, *ANALYZING THE STUDENTS' PERCEPTIONS, EXPECTATIONS AND SATISFACTIONS IN THE GENERAL CONTEXT OF RECORDING OF A HIGH DROPOUT RATE*, belongs to Lect. Ph.D. Elena Ancuța SANTI, Prof. Ph.D. Gabriel GORGHIU, Prof. Ph.D. Laura Monica GORGHIU. The study targets to express what are the students' expectations engaged in the first year of their studies regarding the essential aspects of academic education, in order to identify, at an early stage, the factors that have an important influence on deciding to break their studies and to actively optimize the connection with the university environment. The survey sample consisted of 245 students enrolled in their first year of studies, coming from various specializations of Valahia University of Targoviste, Romania.

The third study, entitled *CREATIVITY IN THE ROMANIAN SCHOOL ENVIRONMENT* was written by Dana AMĂRĂZEANU. The author presents a study, based on the Torrance Test of Creative Thinking, conducted in order to determine the index of creativity in adolescents, assessing the factors of creativity, and identifying the variables that influence it.

The next study named *GEORGE CĂLINESCU- ONE OF THE MOST IMPORTANT ROMANIAN LITERARY CRITICS*, was written by: Victoria VERDEȘ. George Călinescu was a poet, novelist, playwright, essayist, and literary historian.

The following study, *DOES THE TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT REPRESENT A PRIORITY FOR THE ROMANIAN EDUCATIONAL SYSTEM?* written by Prof. Ph.D. Roxana Constanța ENACHE, Prof. Ph.D. Gabriel GORGHIU, Prof. Ph.D. Ana Maria Aurelia PETRESCU, Prof. Ph.D. Laura Monica GORGHIU, presents Continuous Professional Development (CPD) for teachers. The authors in the paper try to answer an issue that envisages the teachers' CPD as a real priority for the actual educational system.

The next study, dedicated to ethical academic problems, belongs to Prof. Ph.D. Marin BUGIULESCU, being entitled *SELF-PLAGIARISM A MATTER OF ETHICS AND ACADEMIC INTEGRITY*. What does self-plagiarism mean, what is the legal framework and in what context does it differ from double publication, paraphrasing, and compilation of ideas, texts, or papers? Self-plagiarism is very clearly committed in a situation where an author, without citing the original source, partially or completely re-exploits his own work. This fact usually arises from the desire to multiply the list of works and implicitly the Curriculum Vitae.

In the end, Prof. Ph.D. Ana-Maria Aurelia PETRESCU made a review of the book *GHIDUL TRAINERULUI. STRATEGII ÎN DEZVOLTAREA PROGRAMELOR DE FORMARE* [*Trainer's Guide. Strategies Related to the Development of Training Programs*] - coordinators Dana OPRE, Radu FRITEA. In this volume, the authors try to approach from a dual perspective - theoretical and methodological - a topical issue concerning the designing and implementing of training programs for adults. Therefore, the content of the current issue is a good invitation to reading pedagogy, curriculum, learning, and education policy, and to state the scientific aim of Pro Edu. International Journal of Educational Sciences published by *IFIASA*.

January 2022   **Prof. Ph.D. Marin BUGIULESCU**
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IMPERATIVES FOR CHANGE IN THE CONTINUING TEACHER TRAINING. AN INTERNATIONAL AND ROMANIAN PERSPECTIVE

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ABSTRACT

The current study advocates for the critical role of teachers and their adapted and specific continuing training in providing qualitative educational services. Current trends, measures and principles of education evolution at the international and national level as they appear in consultative and strategic international (OECD, UNESCO, European Commission) and Romanian documents are selected according to pre-set criteria. They are comparatively and thoroughly analyzed and twelve specific topics with important implications for the improved continuing training of teachers. We identified topical issues that both indicate new general accents of education as well as new accents emerging form the recent sanitary crises. The topics are grouped in two categories: topics related with the need for teachers' and students' upskilling and reskilling and topics related to school organization and curriculum vision. The highlighted topics are detailed and discussed, in order to extract and promote specific imperatives these topics create for the continuing teacher training.

Keywords: *continuing teacher training; educational trends; change in education;*

INTRODUCTION. CONTEXT

The teaching profession faces challenges and new accents that come today at an unprecedently fast rate. The rapid and diverse changes in the societies and communities have a direct or indirect impact on the initial and continuing teacher training agendas. Given the responsibility of teachers to prepare the new generation of citizens and the continuing pressure to offer education at a high degree of quality, teachers are the main agents of change. The current research stresses the critical role that teachers have in providing qualitative educational services (Hattie, 2014) and in responding adequately to the new needs and expectations of society, pupils and families (UNESCO-IBE, 2021). While a lot of innovative and new educational resources are used in schools, it seems that teachers, their skills and abilities to make a good use of these resources and accommodate them into effective educational situations are particularly essential in maintaining the learning and development of students (Sahlberg, 2013).

The importance the good use of resources and of teachers' adaptability have in order to ensure the meeting of the new and topical educational imperatives became obvious in the Coronavirus pandemic period we all have passed through. The sanitary crise imposed new educational goals and priorities that teachers had to meet. The world of education responded promptly, by exploring and testing new ways to ensure education. A lot of innovative educational resources were promoted in order to meet these new needs, new

forms of teacher training were adopted and different the important structures that are involved in ensuring the quality of education were active in guiding teachers in this endeavor (*Darling-Hammond, L.,*2022). Considering all these topical challenges the educational systems and processed face, the present paper explores the lines of coherence that can be identifies in the large spectrum of educational trends and consequently highlights their main implications for the continuing teacher training.

Important global and European agencies such as European Commission, UNICEF, UNESCO, UNESCO IBE and OECD periodically initiate systemic research actions that highlight the recent trends, needs, successes and limits of education and educational systems of the world. At the same time, new international agendas of education with a global impact, that tend to be evoked and followed at our national level appear. It is the case of the UNESCO's Education 2030 Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 or European Commission's initiative on achieving a new European Education Area by 2025.

These documents and strategies advance new understandings on the concept of Quality of education and set the trends for new approaches in the continuing teacher training.

Such initiatives are even more present in the wake of the Covid 19 pandemic. The urge of tackling it effectively led governing and consultative European and world organizations to undertake important declarations, research actions and strategic plans that have implications for shaping the future of continuing teacher training.

The declarations and studies of the last years that enter this category approached both general educational issues as well as specific ones. Thus, the impact of the sanitary crises on the quality of early education was studied by Nugroho, Jeon, Kamei & Lopez Boo (2021) and reported in the paper *It's Not Too Late to Act on Early Learning: Understanding and recovering from the impact of pre-primary education closures during COVID-19* (Innocenti Research Briefs no. 2021-03). The costs of global digital education were highlighted by Yao, Brossard, Mizunoya, Nasir, Walugembe, Cooper, Rafique & Reuge (2021) in *How Much Does Universal Digital Learning Cost?* Policy Brief*)*. OECD issued reports on the current state of education (OECD, 2021a) and discussed adapted solution related to the use of the digital technologies for continuing of the educational processes (OECD, 2021b).

Two types on new imperative arise from these recent research reports. A category of imperatives that are related with the new evolutions in access to technologies, globalization and world issues, and a distinct category of imperatives that are emergent from the lessons we came to learn during the recent sanitary crises of Covid 19, and from the even more recent war conflict in Ukraine.

1. STUDY QUESTIONS

In the light of the dramatic changes most educational systems and societies face today, the need for a restructuration of the continuing teacher training in order to offer a more relevant teacher preparation for these imperatives. The present paper aims at offering certain answers on the questions:

- What would be the main topics of change that must be considered in the effort of continuing teacher training upgrading?
- How these topics are detailed and explained at the international (world and European) and at the Romanian international level?

- Is there a connection between the new general accents of education and the new accents emerging form the recent sanitary crises? 2.

2. METHOD

In order to articulate the answers to the above-mentioned questions, we selected a number of international and national studies and strategies which we considered corelated. By critically analyzing them, we identified certain topical issues that reflect relevant trend in education and possibly have implications for the continuing teacher training. We selected:

- three OECD studies:

(a) OECD (2020), *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, TALIS, OECD Publishing, Paris, https://doi.org/10.1787/19cf08df-en

(b) OECD (2022), *Trends Shaping Education 2022*, OECD Publishing, Paris, https://doi.org/10.1787/6ae8771a-en.

(c) OECD (2020), *Back to the Future of Education: Four OECD Scenarios for Schooling*, Educational Research and Innovation, OECD Publishing, Paris, https://doi.org/10.1787/178ef527-en.

- three UNESCO (two UNESCO IBE) studies:

(a) UNESCO The International Task Force on Teachers for Education 2030 2022-2025 Strategic Plan https://teachertaskforce.org/knowledge-hub/2022-2025-strategic-plan-international-task-force-teachers-education-2030;

(b) UNESCO-IBE: Hybrid Education, Learning and Assessment (HELA): Eight clues on hybrid education, 2021, http://www.ibe.unesco.org/en/news/hybrid-education-learning-and-assessment-hela

(c) UNESCO-IBE: Ten clues for rethinking curriculum, Opertti, R. (author), 2021, In-Progress Reflection No. 42, *Current and Critical Issues in Curriculum, Learning and Assessment http://www.ibe.unesco.org/en/news/ten-clues-rethinking-curriculum*

- one European Commission strategic document:

(a) Communication from the commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - on achieving the European Education Area by 2025 (2020)

https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0625&from=EN

- two Romanian strategic documents:

(a) The Educated Romania Project – Educated Romania Report 2021 [Raport-Romania-Educata], http://www.romaniaeducata.eu/wp-content/uploads/2021/07/Raport-Romania-Educata-14-iulie-2021.pdf

(b) The strategy of Romanian Education Digitalisation [Strategia privind digitalizarea educației din România], Ministerul Educației și Cercetării,

https://www.edu.ro/sites/default/files/SMART.Edu%20-%20document%20consultare.pdf

The selection *criteria* we used were:

- the document dates form 2020 onwards, so the pandemic period is reflected.

- the document benchmarks the considerations in both the current pandemic situation as well as in the general trends of education highlighted in the contemporary European and global discourse.

- the document includes practical and statistical proves for the principles it promotes.

The thorough and comparative analysis of the documents allowed us to select a set of twelve topics reflecting recent trends and accents in education that must be considered in the continuing teacher training programs elaboration, delivery and evaluation:

Table no. 1. Topical issues with implications for the continuing teacher training

I. Topics related to the need for students and teachers' upskilling and reskilling	I. Topics related to school organization and curriculum vision
I.1. Knowledge management	II.1. Valorization of teachers and teaching
I.2. Transversal skills	II.2. Child-focused education
I.3. Personal and interpersonal development	II.3. Increased inclusiveness and equity
I.4. Change and crises management education	II.4. New and extended understanding of learning
I.5. Good use of digital technologies in education	II.5. Curriculum and teaching contents developments
I.6. Teachers' collaboration and learning communities	II.6. Coordinated and coherent measures for quality education

3. RESULTS AND DISCUSSION

I. Topics related to the need for students and teachers' upskilling and reskilling

The need for students and teachers' upskilling and reskilling conveys in general terms one of the central exigencies nearly all educational systems have today. The important world mutations such as the globalization, the economic growth and technologization, on one hand and the recent world experience of pandemic, on the other hand are just some of the sources for this general need. The OECD document Trends in Shaping Education (2022) associates this need with the economic growth and with the changes we face on the labor market, including the new models of shorter working hours and working from home.

The immediate recommendation is that of capacitating teachers and students with lifelong learning skills and attitudes and with particular dispositions such as adaptability and resilience. The UNESCO-IBE document on Hybrid Education Learning and Assessment Eight cluse for hybrid education (2021) invites us to shift the educational efforts towards teaching contents able to equip students with knowledge and skills involved in them building a" *better future*".

Knowledge management

Certain categories of skills seem to suit this aim and must be developed both in teachers and students. Knowledge management skills are essential, in a world of a permanent information enrichment and of open access to information, knowledge management skills. Both teachers and students face the tasks of approach knowledge in a critical manner, with a stronger capacity to select, reorganize, effectively use and promote the knowledge. The Hybrid Education trends document (2021) associates the capacity with power, defined as access to data, making decisions and solving problems, discriminating false information the capacity to use the collective intelligence. Moreover, the declaration on achieving the European Education Area by 2025 (2020) refers to educating students' basic skills and digital skills as prerequisites for a successful insertion on the work market and active citizenship. In another perspective, the TALIS report (2020) highlight that today teachers spend about 20% of their teaching time with discipline and administrative tasks, a reality that could be explained by the changing of students' profile and needs and by the changing of teachers' tasks and roles. In the light of these understandings a new teacher training agenda must be considered as the training programs and the manner they are delivered should

inform attendees on the ways such *new skills* related with knowledge management can be thought in an integrated way.

Transversal skills

In connection with the previous imperative, the selected documents widely speak about the need for educating the so-called transversal skills in today students. There is a growing expectation that society has of schools and teachers for fostering higher order skills. the declaration on achieving the European Education Area by 2025 (2020) mentions critical thinking skills, life skills, entrepreneurial DNA, creativity and civic involvement, and mentions as useful didactic instruments the transdisciplinary and challenges-based approaches.

At the Romanian national level, the project Educated Romania mentions the need for developing active citizens and highlights the importance of functional literacy skills. All these accents imply training teachers for teaching their specialty subjects in a manner that can lead to training students' transferable capabilities.

Personal and interpersonal development

The reflections on quality education that the international and national documents include continue in the line of upskilling and reskilling, with the idea of enriching the formative initiatives in the direction of personal and interpersonal development of students and teachers as a solution for a more efficient approach of the nowadays life and labor market challenges. Alongside with the (lifelong) learning skills, the documents mention communication and interrelation skills, self-management and self-regulation skills (OECD, 2020), intellectual autonomy and socio-emotional skills, self-confidence, self-awareness, empathy and collaboration (UNESCO-IBE, Opertti, 2021).

Change and crises management education

A special attention is given in the recent international and national educational trends and imperative documents to the change and crises management abilities. It is a category of imperatives that must be regarded from both the perspective of teachers and students. The recent times of crises and emergency urged for teachers' upskilling on temporary remote teaching and online teaching, on offering emotional support and on collaborating with families and community in order to continue offering a quality education.

OECD's document Back to the Future of Education (2020) mentions the trend of rising the participation of students in formal education, while the UNESCO document on Ten clues for Rethinking Curriculum (UNESCO-IBE, Opertti, 2021) offers an interesting perspective on the ability of teachers to identify and fight against vulnerability il all its forms and to delivering an education that promotes freedom. A supplementary perspective in this respect is given in the European Education Area by 2025 (2020) communication that mentions the aim for secure, bullying free educational environments as an indicator of quality education. In terms of teacher training priorities, these accents indicate the need for training teachers to tackle community problems that can be sources of crises or emergency.

Good use of digital technologies in education

In relation with the recent online teaching experiences, the priority of training students' and teachers' digital skills came out as a mega-priority. At both national and international levels, the need of covering this gap in educational actors' capabilities is stressed and explained.

The context is favorable, as in the last decade we witnessed a rapid evolution of the information and communication technology and the development of a variety of digital

learning management systems and instruments for information and content creation, for the cooperation and promotion of knowledge.

The key is here to train and empower teachers for the qualitative use and integration of digital instruments in their teaching, evaluation and supporting of learning. It is an accent mentioned in all selected OECD, UNESCO and national documents. It is also a training need particularly highlighted by the TALIS report (2020).

The national project Educated Romania advances ways of tacking the important issue of ensuring digital competences in teachers and students, while the National strategy for Digitalization of Education (2021) speaks about a new digital pedagogy and about the importance of reconsidering the whole teaching process in the light of digitalization. The later seems to be a solution against teachers' limited understanding on learning process and their need for centralized digital resources.

Teachers' collaboration and learning communities

A special category of continuing teacher training needs emerges from the invitation iterated in the UNESCO, OECD and national documents for teachers' collaboration and creation of learning communities. *Back to the Future of Education* document regards *teachers as knowledgeable and networked professionals* (OECD, 2020, online). The paper associates the increased pedagogical knowledge and networking with an increased preoccupation for meeting students' needs, diversification of teaching strategies, and teachers undertaking the role of curriculum developers. UNESCO Hybrid education paper (2021) stresses the need for rethinking the relation between schools, teachers, families and communities on the bases of mutual trust. This involves initiatives of parental education and of lifelong learning in a functional partnership with the community.

The paper also highlights the need for teachers contributing to the production and dissemination of knowledge in a humanistic and ethical vision. At the national level, teachers' collaboration is considered a topical issue for continuing teacher training in the frame of the Educated Romania project. As cooperation and networking in education imply specific skills, the continuing teacher training experiences must include explicit and implicit exercises in this respect.

II. Topics related to school organization and curriculum vision

The second category of topics that generate imperatives for the continuing teacher training structures and profile regard the teacher as a member of the school community and as a curriculum developer. While the selected papers highlight the importance of the teacher as a key factor in improving the quality of education, we agree with the vision of Pasi Sahlberg when speaking about the three pillars of the successful human capital in Finland (2013). Together with the quality of initial teacher training, the author mentions the importance of relationships and that of teachers' power. It is the power of decision taking in curriculum matters as well as in the organization on classroom educational milieu.

Valorization of teachers and teaching

A new perspective on value of teachers and teaching is promoted both nationally and internationally. The Teacher Task Force Strategic Plan for 2022-2025 (2022) include two main outcomes related to the valorization of teachers: promotion of knowledge on teachers and teaching and Advocacy for the critical role of teachers. The document argues that" Covid 19 crises revealed teacher's potential" (UNESCO-TTF, 2022). At his turn, Opertti (2021), the main author of UNESCO document of rethinking the curriculum, delineates the topic as one of the ten clues for rethinking curriculum, and puts in in very

powerful words of *inspiring affection for educators*. The sources of teachers' valorization are, in Opertti's and UNESCO's understanding, the promotion of innovation in the context of crises, teachers' collaboration, production and dissemination of effective teaching materials, the reduction of generational gap by teachers' digital expression. All these sources have the potential to modify the agenda of continuing teacher training, in the sense of ensuring teachers the correlated specific skills. At the national level, The Educated Romania project (2021) aims at defining a new standard of professional competences for teachers and invest teachers with new accent roles of mentor and facilitator.

Child-focused education

The stress for an increased child-focused education is a common topic in the selected international and national documents. Beyond the affirmation of the principle, the UNESCO document on Ten cluse of rethinking curriculum (2021) gives an interesting perspective on the topic by referring at the need to understand the young generation, a priority that, in terms of the way is detailed in the document and in the perspective of teacher training, would mean focusing on skills for understanding younger generation vulnerabilities, teaching skills and instruments related to supporting students' personal and inter-personal development.

This agenda is completed with certain priorities highlighted by the UNESCO paper Education 2030: Incheon Declaration and Framework for Action Towards inclusive and equitable quality education and lifelong learning for all, that stresses the importance of flexible learning pathways and a new system for recognition of learning outcomes. From the perspective of hybrid education (UNESCO-IBE, 2021), child focused education is associated with a renewed student-teacher relationship, ensuring students' well-being and development on the bases of diverse learning experiences. Consequently, teacher training agenda must include preparation of teachers for a flexible approach to learning and curriculum development and delivery.

Increased inclusiveness and equity

One on the main needs for training mentioned by the teachers worldwide is that for professional skills for approaching diverse students, students with special educational needs, students at risk, immigrant students and for education in multicultural and multilingual classrooms. This priority for continuing teacher training is promoted through the European Education Area by 2025 (2020) communication that has as a main pillar the idea of inclusion and gender equality.

The idea is related to ensuring an adequate level of instruction disregarding the issues of individual differences that could cause discrimination, teaching of lifelong learning strategies, tackling the gender issues and international cooperation and mobility as a source on new educational models and experiences.

At the national level, promotion of an equitable system of education, and of the integrity and ethical professional principles comes in the same line (Educated Romania Project, 2021). Seen form an axiological perspective, valuing diversity and promoting a certain synergy and common understanding between values of freedom, justice, solidarity, inclusion, excellence, cohesion etc. are considered important benchmarks for rethinking curriculum (UNESCO-IBE, Opertti, 2021).

A new and in-depth understanding of learning

The focus on quality teaching for quality learning must be prepared continually through improved teacher training initiatives by integrating new evidence-based perspectives on learning. The selected international and national documents detail the new understanding

teachers are invited to have on students' learning by referring to it from the perspective of hybrid education (UNESCO -IBE, 2021). In this line, the recommendations are for extension and democratization of learning opportunities, an initiative facilitated by the use of digital technologies, the alignment of teaching efforts with the teaching objectives and expected learning outcomes and with the teaching pathways and processes, the selection, prioritization and sequenced approach to key competences development, increasing the decision power of teachers for a differentiated management of instructional time and resources. These recommendations create imperatives for specific teacher training in curriculum decision making.

On the other hand, the vision on learning is also promoted in terms of understanding the role of the non-cognitive components for the efficacy of learning: motivation, attitudes towards learning and emotions (UNESCO-IBE, Opertti, 2021), equipping students with lifelong learning and self-regulation skills and promoting deep learning (OECD, Back to the future of Education. Trends in Education and Schooling, 2020). There are specific suggestions that generate imperatives for teacher training in the line of effective application of evidence-based learning principles.

Curriculum and teaching contents developments

The global and national mutations require approaching new educational dimensions and contents, and measures of reorganization of some of the existing contents. The UNESCO-IBE documents highlight the need for education for a sustainable planet and education for disease prevention. OECD trends highlight the idea that schools are agents of knowledge society development. European Education Area by 2025 (2020) document details the important for directing education towards preparing students for the green and digital transition as well as for understanding and valuing diversity. The national paper Educated Romania Project highlight the need for STEM education and for training teachers in this approach. Certain trends with implications for the teacher training new initiatives are obvious in the didactic approaches for curriculum. Thus, there is an invitation for a responsible curriculum alignment (UNESCO-IBE, 2021), a responsible and improved way of using digital technologies for learning (Romanian national strategy for digitalization of education, 2021), an improved way of understanding classical competences such as that of literacy, and the aim of developing them in the teaching of all school disciplines (OECD, Back to the future of Education, 2020).

Coordinated and coherent measures for quality education

Quality education is a key concept in all the selected international and national documents. They promote the idea of a concerted approach at the level of educational systems, translated in national and regional educational policies (UNESCO-Teacher Task force 2022-2025 Strategic plan, 2022) and in an increased power for schools and teachers to co-develop the curriculum (UNESCO-IBE, Opertti, 2021). Insuring the coherent and coordinated approach in undertaking of measures for a quality education at all levels of the educational system implies focusing the continuing teacher training on getting teachers familiar with the new international and national policies and empowering them for co-creation of the curriculum.

CONCLUSIONS

The importance of a quality and specific continuing teacher training for the actualization of teachers in relation to the new global and national trends and, topics and issues is undeniable. We highlighted a set of imperatives in teachers' professional development related to new sets of skills they are required to accumulate in order to tackle effectively the new issues educational systems face and with new competences and roles they must undertake regarding the development and delivery of the curriculum. The imperatives are correlated with the recent international and national strategic initiative and recommendation for a quality education.

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ANALYZING THE STUDENTS' PERCEPTIONS, EXPECTATIONS AND SATISFACTIONS IN THE GENERAL CONTEXT OF RECORDING OF A HIGH DROPOUT RATE

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ABSTRACT

It is generally admitted that one of the actual realities of the Romanian academic education is represented by the major decreasing of the number of students who are finalizing their studies. Analyzing that situation, there can be stipulated multiple causes like: difficult adaptation of students to the requirements of the academic environment, wrong orientation of students to specializations that do not match the student's personal interests and vocational profile, assumption of professions which need proper and sustainable development, social and financial issues, lack of motivation for learning, various aspects related to the specificity of the educational process in the academic environment etc. Anyway, the dynamics and incidence of such factors is little known. Studies on this phenomenon indicate that the percentage of those who do not complete university studies remains very high, the dropping out being more frequently among the first-year students. Since the starting moments of their studies, each student has particular personal views and expectations of what this new stage means - the degree of consistency between their expectations and the existing reality contributes to create a strong motivation for personal and professional learning and development. But a consistent knowledge concerning the students' first-year profile and what are their specific educational needs represent a requirement of a clear quality approach. The paper targets to express what are the students' expectations engaged in the first year of their studies towards the essential aspects of academic education, in order to identify, at an early stage, the factors that have an important influence on deciding to break their studies and to actively optimize the connection with the university environment. The survey sample consisted of 245 students enrolled in their first year of studies, coming from various specializations of Valahia University of Targoviste. It is obvious that higher education institutions should be interested on developing tools for enabling the assessment and management of the students' needs, in order to attract and motivate them in their study-time and to meet their expectations at a proper level.

Keywords:

university students, university dropout; students' expectations; students' satisfactions; higher education; ROSE project;

INTRODUCTION

The start in the academia represents a significant stage for university students, a stage when they become mature, discover their potential, as well as their limits, but also when they set medium and long-term targets and objectives, important for their future. It is a long-awaited moment with regard to which students have both perceptions and expectations relating to factors that contribute to acquisition of special skills, facilitation of learning, creation of some career prospects etc.

There are multiple typologies of students, who have different needs, expectations, skills, resources, motivation, personality and vision, ranging from those who know precisely what they want and can do, who have a vocation for certain careers and who become sure about what must they know (which any professor would be glad to have in class), to students who do not have a clear perspective on their educational route, but who are eager to discover, grow and be motivated and guided toward success; nevertheless, there are also students with unrealistic expectations, who (unfortunately) make a wrong choice in the respect to their training, who lose their interest and, sooner or later, have to dropout.

The university dropout represents a stressful issue in Romania as well as in some European countries. According to a survey conducted by the National Alliance of Student Organizations in Romania (ANOSR), between 2015-2018, centralizing the data received from universities across the country, the average dropout rate at national level tends to more than 40%, being also universities whose drop-out rate before completion of studies slightly exceeds 50%. (https://www.libertatea.ro/stiri/problema-abandonului-universitar-reflectata-in-numarul-de-studenti-exmatriculati-la-o-universitate-din-romania-circa-2-600-pe-an-3192695).

A Eurostat study - carried out at European level - indicates that Romania is situated on the third place in the top of the countries facing high dropout rates. As example, in 2016, Romania recorded a dropout rate of 18.5% of the school population, being surpassed only by Spain - 19%, and Malta - 19.6% (https://www.romania-insider.com/romania-school-dropout-rate-2016-eurostat/). Beside the figures recorded in 2016, starting with 2017 - when the recorded dropout rate was 18.1% among aged 18-24 -, it was expected to reach (in 2020) a rate of 11.3%, but it is difficult to say how such target was possible to be met (Lungu, 2021). However, a rate of 15.6% was illustrated for Romania (early leavers from education and training aged 18-24) in a recent official document (https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Early_leavers_from_education_and_training).

Taking into consideration a *Diagnosis Report* designed in the phase of writing the proposal of the project *The "Pro Academica" Learning Center - Services and Logistic Support for Students* (financed in the period 2017-2022 under the ROSE Grant Agreement no. 81/SGU/CILI/18.12.2017), in "Valahia" University of Târgoviște, prior to implementing the project, in the academic year 2015-2016, from 1342 registered students in the first year of study, 281 abandoned their studies till the end of the first academic year (a dropout rate of 20.93%). During the implementation of the project - that is exclusively dedicated to students enrolled in the first year of study -, the dropout rate recorded slight decreases: 17.32% (2017-2018), 18.40% (2018-2019) and 18.10% (2019-2020), the students being involved (in the frame of the project) in specific activities related to remedial programs, coaching and personal development activities, mentoring and tutoring activities, career guidance activities, and various workshops and meeting with university successful graduates of professionals who have major experience in several economic areas.

1. CONCEPTUAL FRAMEWORK

The *hopes* or *expectations* represent *beliefs* as how things are happening in the future. They emerge as a consequence of combining the cognitive processes and the previous experiences of the individual. As expectations are extremely important for organising the cognitive field, they determine the individual to undertake some actions, to discover his/her motivation toward performing some activities which generate satisfaction (Dafinoiu, & Boncu, 2014).

In the academic environment, the student's projections and hopes or even his/her expectations, in the beginning of the first academic year, may be an important factor toward creating and maintaining an intrinsic motivation which should support the optimal effort in the learning process. Adapting to this new status may be difficult or problematic for students, especially for those who are introvert, being harder to relate, communicate and integrate in the students' community. Therefore, such students are the most exposed to the risk of early school dropout. The education-related requirements - in terms of level of difficulty and workload -, compared to the ones met in the previous school stage, demand students to develop new skills: analysis, critical thinking, ability to synthesize, problematization, team work, research projects, metacognitive skills, learning style, scientific work, creativity, communication, argumentation, taking notes, efficient time management etc. Some students may find all those demands as difficult.

However, mentally, that threshold represents a threshold of maturity. The student has to become aware of responsibility in relation to his/her own training, find the cognitive and emotional resources which should facilitate adaptation, time and stress management in an efficient way, setting goals and objectives related to their own personal and professional development, overcoming their self-imposed fears, prejudices and limits, outlining their own universe of values. All those explain why students expect to be guided, counselled, informed, and helped, in the way that their commitment should be real, supported and motivated, taking into discussion the transition from high-school/college to university, with all related rigors, and ensuring a smoother adaptation for each of them.

There is sometimes a significant gap between the students' expectations and the possibilities and experiences that the academic institutions are ready (and able) to provide. This is the case when students forge unrealistic expectations from their future academic studies or due to the incomplete or incorrect information collected from unrealistic sources (Crisp et al., 2009).

Their expectations concerning the educational community (professors, colleagues, auxiliary staff etc.), didactic process (teaching and assessing methods), challenges and opportunities that students come across, and even other aspects such as infrastructure, didactic materials, equipment, environment and study conditions, represent essential variables for the students' success or failure.

The experts consider that several stages must be met in the student's process of adaptation to the academic environment (Țărnă, 2012):

- *adjustment stage* - when fear and obedience, feelings of abandonment and inability prevail;
- *adaptation stage* - when earning benevolence and rewards are pursued; students observe, assess people, norms and values and adopt a specific behavior;

- *participation stage* - when the student no longer feels a stranger in relation to the others and adopts an active behavior in interpersonal relations, to the extent to which he/she feels as being accepted;
- *integration stage* - when the group dependence is developed.

The *transition stage* and its related issues represent a major cause of students' anxiety (Lowe, & Cook, 2003), due to their inability to adapt, poor academic performances and exposure to dropout risk (Yorke, & Longden, 2004).

A quality education focuses on the students' needs; it is flexible, open, receptive. It turns the students' potential into good account. Getting to know the problems which the students are forced to cope, involves a holistic and complex approach; there are social, economic, family or health-related factors which may lead to school dropout, more accentuated in the first year of study. In addition, there are individual, psychological factors, which require an early intervention.

2. METHODOLOGY

The research seeks to identify the students' expectations (in their first year of study) and to create opportunities for reflection which should determine actions and endeavors through which students' expectations may be reasonably fulfilled, in line with the available resources. It is the authors' intention to put the accent on a deeper understanding of the students' needs, specific to the transition stage, in order to help students overcoming the encountered issues, and therefore reducing the risk of dropout.

The students' educational expectations are vital as they may have an impact on their current expectations, and may influence their motivation, behavior and achievements.

The research sample was made of 245 students registered in the first year of university studies, all of them being enrolled in various specializations of "Valahia" University of Targoviste. The research was conducted on the basis of a questionnaire applied to students, at approximately two months after they started the academic year.

3. RESULTS AND ANALYSIS

In relation to the question "*To what extent do you consider that the specialization you have chosen suits your expectations?*", most of the students (42.86%) consider that their choice represents the right one *to a great extent*. The percentage of the students who believe that they have made a *very good* choice, in line with their cognitive profile, their skills and interests (31.02%) is also very important, and we may state that such students are the most motivated to complete their studies and to practice their profession in the field for which they have opted. However, the options *not at all* and *in a small measure* are present - students considering they have made an inappropriate choice (4 subjects) or quite inappropriate (11 subjects) - 6.12%. In their case, the risk of dropout, even in the first university year of study, being very high.
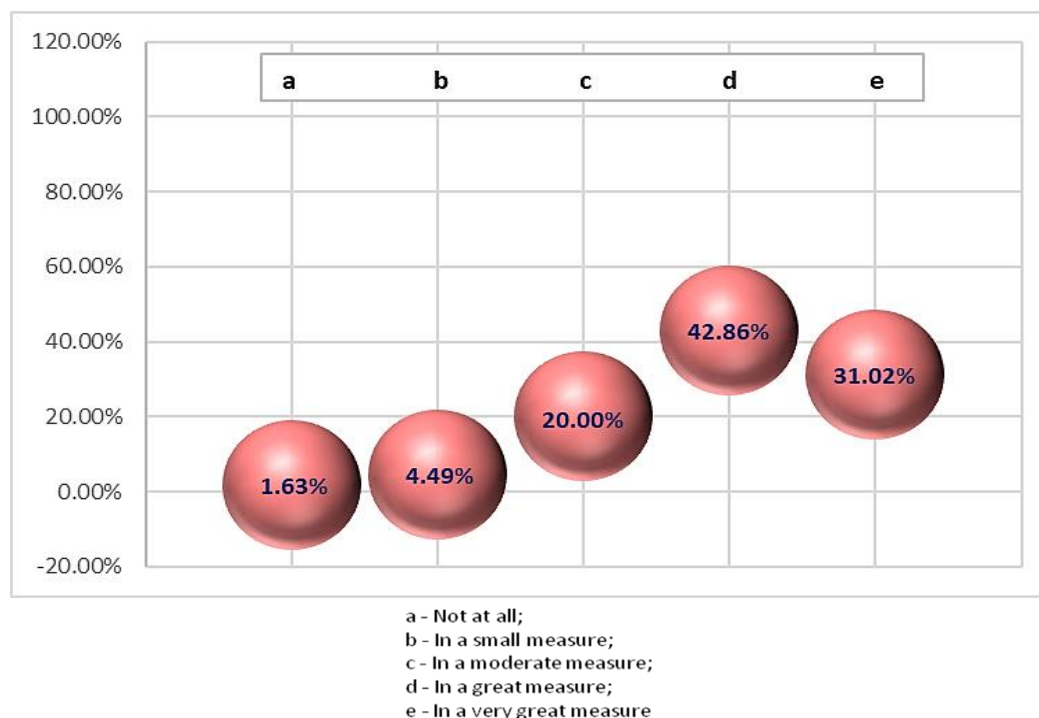
a - Not at all;
b - In a small measure;
c - In a moderate measure;
d - In a great measure;
e - In a very great measure

Figure no. 1. The extent to which students consider that their specialization suits their expectations

One should not fail to notice the percentage of the students who stated that the chosen specialization suits them *to a moderate extent* - 20%, as they demonstrate the fact that their choice was not the best, and in the context of various emerging issues, they are susceptible to dropout, sooner or later. It is obvious that one should seek vocational counselling as an important issue, trying to get to know in time and better all the aspects related to choosing their profession.

Related to the following question ("*Have you found it easy to integrate/adapt to the new student status?*"), the students' responses confirm the previous conclusions: there is a significant number of students (80.41%) who believe that their integration and adaptation to the specificity of the academic environment were unproblematic. Nevertheless, there are students who, after two months of frequenting the university activities, failed to adapt (7.35%), or adapted in a way, but not without difficulties (12.24%).

E. Țărnă (2012) recommends to students who encounter adaptation difficulties seeking integration in an *individual preventive-recovering program*. The persons in charge of such demarche should collect data on the student's previous social and cultural education climate, his/her personality profile, motivation related to the choice of faculty, degree of satisfaction related to the academia, as well as other significant data for the academic activity. Moreover, we consider that it is appropriate for the tutor/counsellor and other teaching staff to get involved in conducting some activities intended to help the members of the group to get acquainted and closer to each other, to provide some support in solving the issues faced by the students. The psychologist from the higher education institution may have an essential role in managing such situations.

Figure no. 2. Students' opinions related to the integration/adaptation to the student status, after two months in their first university year

In our attempt to diagnose the main issues/difficulties encountered by students - when starting their first year of study -, as to intervene ahead of time and to reduce the dropout risk, it was found that only 30.20% of students do not associate the first two months to problematic issues or difficulties.

Following the ranking of the issues identified by students, we have the following results: 16.73% of the students consider that the timetable/schedule is too tight; 13.47% of them encounter difficulties in understanding the content of the school subjects - which shows a significantly higher level in comparison to high-school subjects; 9.80% of the students have problems adapting to the university environment and lack of information which may help them - they do not know who they should relate to for support, when such support is required.

There is also a number of students (8.57%) for whom the main issues are related to transport. They depend on a form of public transport and this dependence prevents them from attending all the academic activities. 5.71% of the questioned students consider that their main difficulties are connected to the teachers' methods and attitudes.

Other problems encountered by the students are linked to inappropriate temperature in academic halls (5.31%), high volume of information to be acquired (4.49%), timeframe between high school graduation and admission to college (1.22%), bureaucracy (1.22%), activities carried out in various locations (0.82%), separation from family and friends (0.82%), presence (and problems) with new colleagues (0.82%), lack of practice (0.41%).
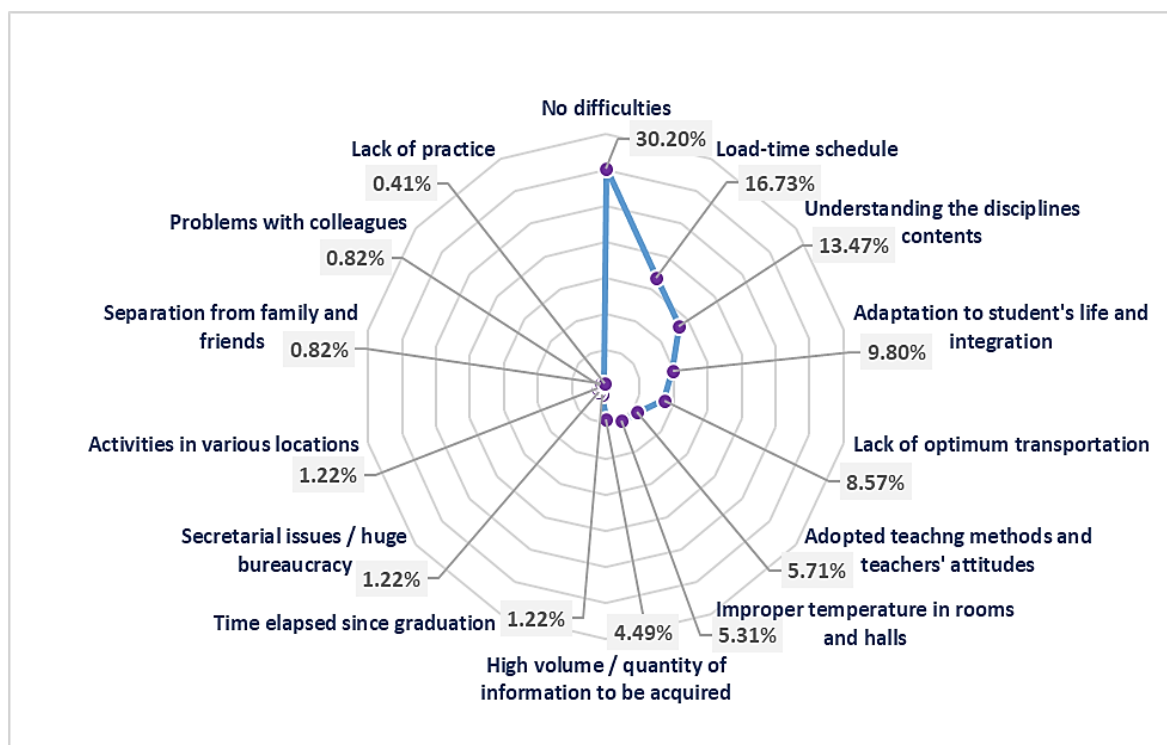
Figure no. 3. Main difficulties/issues faced by students in the first two months of their academic year

CONCLUSION

The transition to a new stage, from high school to university, is an important event and a major turning point in any student's life. For some students, changes may be great and unexpected, overwhelming, and they may influence their performances, their relationships, and may therefore generate negative feelings, anxiety, stress.

A first conclusion of this research would be that there are students who ignored or were guided wrongly when choosing their academic specialisation. They are the ones exposed to dropout as early as their first university year.

We have identified a series of issues which students must struggle: some issues relate to internal variables - students' perceptions and expectations, motivation, capacity to make optimal decisions regarding their own training and professional route, knowledge, cognitive skills, adaptive possibilities, networking and social skills; nevertheless, there are also difficulties related to the external environment - organisation of courses and timetable, specificity of university teaching, applied didactic strategies and teaching style. All those variables may be modified with an appropriate, timely intervention.

We consider that it is necessary to have a holistic approach - an approach which acknowledges all factors leading to the school dropout (on the one side), and their interrelations (on the other side). The factors which generate abandonment of higher education are various and should be tackled in an incipient stage. The students need further support and guidance, particularly in their first year of study.

To prevent the university dropout and to facilitate adaptation to the student's status, considering related rights and obligations, the examples of good practices refer to (European Commission, 2013):

- preparing students for higher education through preliminary training activities;
- following up on their evolution;
- providing a relevant, supportive syllabus;
- promoting positive approaches on learning;
- providing financial support intended to students;
- providing counselling and support services of personal nature;
- supporting the students (socialization, interfering with social media etc.);
- providing support in relation to the school subjects exposed to a high rate of dropout etc.

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CREATIVITY IN THE ROMANIAN SCHOOL ENVIRONMENT

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ABSTRACT

In today's global context, creativity is a social need, being the only inexhaustible resource on the planet and its only hope. The school, as the main educational agent, has the responsibility to prepare the new generations, to form autonomous and creative personalities, able to anticipate the future, transform the present in the direction of expectations and resolve the situation together with others. To master this special mission, modern education provides an action-oriented methodology, promoting interactive methods that require mechanisms of thought, intelligence, imagination and creativity. In this approach, it must be taken into account both the fact that every child has a creative potential and the fact that this potential differs from one person to another, and its development is done differently, even under the action of the same techniques and stimulation methods. This article presents a study, based on the Torrance Test of Creative Thinking, conducted in order to determine the index of creativity in adolescents, assessing the factors of creativity, and identifying the variables that influence it.

Keywords: *creativity; adolescence; school; educational process; interactive methods;*

INTRODUCTION

This article presents the conclusions of the research carried out in the doctoral thesis "Developing creativity in adolescents through the use of interactive methods", which was conceived as an argument in favor of modernizing Romanian pre-university education, adapting teaching-learning methods to the requirements and needs of current and future society.

We started from the observation that the Romanian school is not yet connected to the needs of the contemporary world. It does not prepare young people for the society of the present, but especially of the future, in which inventiveness, free and nonconformist thinking, adaptability are absolutely indispensable attributes. In the Romanian school, traditional teaching-assessment methods still predominate, the aim is to acquire skills according to outdated programs, and the creativity of students, which could be objectified in attributes such as those listed above, suffers.

The child enters the school with a great capacity to imagine and with a great availability to make known the fruits of this imagination. As he progresses in school life, these manifestations diminish, this enthusiasm fades, and conformity and rigidity take their place.

1. IMPERATIVES FOR CHANGE IN THE CONTINUING TEACHER TRAINING

The problem of creativity is a timely issue, creativity is imposed as a social need, being the only inexhaustible resource of the planet and its only hope.

Modern life, with its socio-economic changes and turmoil, involves the development of creativity and putting it at the service of human progress, material and spiritual well-being of mankind. The challenges of the contemporary world require creative solutions. Creative adaptation is the only way to keep up with change.

The educational process is not so much about training creators in the narrow sense of this concept, whose products are original, absolutely new, of value to society. This field is mainly about the formation and cultivation of knowledge skills (intellectual and practical). Therefore, the emphasis in the educational process is not on the students' product as social value, but on the psychological value, the suppleness, the elegance, the note of originality in the solutions (methods) used to solve the problems, the learning tasks. Such performances require interventions in the very methodology of the learning activity, creating an atmosphere conducive to the emotional participation of students in the learning process, which frees children from a certain state of tension, fear, lack of self-confidence.

In the methodological and scientific research carried out in the paper "Developing creativity in adolescents through the use of interactive methods" I looked at the influence that interactive teaching has on the creative potential of adolescents, potentially supported and stimulated by the introduction of a creativity development program. This program aimed to unlock and develop the creative imagination of adolescents, but also their motivation for the formation of productive, transferable and autonomous learning styles. We tried to highlight, through research, the impact that methods, procedures, interactive techniques have on students' divergent thinking, creative imagination and creative attitudes in general.

The choice of one or another of the methods that can release and stimulate the creative potential of the individual must be made according to purpose and context.

It is absolutely certain that there will never be a "guide to creativity, thus compiled and indexed that we can open it to a certain chapter to know what we have to do or think about in the next stage. However, there are general guidelines and principles that can be applied in many, or perhaps even most, creative issues." (Moore, 1975, p. 158).

The research was conducted on a population of adolescents, because at this stage, young people are concerned with self-knowledge, discovering their identity and gaining independence, are more confident in themselves, in their strengths and judgment, are no longer dependent on friends and opinions and this aspect allows them a unique development, in accordance with their own strengths and aspirations.

Adolescence is the age of learning, of the penetrating mind, of the thirst for knowledge, when all the motivational, volitional, affective forces are put in the service of personal growth on all levels, and most adolescents leave this period with a "mature and healthy body and lust for life" (Papalia, Olds, & Feldman, 2010, p. 371).

The physical, mental and personality characteristics acquired during adolescence allow the development of creativity.

A modern, well-designed education allows the initiative, spontaneity and creativity of the students, but also their direction, their guidance, the role of the teacher gaining new values, overcoming the traditional perspective through which he/she was a provider of information. In organizing a student-centered education, the teacher becomes a co-participant with him in the activities carried out. He accompanies and guides the child on the road to knowledge.

The use of interactive teaching-learning methods in the didactic activity contributes to the improvement of the quality of the instructive-educational process.

Interactive methods are modern ways of stimulating learning and personal development from an early age, they are teaching tools that promote the exchange of ideas, experiences, knowledge. Interactivity involves learning through communication, through collaboration, produces a confrontation of ideas, opinions and arguments, creates learning situations focused on the availability and willingness of students to cooperate, their direct and active involvement, mutual influence within micro-groups and social interaction for the members of a group.

The work "Developing creativity in adolescents through the use of interactive methods" includes two studies conducted to determine the creative potential in adolescence. The research focuses on two dimensions:

- highlighting the level of creativity in adolescent students and the factors that may influence its manifestation
- validation of a counseling program that aims to develop the creative resources of adolescents. The activities carried out within the program include objectives derived from the results obtained from the studies carried out, and were performed in the context of preparing for a school competition that involves a lot of fantasy and originality.

The results of the studies highlight issues that apply to all adolescents:

- Creativity is a characteristic of every teenager
- Creativity encompasses aspects related to the fluidity, flexibility and originality of thinking
- variables such as: gender, age and profile followed influence the creative potential of each subject

In this work we have analyzed psychological aspects of creativity in adolescents, highlighting some factors that belong to the educational context, the context in which the topic is addressed, but also the research conducted.

The research reveals the low level of creative potential in participating adolescents and the need for interventions to develop it. We came to this conclusion by comparing the average score on creative attitudes, obtained by our group of subjects, with the average obtained after conducting the study on a group of 120 inventors. (Roco, Stimularea creativității tehnico-științifice, 1985, p. 31)

The results obtained from the statistical processing highlighted important elements in relation to some of the variables taken into account:

- creativity index, score corresponding to creative attitudes
- gender, age, profile frequented
- factors of creativity: fluidity, flexibility, originality

Following the analysis of the results, it was noticed that the students attending a humanities profile are more creative than their peers from the science profile. This has led us to question whether more creative students choose a humanistic profile, or whether attending a humanistic profile highlights the creative potential of adolescents. A new study, which would provide the answer to this question, could highlight important elements for the instructive-educational process in our country. If it turns out that in the humanities profile, adolescents have the opportunity to enhance their creative endowment, perhaps it would be useful and important to see how this is achieved - if the program is favorable, or if the working methods, teaching-learning are more open, etc., in order to implement the respective elements in the didactic practice from the science profile.

Below we present one of the mentioned studies, as it appears in the work "Developing creativity in adolescents through the use of interactive methods".

2. TORRANCE TEST OF CREATIVE THINKING - FIGURAL FORM. (ELABORATED BY MARGARETA DINCĂ)
TEST DESCRIPTION

The Torrance Test of Creative Thinking allows you to evaluate two forms of creativity, figural and verbal. The verbal test contains seven activities - stimulus, and the figural one comprises three sets of activities - stimulus, offering interpretive possibilities superior to the ages of over seven years. (Dincă, 2001)

In our approach we used a variant of the Torrance Test of creative thinking - the figural form, for teenagers (14-18 years old), elaborated in 1994 by the scientific researcher Margareta Dincă. The test consists of three activities:

- activity 1: building the picture - starting from a form - stimulus, the subjects have to build a picture or an object including the given figure, at the end associating a name or a title. Subjects have 10 minutes to complete the activity.

- activity 2: completing the drawing - adding lines to the figures - stimulus, some objects or drawings will be sketched, to which titles will be associated. It is not necessary to complete all the drawings. Working time is the same as in the previous activity.

- activity 3: parallel lines - within 10 minutes as many objects or pictures will be drawn starting from the pairs of straight lines presented and titles will be added.

Using this test allows you to measure creative performance through six variables that represent operational variables. Fluency, flexibility, originality and elaboration are variables that are defined in the sphere of cognitive processes, resistance to premature closure, defined at the level of perception, and the capacity of semantic abstraction is defined at the level of verbal originality.

Figural originality indicates the independence of reasoning, the integration of various elements in the same perceptual field, the ability to produce independent ideas in the usual established sense.

Figural fluency indicates the speed and ease of association between images, the ability to produce a large number of ideas, words, etc.

Figural flexibility highlights the ability to restructure thinking in relation to new situations, ease of transfer, the ability to produce different categories of ideas, to change one category with another using images or words, and the ability to use certain strategies.

Figural elaboration represents the ability to combine and transform data, the ability to concretely realize the original, new idea.

Resistance to premature closure measures the ability of perceptual resistance to the stimulus-induced figure, highlighting the extent to which the subject is independent of perceptual learning. The capacity for semantic abstraction is the capacity for abstract-verbal interpretation of the figural. (Dincă, 2001)

In addition to the six creativity factors presented above, the test also uses a list of creative traits, which represent a qualitative assessment of performance. This list includes 13 categories, each category being considered as a bonus that will be added to the grade obtained in fluency, originality, elaboration and resistance to closure.

These characteristics are not equal in importance with the factors of creativity, but they are added to the information obtained through the Torrance Test of creative thinking - the figural form, regarding the creative potential. The emergence of these indicators has been

seen as a feature that can be used to develop instructional methods and an appropriate curriculum.

The presence of a creative feature is indicated, on the scoring sheet, by a plus sign (+); if it occurs once or twice, or by two pluses (++) for more than 3 occurrences.

-Expressing feelings and emotions

Feelings and emotions can be represented, either only by drawing, or only by title, or both. This feature can be found in all three activities, in some cases it can be expressed by a replica of the figures in the drawing (people, animals, inanimate objects).

-Articulating a story

Creative people are able to communicate in a clear and powerful way. The drawing must show a relationship of interaction between its elements. This trait indicates the ability to represent a general picture that actually communicates something. It is found more often in activity l.

-Movement and action

It is one of the most recognizable features. The movement can be represented in several ways: by title, by lines of the characters in the drawing, by positions of the characters or things in the drawing. The most common indicators of movement and action include running, flying, dancing, skiing, wrestling, eating, drinking, swimming, floating, diving, hitting, and so on. This feature can occur in all three activities. There is a possibility that in activity l there may be three or more expressions of movement, in which case double plus (++) is granted.

-Expressiveness of the title

To be scored, the expressiveness of the title must go beyond mere description. Drawings with an ironic or satirical title fall into this category, as do very abstract and figurative titles. If after the question "If I remove the title, will the painting tell me the whole story?" the answer is no, then the drawing will be scored for expressiveness.

-Combining two or several incomplete figures (activity 2)

The appearance of this feature is very rare and indicates a person with the ability to tear down the existing structure and limitations and recombine everything into a new whole.

-Combining two or several sets of lines (activity 3)

This feature is very easy to be recognized and is more common than the previous one. Represents the ability to perceive separate components (sets of lines) in an object or painting and indicates persons who, under restrictive conditions, are able to use any loophole allowed to them.

-Unusual visual perspectives

What we are looking for here is a drawing that shows an object from an angle from which we normally do not see it, because the creative person can perceive things and situations in different ways.

-Internal visual perspectives

Creative people are able to visualize beyond the external appearance, and to notice the internal, dynamic functioning of things.

-Extension (breaking boundaries)

This feature is found only in Activity 3, where there are many ways to extend the boundaries of the imaginary rectangles described by the parallel lines. Lines can represent the head or tips of an object and the boundaries can be extended up and down. The two lines can be separated and each used as a basis for two or several elements in a drawing.

-*Humor in title and drawing*

Humor can be expressed in many ways. Sometimes it is given by the absurdity of the drawing itself, by the manner in which the facial expression, the caricature, etc. is drawn.

-*The richness of imaging*

The answers in this category show variety, liveliness and intensity. There are types of answers that help to get rid of the boredom of scoring a large number of common answers. Images with this feature create a clear, strong, distinct image in the viewer's mind.

-*Coloristic*

Some answers can be rich and colorful, while others can be colored without being rich, and vice versa. A colorful answer involves, in one way or another, the senses.

-*Speed of entry into the task*

It is a simple feature to detect because it assumes that either the first response to activity 2 or the first response to activity 3 receives a point for originality. If one of them receives a point for originality, then a plus (+) is awarded. If both answers are original, then a double plus (++) is given for the speed of integration in the task. The first answer is the first figure drawn, not the first figure from that activity. (Dincă, 2001)

Details:

An answer may not contain any of the 13 features, or it may contain more than one, as they are not excluded. Some of the features appear frequently, others very rarely. When a rare trait appears, such as the combination of figures in Activity 2, it usually indicates superior creative abilities. Some features tend to appear simultaneously, such as image richness and color.

With the exception of four features (combining figures in activity 2, combining lines in activity 3, breaking boundaries in activity 3, speed of entry in task in activities 2 and 3), the others can occur in all activities.

After obtaining the results for the three activities in part, the summary of the points for was made, depending on the fluency, flexibility, originality and elaboration. The scores obtained for the parameters semantic abstraction (activities 1 and 2) and resistance to closure (activity 2) were also added to the scorecard.

M.Dincă (Dincă, 2001) proposes the transformation of raw scores into standard scores and the determination of the creativity index (Qcr). It was calculated as the sum of the average of the standard scores of the creativity factors (fluidity, flexibility, originality, semantic abstraction, elaboration, resistance to premature closure) and the sum of the bonuses obtained for creative features. In this work we have used only the raw scores. Thus, the creativity index is also calculated based on them.

3. OBJECTIVES AND HYPOTHESES

Objectives

The objective of this study, in which we use as a tool the Torrance Test of creative thinking - figural form, developed by M. Dincă (Dincă, 2001), is to determine the index of creativity in adolescents, by evaluating the factors of creativity.

Hypotheses

a) It is assumed that there are differences between the genders in terms of the value of the creativity index in adolescence, girls having a higher value than boys.

b) It is assumed that there are differences between adolescents in terms of creative skills depending on the profile in which they are enrolled, in the sense that students in

humanities and vocational-pedagogical profile have a higher level of creativity index than students in the science profile.

c) It is assumed that the scores recorded for the creativity factors are influenced by age, the younger subjects having higher values than those of the older subjects.

4. PARTICIPANTS AND PROCEDURE

The research was carried out on a population of 242 adolescents, aged between 15 and 18, students at the National High School of Computer Science "Matei Basarab" Rm. Valcea. in the 10th and 11th grades, mathematics-computer science, natural sciences, social sciences and vocational-pedagogy profiles. Of these, 49.17% are aged between 15 and 16, and 50.83% are between 17 and 18 years old. Out of the total number of participants in the research, female subjects represent 62%.

The participating adolescents were characterized by a high intellectual level, the National College of Computer Science "Matei Basarab" Rm. Vâlcea registering values of the last admission average higher than 8.50.

The participants were recruited voluntarily, following the presentation of the research purpose by the leading teachers of the targeted classes. The informed consent of the parents was obtained, in the case of the minor subjects, as well as the own consent of the adult subjects. In some frontal meetings, in the classroom, I applied the research tools: The Torrance Test of Creative Thinking - Figural Form (Dincă, 2001), The Three-Dimensional Scale of Creativity, The questionnaires were administered during the leadership lessons in pencil-paper format, and their filling in took 30 minutes. The sampling method was non-random.

5. INSTRUMENTS

Starting from the Three-Dimensional Scale of Self-Esteem developed by Coman Petruța Daniela (Coman , 2010) we developed the tool called the Three-Dimensional Scale of Creativity to assess creative skills in adolescence. The scale comprises 24 items and is made in three dimensions:

- Fluency - items: 1, 4, 7, 10, 13, 16, 19, 22
- Flexibility - items: 2, 5, 8, 11, 14, 17, 20, 23
- Originality - items: 3, 6, 9, 12, 15, 18, 21, 24

Each item was evaluated on a Likert scale (1-5: 1- never, 5- always), and the scoring was done by direct summation of the scale and indirect rating.

The information obtained with the help of the psychometric tool The Three-Dimensional Scale of Creativity complemented those obtained from the observation and application of the Torrance Test of creative thinking - the figural form.

VARIABLES
➢ Age
➢ Gender
➢ Attended profile
➢ Fluency
➢ Flexibility
➢ Originality
➢ Creativity Index (Qcr)

Data analysis

We processed the obtained data, which we organized in a database, with the help of the Microsoft Excel application in order to be able to statistically present the research and hypothesis verification group.

Before proceeding with the hypotheses verification, we analyzed the normality of the distribution with the Kolmogorov-Smirnov test, and the result was that the data distribution can be assimilated to a normal distribution. To establish the relationships between the study variables we used the Pearson Linear Correlation, performing a data screening process in order to investigate the extent to which the assumptions necessary to use the linear correlation are met.

The differences in the creativity index variable based on gender, age and profile were analyzed with the t-test for independent samples.

6. RESULTS

The following tables, *Table 1*, *Table 2*, *Table 3*, *Table 4*, shows the main statistical indicators for the Flexibility, Originality, Fluency and Creativity Index variables.

Table 1 – Flexibility

Flexibility	
Mean	6.107438017
Standard Error	0.128778518
Median	6
Mode	6
Standard Deviation	2.003323599
Sample Variance	4.013305442
Kurtosis	-0.758422623
Skewness	0.088444178
Range	8
Minimum	2
Maximum	10
Sum	1478
Count	242
Largest(1)	10
Smallest(1)	2
Confidence Level(95,0%)	0.253675164

Table 2 - Originality

Originality	
Mean	10.33884298
Standard Error	0.269190409
Median	10
Mode	10
Standard Deviation	4.187620006
Sample Variance	17.53616131
Kurtosis	0.189778538
Skewness	0.336410509
Range	21
Minimum	1
Maximum	22
Sum	2502
Count	242
Largest(1)	22

Smallest(1)	1
Confidence Level(95,0%)	0.5302664

Table 3 – Fluency

Fluency	
Mean	5.20661157
Standard Error	0.05792223
Median	5
Mode	5
Standard Deviation	0.901058441
Sample Variance	0.811906313
Kurtosis	8.452956275
Skewness	-0.865970654
Range	8
Minimum	0
Maximum	8
Sum	1260
Count	242
Largest(1)	8
Smallest(1)	0
Confidence Level(95,0%)	0.114098465

Table 4 – Creativity Index

Creativity Index - Qcr	
Mean	21.6320885
Standard Error	0.41015171
Median	21.1666667
Mode	16.3333333
Standard Deviation	6.36726679
Sample Variance	40.5420864
Kurtosis	0.18917494
Skewness	0.30065531
Range	43.1666667
Minimum	1
Maximum	44.1666667
Sum	5213.33333
Count	241
Largest(1)	44.1666667
Smallest(1)	1
Confidence Level(95,0%)	0.80795688

Table 5 – Average, standard deviation and number of subjects

Variable	M	SD	N
Creativity Index (Qcr)	21,64	6,36	242
Fluency	5,21	0,90	242
Flexibility	6,11	2,00	242
Originality	10,34	4,19	242

Table 5 shows the following data: number of subjects (N), average (M), and standard deviation (SD) for the fluency, flexibility, originality and creativity index variables.

Table 6 – Values for Creativity Index by gender, age and profile frequented

Variable	Average	Standard deviation	t	df	d

Creativity Index (Qcr)	21,63		6,37		1,65		242		0,1	
Gender	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
	20,53	22,33	5,53	6,74	3,66	3,74	92	150	0,17	0,11
Age	**15-16**	**17-18**	**15-16**	**17-18**	**15-16**	**17-18**	**15-16**	**17-18**	**15-16**	**17-18**
	22,1	21,21	7,24	5,36	4,11	3,76	119	123	0,07	0,07
Profile	**U**	**R**	**U**	**R**	**U**	**R**	**U**	**R**	**U**	**R**
	22,54	20,71	6,96	5,52	9,45	4,11	124	118	0,14	0,15

Table 7 – ANOVA test - Results

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
M	92	1889	20.53261	30.60027
F	150	3349	22.32667	45.44365

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	183.5425	1	183.5425	4.609821	0.032792	3.880497
Within Groups	9555.729	240	39.81554			
Total	9739.271	241				

SUMMARY

Groups	Count		Sum	Average	Variance
U	124				
R	118				
			2794.5	22.53629	48.49574
			2443.5	20.70763	30.53083

ANOVA

Source of Variation	SS		df	MS	F	P-value	F crit
Between Groups	202.1882						
Within Groups	9537.083		df	MS	F	P-value	F crit
			1	202.1882	5.088051	0.024992	3.880497
Total	9739.271		240	39.73785			
			241				

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance

15-16 ani	119	2629.5	22.09664	52.43526	
17-18 ani	123	2608.5	21.20732	28.72192	

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	47.83595	1	47.83595	1.184616	0.27751	3.880497
Within Groups	9691.435	240	40.38098			
Total	9739.271	241				

As can be seen in Table 6, the average creativity index for boys is 20.53 and for girls 20.33. The difference between the two averages is 1.8, and p = 0.03 <0.05. This indicates that there are statistical differences between the values of the creativity index depending on the gender variable. The average scores of the creativity index in boys (M = 20.53, SD = 5.53) are lower than those obtained by girls (M = 22.33, SD = 6.74), the value of the t test with 242 degrees of freedom has a bidirectional significance level of 1.65, p <0.05.

Cohen's indicator d was used to calculate the effect size, the values obtained, depending on the gender, being 0.17 and 0.11, respectively, which indicates a low level of association.

The existence of statistically significant differences between the values of the creativity index, depending on the gender variable, entitles us to accept hypothesis 1.

Table 6 also shows the average of the creativity index for students attending a humanities profile M = 22.54, as well as that of students with a science profile M = 20.71. The difference between the two averages is 1.83, and p = 0.02 <0.05. This indicates that there are statistical differences between the value of the creativity index depending on the variable profile frequented. The average scores of the creativity index in students from the humanities profile (M = 22.54, SD = 6.96) are higher than those obtained by students attending a science profile (M = 20.71, SD = 5.53), the value of the t test with 242 degrees of freedom has a bidirectional significance level of 1.65, p <0.05.

Cohen's indicator d was used to calculate the effect size, the values obtained, depending on the profile frequented, being 0.14 and 0.15, respectively, which indicates a low level of association. The existence of statistically significant differences between the values of the creativity index, depending on the variable profile frequented, entitles us to accept hypothesis 2.

Also, Table 6 presents the average creativity index for students aged 15 to 16 (students in the 10th grade) M = 22.10, and the average creativity index for students aged 17 to 18 (students in the 11th grade) M = 21.21. The difference between the two averages is 0.89, and p = 0.28> 0.05. This indicates that there are no statistical differences between the value of the creativity index according to the age variable. The average scores of the creativity index in the 10th grade students (M = 22.10, SD = 7.24) are higher than those obtained by the 11th grade students (M = 21.21, SD = 5.36), but the differences are not significant, the value of the t test with 242 degrees of freedom has a bidirectional significance level of 1.65, p> 0.05.

Cohen's indicator d was used to calculate the effect size, the values obtained, depending on the age of the students, being 0.07 and 0.07, respectively, which indicates a low level of association.

The lack of statistically significant differences between the values of the creativity index, depending on the age variable, entitles us to reject hypothesis 3 and to accept that age does not influence the creative skills of adolescents.

7. DISCUSSIONS

The study we conducted analyzed the creative skills of adolescents, how factors such as gender, age and profile frequented by subjects influence their level. The study aimed to test whether these variables affect the level of creativity, the way in which this creativity is expressed and possibly influenced by the educational and professional choices of adolescents.

The results obtained from the statistical processing confirmed the data obtained by direct observation: girls are more creative than boys, more creative students tend to follow a humanities profile. It turns out that age does not significantly influence creativity.

The research results highlighted aspects with practical and theoretical implications in pedagogical practice.

The results obtained from the statistical processing showed that there are differences between the creative skills according to gender. The more accelerated development and growing up of girls, associated with the complexity that creativity, as a psychic phenomenon, implies, could be the basis of the differences, in terms of girls' creative skills, compared to those of boys.

Both at the level of practice and following the statistical analysis of the results of our study, there were differences, in terms of creativity, between students who followed a humanities profile and those who attended a science profile. One explanation for this could be that young people with superior creative skills are less attracted to the exact sciences, which require more rules and more rigor.

Also, an explanation for the differences registered could result from the fact that in the present research we included students from the vocational-pedagogical profile between the students who attended a humanities profile. Admission to the pedagogical profile involves taking eliminatory tests in music, drawing, sports. Thus, the group formed by students in humanities includes students who have demonstrated skills and competencies in these fields, so conducive to creativity. It should be noted that girls predominate in the vocational-pedagogical profile, and the statistical results confirmed the observation that, in adolescence, the level of creativity of girls is higher than that recorded by boys. Another explanation for this could be that attending the humanities profile has contributed to a development or unleashing of creative skills. This could be the hypothesis of a later study.

Following the statistical processing of the data recorded by applying the Torrance Test of creative thinking - the figural form, no differences were found in the level of creativity, depending on age. This aspect could also be explained by the small number of the population on which the study was conducted. A further study could be carried out on an extended group to see if the creativity is really independent of the age of the subjects.

8. PRACTICAL IMPLICATIONS

The results of this study are important from a pedagogical point of view. Knowing the influence that the gender and the profile frequented by the student exerts on the level of

creativity in adolescence, but also the fact that age does not play a decisive role on this psychic phenomenon, specific programs can be developed to stimulate creativity by those working in education. These programs can be based on principles such as:

- Each individual has a certain creative ability. This creative capacity can be developed through specific means, and the school is the framework in which this development should take place.

- Creativity, in adolescence, includes aspects related to the fluency, flexibility and originality of thinking.

- The variables of gender and educational profile frequented influence the level of creativity in adolescence, while age does not exert a significant influence.

Also, the research results may determine changes in the way the teaching activity is approached, in order to adapt it to current requirements.

9. LIMITS

The study carried out for this paper has, like any research, a series of limits, among which:

- the cross-cutting approach, which prevents the drawing of causal conclusions on the relationships between variables

- taking into account that the participants in the research come from a certain geographical and cultural area, the generalization of the results to other categories of populations must be carried out with caution

- the relatively small number of participants in the study may have influenced the results obtained in case of hypothesis number 3.

10. FUTURE DIRECTIONS

Starting from one of the possible explanations regarding the confirmation of hypothesis 2 we can lay the foundations of a longitudinal study, in which to see if more creative students choose to attend high school with a humanities profile, or attending this profile determines a development of their creativity.

Also, the rejection of hypothesis number 3 may be the starting point of a study, conducted on a larger group of participants, to test the independence of creativity from the age of the subjects.

Further studies can be made in order to outline a more accurate picture of the creativity of adolescents, how its development and manifestation is influenced by the school environment.

The development of programs to stimulate creativity, both for students and for teachers in pre-university education, or even parents, can be achieved by taking over certain aspects of the design of this research.

The results of the two research studies form the basis of the counseling program for this target group.

The program to stimulate creativity developed in the doctoral thesis included elements of self-knowledge, recognition and awareness of one's own creative skills, discovery and capitalization of creative resources. Participation in counseling sessions has led to an evolution in the field of creativity. The scores obtained by the subjects in all the applied tests increased between the initial moment (before participating in the program) and the final one (after attending the program). These results validate the effects of the activities

included in the program, the effects produced by the use of open, interactive, student-centered methods that involve him in all stages of the teaching process.

The research and counseling program developed bring to the fore and scientifically support that from a practical, individual point of view, the creative potential of adolescents can be increased by applying interactive methods in the teaching-learning process. The validation of the Creativity Stimulus Program is an argument that open educational activities offer adolescents the opportunity and possibility to access and enhance creative resources.

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GEORGE CĂLINESCU - ONE OF THE MOST IMPORTANT ROMANIAN LITERARY CRITICS

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ABSTRACT

George Călinescu was born on June the 19th, 1899, in Bucharest. He made his debut with lyrics in "Sburătorul" magazine (1919). After graduating from the Faculty of Letters, he continued his studies at the Romanian School in Rome. He works as a high school teacher in Timisoara and Bucharest. George Călinescu was a poet, novelist, playwright, essayist, and literary historian. The theorist pointed out that the classical and romantic types are not absolute, their purity is non-existent in reality.

Keywords: George Călinescu; classical and romantic literature; novelist;

1. LANDMARKS OF LIFE AND WORK

George Călinescu was born on June the 19th, 1899, in Bucharest, Romania. His high school studies took place in Iași and Bucharest. He made his debut with lyrics in the "Sburătorul" magazine (1919). After graduating from the Faculty of Letters he continued his studies at the Romanian School in Rome. He works as a high school teacher in Timisoara and Bucharest. He was co-director, in 1933, at "Romanian Life". He finished his PhD in Iași, in 1936, with a thesis on the Avatars of Pharaoh Tia, an Eminescu manuscript. He was lecturer at the University of Iași, and starting with 1945 he was professor at the University of Bucharest. He was member of the Romanian Academy (1949), director of the Institute of Literary History and Folklore in Bucharest. He died on March the 12th, 1965, in Otopeni, near Bucharest.

George Călinescu is part of a series of encyclopedic writers, whose personality and multivalent activity are overwhelming. Călinescu's work is unitary, in the sense that the same aesthetic modalities circulated from prose to literary history, from criticism to poetry, in a coherent literary universe. The critic is doubled by the creator, by the artist. According to the principle that: "to understand means to create again, to reproduce in yourself the initial moment of the work", Călinescu tries to find a critical method similar to creation; constantly given the historical process, "he dreams about the texts and carries on the idea and the message, showing what the book could have become" (Ion Bucșa, 1983,113).

George Călinescu was a poet, novelist, playwright, essayist, and literary historian. The theorist pointed out that the classical and romantic types are not absolute, their purity is non-existent in reality. The critic starts with poetry to express his aesthetic point of view, to define the "universe of poetry", but descends into poetry from the sphere of culture. His lyrics are romantic, but they are both classical and modern. Poetry encapsulates through music, intellectuality, and culture: "The canons know how to make you Hexarch / Cypriot Venus, / I commented deeply on the great Petrarch / And on old Goethe" (Epitalam).

The disguised humor, the feeling of love, and the variations on classic themes are all realized in the light of a lucid passion. G. Călinescu comes in Romanian literature from

universal literature, having the conviction that a literary critic and historian, in addition to specialized and philosophical training, needs in-depth knowledge of at least foreign literature.

Only in this way can national values be reported in the context of world literature, or only in this way is a hierarchy of values possible. The impression given by literature is a harmonious work, the creation of a "total writer" of dissociation from novel to literary history, monographs and vice versa; the pleasure of directing; the monumental and the grandiose; the Rabelaisian imagination; the game of assumptions, of psychological or essayistic comments; elements of cosmogony.

2. THE MAN OF CONTRADICTION

George Călinescu was the author of several fundamental studies on great Romanian writers like Mihai Eminescu and Ion Creangă. His known work remains "Enigma Otiliei" - published in 1938. In 1941, he wrote the monumental work "Istoria literaturii române de la origini până în prezent" ("The history of Romanian literature from its origins to the present day"), which studies the evolution of the Romanian literary phenomenon.

George Călinescu was a dynamic personality who lies in the creative power of contradiction. From the first publishing events, he defines his position contradicting - and fellow criticism and point shift, contemporaries, like the predecessors, and eventually, if not primarily, contradicting - a spectacular himself. (...) Some critical Maiorescu accepted, as were "drunkenness words" (oratory) and "sensitive images" (poetry) would be fought first with the creative force of "momentum report" and the second to indicate bad "abstract image" (Streinu, 1973, 275-277). It is understood that E. Lovinescu being critical of a dominant personality, he and not another, everything said about the current literature, served to reagent new personalities - as affirmed Lovinescu about Hortensia Papadat-Bengescu, saying "it's a remarkable talent manly".

Călinescu would say that, on the contrary, the writer is a "female talent". (...) He will cultivate such a state of conflict, at all levels, during the orientation period. It is noted, however, in the first place not so reactive that conduct although important producing works, as factual the cone itself which, as soul mobile indicates its nature dialectic of necessity deep. The most expressive remains slow article put career criticizes Angelorum apparition in a magazine focused on mystic; soon other publications are printed for Disparitione Angelorum experience angelic ending as is urgent" (Streinu, 1973, 275-277). But the movement itself is contradictory to itself the power to generate wealth live personality.

It develops over time into large anti-sufficiency as Impressionism and scientific documentation, aesthetic and critical criterion River biographical nature and art, illustrated with pairs of values massive and always outstanding works of any kind to which they belong. Tima Mechanical contradiction in its wearer, the critical intellectual heading extreme. It is paradoxical as if "Elementary" Eminescu «raffinate» Creangă's sophistical, when combatants Maiorescu: "Talia - and tall and slender, / Your eyes black ebony / your hand tiny white / I ask you a bottle", by adding: "I mean a woman cannot resemble the sky!". And the creation epic, the same mechanical spiritual recognize character built on extreme psychologic and artistic: caricatures of intellectuals and aristocracy, and types that Ioanide image of absolute artistic or absolute political.

3. MODEL AND VALUE

Historical Overview - literary which led the evaluation process critical G. Călinescu constantly relies on the belief that literature is seen in the individual side of its existence -, has a real chance to detect the artistic viability of guardianship models. Having nothing common phenomenon of imitation and epigonism, this view is the first such large organicist vision of arts. (...) May scrutinized close, one can easily notice that critical analysis G. Călinescu continuously revolts around points of contact between the literary text discussed, and suggestions offered by referential models. Going forward, it should also be noted that due to the capacity to keep the perception synthetic critic, in most cases, so-called chi than location sublimated in assessing intrinsic value, coherently inextricable analysis explaining - being precisely through this.

The Călinescian critic genius lies on this side, the capacity of the models as reference points involved in the analysis, turns, goes like the peremptory arguments of value judgment. To give just a few examples drawn from the history of the Romanian literature compendium: "Although he wrote poetry, N. Gane (1835-1916) was specialized in "stories". "Mr. Ruxandra Petru Rares are clean Asachi thefts in increased competition running without element Ariostea. Nightingale Socol's is toria tragic bourgeois of milliner's libertine, echo fainted and inexpensive Murger"; "Camil Petrescu is in the novel supporter of automatic dictate the margins allowed by genre enemy of characterology classical and fixed. Bergsonian and Proust intend to grow without embarrassment flow memories" and "guidon to respect the authentic journal the pretends not to change anything in the memory, going so far as to put in corrections and double footnoted text" (Cioban, 1975, 975).

4. ART AS AN INEFFABLE ENTITY

Călinescu starts from (or more precisely reaches) the idea of targeting a particular method, that art is an ineffable entity, thus indicating singular aesthetic horizon and the dissociation autonomy to all other domes Messrs. How original is it from this point of view not interested, accept the remaining essentially as whom gives? Ineffable laws of art cannot be known rationally, but only intuited, industrial recipe in this case is excluded. To get closer to the artistic work you need a per CEPT distinctive, that you taste innate before being cultivated. Cultivating bad taste in scholarship absolutely cannot make the aesthetic emotion, whose resorts remain a given native. Therefore, ineffable art is a methodology question of the break down all the precepts scaffolding on which the supporting "esthetician". Thus, Călinescu's aesthetics will never look what art is, but as art, its rules are open continuously creative freedom without restrictions canonical.

The creative act depends on the subject of creating donuts and no other external considerations. It comes after the objective existence of the artistic scene was declared, their role being to - and continue value and not to them - in a fixed - a simplified scheme. The core of the aesthetic fact is indefinable, it can, however, determine the coordinate induction but a few - and ensure the permanence values. Art must concern some "permanent", which means overcoming language (the "virtually self") and universal scenery installments through "self-contemplative".

"Art is useless and arbitrary. Where - and does this freedom, if not overcome bad active in self-contemplation the spirit, closing itself and not turn becomes pure fantasy object of the universal self." (Value and ideal etic es). So, to have permanence value creator goes beyond "aesthetic ideal", which is determined historically.

He exemplifies the particular universe, thus creating the classic mode. Create fathers into classical select ephemeral essential means, to escape the "documentary" still, to initiate what is universal. General typified by an individual must follow geometric shape as a vision of their world. Exemplifying the essence of the individual, not only to you - your work represents the correspondence between perishable and archetypal forms.

Creative gesture classic excludes excessive individuation, tending to some anonymity. Accepting an objective - reality forces, you consider it in the artistic treatment. Master Manole and Brancusi did not differ in how to create a Greek artist. They subordinate their ego (genius) act artis sustainable call Simply diluting - it even anonymity" (Mincu, 1969-1971, 152-153).

5. HISTORY AND LITERARY CRITICISM

„For Călinescu criticism and literary history are appearances of criticism in the widest sense as an indispensable preparatory time. Călinescu accepts the side "and the history of the material conditions in which work out", cultural history, but refuses to confuse it with true literary history, the history of values, a history that includes critical. A specific difference in literary history is that "fictional facts must be an artistic reality".

This demonstration is not achieved by reference to any biographical or historical model by - parallelism external causes, but by searching for the default arguments of the work himself by spelling its virtuality. Perspective is here immanent, not genetic. (...) separation of the "real phenomena history" and "history of events", and between the external history of literary history and literature - but not the final G. Călinescu (Martin, 1981, 137-138).

For just separated, the two are united by history - a theoretical gesture devoid of paradox. The author not only identifies the essential history of literature critique but does not radically separate literary history from general history. Their condition is common subjectivity. Beyond authenticity and honesty essential in gathering facts, the notion of objectivity in history is meaningless: "In history and especially in literary history there are objective structures, but only categories, points of view".

„All the novels of George Calinescu are hard to novel ways of experimentation, whether the conscious purpose of copyright can be another. But the convention, instead of being weakened is compounded. From those facts, the contemporary life (boxing, traveling by train, cinema etc.) and a contrast scheme is sought and so great that suck at grouping soon experimental character. What will follow in this first novel, "it will not be true psychological or social, although both cannot fail, the truth of aesthetics, practicing a theory of the novel" (Manolescu, 1980-1981, 263-264).

CONCLUSIONS

George Călinescu is considered one of the most important Romanian literary critics of all time, alongside Titu Maiorescu and Eugen Lovinescu, and is one of the outstanding figures of Romanian literature in the 20th century. Romanian academic, literary historian, publicist, and writer, Călinescu is also one of the most revolutionary authors in Romanian literature.

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DOES THE TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT REPRESENT A PRIORITY FOR THE ROMANIAN EDUCATIONAL SYSTEM?

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ABSTRACT

At present, being involved in a permanent professional development process represents a compulsory issue for teachers. In fact, the Continuous Professional Development (CPD) of the actual teachers has recorded considerable importance during the past two decades. As example, whether in 2002/2003, the teachers' involvement in CPD activities was considered as optional in approximatively half of European countries (Eurydice, 2005), in 2018, a massive percentage of teachers (92.5 % of lower secondary teachers) participated in CPD activities (European Commission/EACEA/Eurydice. Teachers in Europe: Careers, Development and Well-being, 2021). Several European countries (Bulgaria, Spain, Lithuania, Portugal, Romania, Slovenia and Slovakia) considered the participation of teachers in CPD activities as a crucial step for their career development. However, in most European countries, the schools have to design a continuous professional development plan for their own staff. In such conditions, less than 1/3 of schools asks teachers to be involved in a particular CPD plan. In the case of Romanian teachers, their involvement in CPD process is regulated by the National Education Law (1/ 2011), with several amendments and completions. But in order to make it efficient, the whole process must be in accordance to the actual challenges related to teaching practices. In this respect, the paper tries to answer to an issue that envisages the teachers' CPD as a real priority for the actual educational system.

Keywords: *Teacher's Continuing Professional Development (CPD); teaching career; educational policies; educational system;*

INTRODUCTION

It is generally assumed that teachers' CPD, although a priority at the level of the European educational policies, is still an unresolved issue for the majority of the member states. Also, it is internationally noted that teachers have an important job, with responsibilities and tasks that increase in difficulties and diversity. As such, many member states of European Union pay more attention to study the ways in which teachers could be trained for such important tasks, in the context of the contemporary European society, directing by postmodernist trends.

Changes in education impose new demands from teachers, but the reality shows that in many cases, the professional development systems are not always adequately equipped to

meet the actual demands. Thus, according to the Eurydice Report - *Key data on teachers and school leaders in Europe: 2013 edition* -, the lack of teachers' pedagogical training remains as a problem for several European countries. By the lack of pedagogical training, it is understood that "teachers are unprepared to respond to the challenges they face, such as managing increasingly heterogeneous groups and student behavior, as well as effectively using information and communication technology." According to the same report, not all European countries have transnational typologies for teachers' educational mobility, through transnational learning, involving also the exchange of good practices between teachers from different states, which hinders the CPD. (*Teachers in Europe: Careers, Development and Well-being*, Report, 2021)

1. PROBLEM STATEMENT

Considering the core of the addressed problem, several reference documents should be highlighted, summarizing a series of historical recommendations related to policies in the field of teachers' Continuous Professional Development and professional insertion, valid for EU Member States (*Developing Coherent and System-wide Induction Programmes for Beginning Teachers - a handbook for policymakers*, Report, 2010; *Supporting the Teaching Professions for Better Learning Outcomes*, Report, 2012; *Study on policy measures to improve the attractiveness of the teaching profession in Europe*, Final Report, 2014; *Order no. 5561 for approving the methodology related to the continuous professional development of teaching staff from pre-university education* - valid for Romania, 2011):

- in the field of professional insertion, the objectives may vary from country to country, but they must be clear, feasible and must have measurable effects;
- the main objectives should include: reducing the situations when new teachers leave the profession at early stage; improving the teaching quality; providing support for professionalization in the teaching career; providing feedback on initial teacher education; ensuring vertical continuity between different stages of professional development;
- designing comprehensive programs for professional insertion - compulsory for all teachers -, across all levels of education, with a duration of one year, at least;
- structuring a system of rapid detection of the difficulties faced by beginner teachers and identifying appropriate solutions;
- reducing the number of actual teaching hours for beginner teachers;
- providing specific training for all educational actors, allowing them to provide effective collegial support and develop cooperative practices (involving the entire teaching staff);
- cooperation between the actors who provide initial education for the teaching profession and mentors, school heads, school inspectors, in order to establish and develop a common professional language.

The *2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) - New priorities for European cooperation in education and training* mentions the teachers, trainers, directors of educational establishments, and other members of the educational staff, playing an essential role on ensuring the student's success in the implementation of educational policies. The EU Member States expressed their concerns for optimizing the initial training programs and those aimed at teachers' continuing training, being aware that the quality of the teaching staff depends not only on the quality of the education delivered to

the beneficiaries, but much more being the first factor for ensuring the personal, social and professional fulfilment of all citizens, as well as for achieving sustainable economic prosperity, at social and global levels.

In 2017, in the *Communication from The Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions* concerning the *School development and excellent teaching for a great start in life*, it is reiterated the idea that supporting teachers and school heads can achieve an excellent quality of teaching and learning as main condition to ensure a high quality education for all, which implicitly helps the EU states to reach their economic and social goals.

In Romania, in particular, the *2018 OCDE International Study regarding teaching and learning* - the main identified aspects (TALIS), expresses that "during the initial education and training, 91% of the Romanian teachers were trained mainly in strong conjunction to the content of particular disciplines, pedagogy and classroom practice - a higher percentage than recorded in the average of the OECD countries participating in TALIS (79%)." In Romania, 37% of teachers declared that they participated in a formal or informal training preparation program when they joined the school, compared to 42% of the teachers from OECD countries. On the other hand, in the *Methodology related to the continuous professional development of teaching staff from pre-university education* - valid for Romania, 2011, it is mentioned (related to teachers CPD), that such programs for the preparation of beginner teachers are fulfilled rather in informal contexts, determined by a number of factors linked to culture, climate and management or leadership of the educational organization in which they are integrated.

2. METHODOLOGY

Taking into account the abovementioned issues, it was interesting to investigate the opinions of a sample of teachers (and aspirants to the teaching career) related to the importance of the CPD process in their actual and future career. Thus, the respondents - young teachers and prospective teachers - were invited to provide answers to several questions like: (a) *To what extent do you consider that teacher's CPD represents a priority?* (b) *How do you define CPD?* (c) *What are the main issues that teachers must face in their career?* (d) *What are the main aspects needed to be addressed rapidly concerning the teachers' CPD?* (e) *What kind of solutions are needed to be adopted in order to make the teachers' CPD a high-priority process?*

The main research method used for this study was oriented on *questionnaire-based survey*. In this respect, a 10-items questionnaire was designed - three items with open answers, six items being closed ones with predetermined answers, and one item being of a mixed-type. The questionnaire was administered during the 2019/2020 academic year, to a number of 100 respondents: teachers having different specializations and experience between 1-44 years in education, but also students enrolled in Master programs (in the didactic field), and/ or in the level II of the psycho-pedagogical training program for the didactic career.

In a second phase, the answers were subjected to quantitative and qualitative processing, in order to configure a more realistic image concerning the way in which the CPD process is seen/ perceived by the respondents. Also, the provided answers may lead to the crystallization of viable, sustainable and efficient ideas and solutions regarding the optimization of CPD activities.

3. RESULTS AND DISCUSSION

The first item of the questionnaire surveyed the respondents' opinion regarding the extent to which they consider that CPD represents a priority for teachers in pre-university education. As can be seen in figure 1, 48% of the respondents consider that CPD is a priority for teachers *to a great extent*, 33% *to a large extent* and 15% *to a moderate extent*. Only 4% of respondents claim that CPD represents a priority *to a small extent*.

Those results let us appreciate that for the most part of the respondents, there is an appropriate, conscious and responsible attitude towards CPD, but also on their future evolution in the teaching career. Also, we consider that the percentage of 4% can be correlated with the age of the respondents, whether we speak of beginner teachers or prospective ones - who did not have anything yet to do with CPD supporting activities -, or whether we speak of teachers very near to the retirement moment, who are no longer interested in CPD activities.
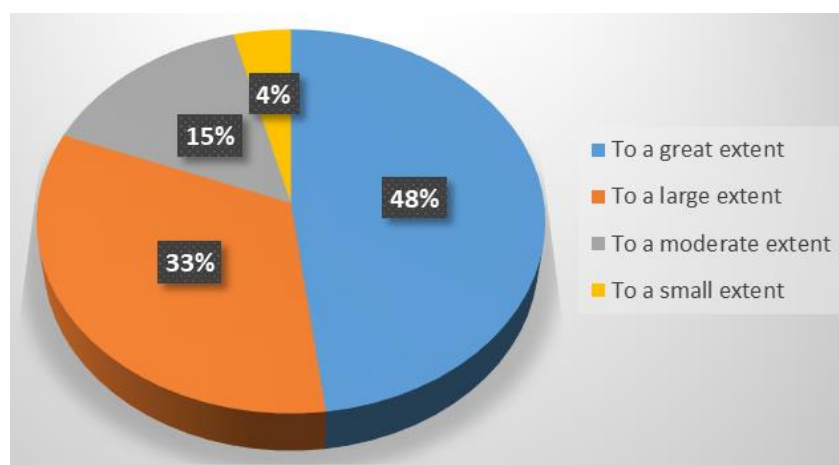

Figure no. 1. The extent to which respondents believe that CPD represents a priority for teachers in pre-university education

The second item was one that required an open answer, asking the respondents for their opinion on what CPD activities represents for them.

From the respondents' opinions, we hold as representative the following ideas that define CPD (and capture its complexity): improvement, exchange of good practices/ experience, new ideas, development of professional and personal skills, adaptation to new situations and changes, evolution, professional success, reinvention, accumulation of transferable professional credits, ways of satisfying the need for professional development, necessity in order to carry out quality educational activities etc.

When they had to identify the most important problem faced by teachers in pre-university education (figure 2), most of the respondents mentioned: elaboration of documents, portfolios (40), followed by integration of students with special educational needs (34) and management of educational conflicts (25). Only one respondent appreciated that CPD is a real problem for teachers in pre-university education. The arguments/ justifications of the respondents in relation to the problem related to the elaboration of documents/ portfolios were directed towards the fact that such documents/ portfolios are often very dense, require a lot of time and effort, and are often practically useless.

Regarding the integration of students with special educational needs, the respondents argued that they often face situations they cannot effectively deal with (children with autism, behavioral disorders, ADHD etc.) because they do not have the necessary skills for solving such situations, and they are not supported by the family and/ or specialists. Related to the conflict management, the main argument relates to the parents' lack of involvement and collaboration with the school, in order to achieve coherent and systematic steps. The respondent who mentioned CPD as being a real faced by teachers, justified the choice by the fact that, in general, the courses are financed from the personal budget and not from the budget of the educational institution.
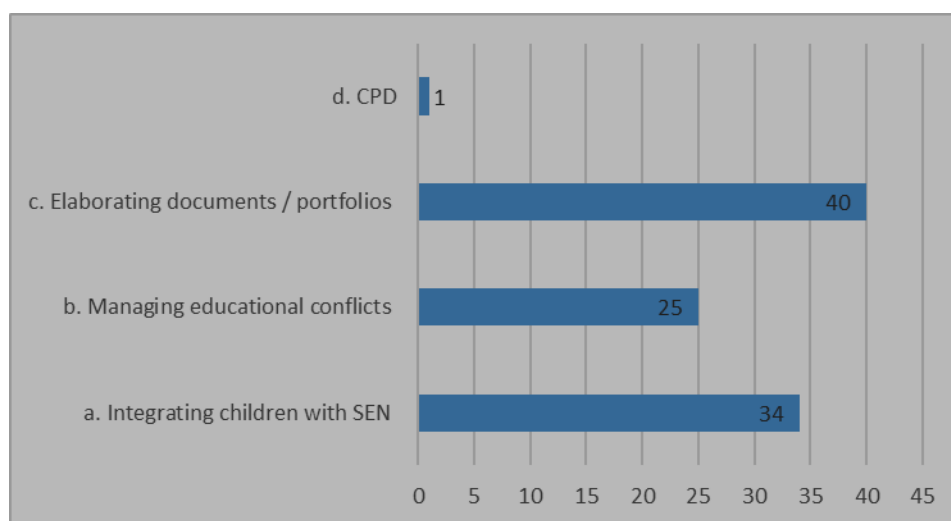

Figure no. 2. The most important problems faced by the teachers involved in pre-university education

For answering to the following question, the respondents had to choose from five options*: How important is your CPD for:* (a) tracking the students' progress; (b) going through the syllabus; (c) motivating students to participate in school activities; (d) their own professional development; (e) communication inside the school organization. The respondents were asked to rank the mentioned issues (in the order of considered importance), from *1* (*the most important*) to *5* (*the less important*). The answers are diverse and can be consulted in table 1.

Table no. 1. The importance given by the respondents to the CPD activities in relation to various indicators
(figures in percentages)

Indicators/ rank	1	2	3	4	5
a. tracking students' progress	21	16	33	32	10
b. going through the syllabus	28	20	21	9	25
c. motivating students to participate in school activities	19	8	25	20	16
d. own professional development	9	31	8	15	31
e. communication inside the school organization	23	25	13	24	18

Analyzing the indicator related to the importance of CPD for their own professional development in particular, we find that only 9% of the respondents ranked it in the first place, 31% ranked it as second, 8% in the third position, 15% in the fourth one, and respectively 31% ranked it in the last place. Although, at first glance, we could say that most of the respondents (60%) do not express the appropriate importance for their own professional development, and at a closer analysis, we observe that, basically, by giving a higher weight to other indicators, the respondents aim indirectly, through various educational activities, towards their own evolution and career development.

A significant percentage (42%) of those surveyed, considered the practical relevance/ results that can be implemented in the classroom, as defining for the CPD process. Another 20% pay special attention to the topics covered, and 16% to the professional skills (trained or developed). Smaller proportions include indicators like: training strategies (methods, teaching methods, means of organization - 8%), trainer's skills (6%), training program duration (5%) and location (3%) - figure 3.
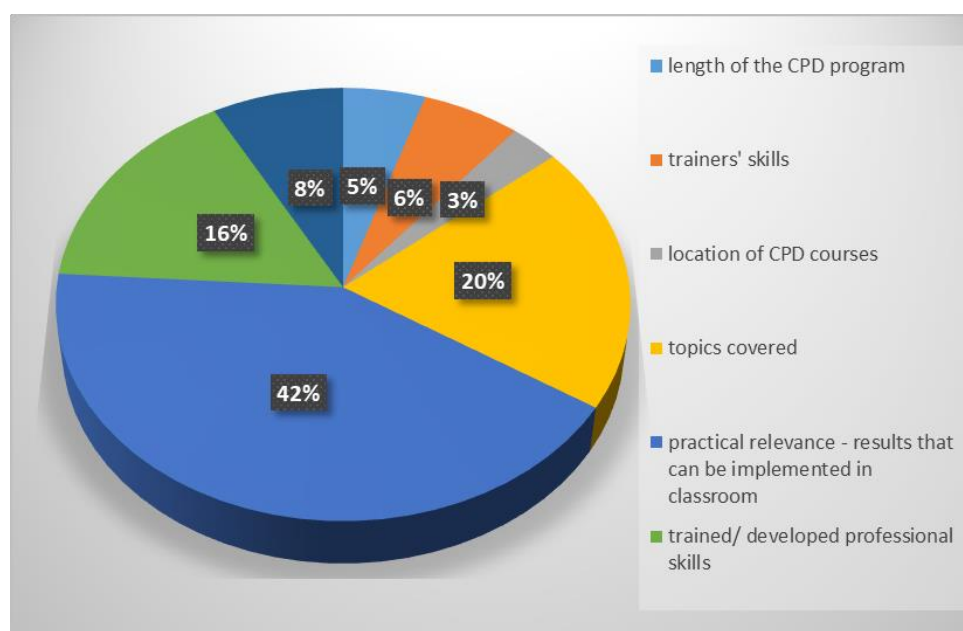

Figure no. 3. Defining aspects of CPD in the view of questioned teachers

Analyzing the main aspects which need to be addressed quickly in relation to the CPD process (figure 4), the respondents included the funding sources in the first position (45%), followed by the training strategies (27%), the means of disseminating the information in the planned events and organization of CPD activities (20%), and the training of trainers - those who are capable of designing and carrying out training activities - (8%), in the last place.
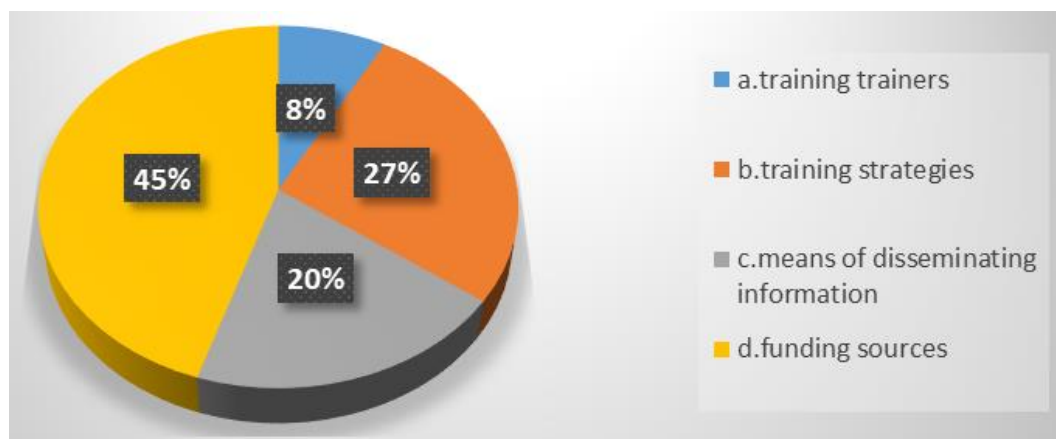
Figure no. 4. Aspects that have to be addressed in relation to CPD process

Correspondingly with the answers to the previous item, and according to the respondents, the main aspects for which the CPD activities must be considered as topical (figure 5), are represented by the following ones - ranked according to importance -: the use of new technologies in training (41%), modern and diverse ways for dissemination (31%), modern teaching methods (18%), and the trainers' level of training (10%).
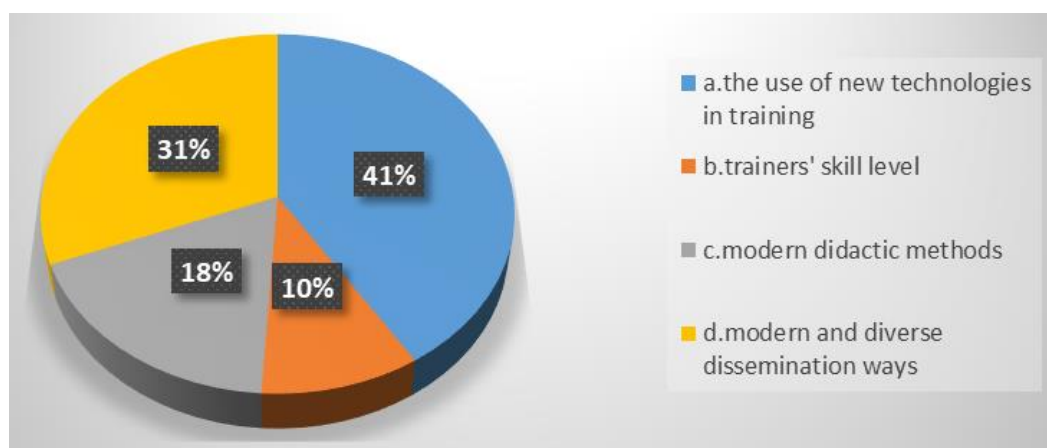

Figure no. 5. Main aspects for which the CPD activities must be considered as topical

Also, according to the respondents, the main aspects for which the CPD activities should be considered a priority (figure 6), are related to: the covered topics (43%), the trainers and their skills (8%), the monitoring process and the ways of evaluation in class/ in school (19%), and the financial support received from the educational institution (30%).

Due to the fact that the questionnaire was applied under conditions of absolute confidentiality, the data provided by the respondents are considered as valid and credible. Also, comparing the obtained data with similar ones, gathered in previous researches in the field of CPD (Enache, & Crișan, 2014; Enache, & Crișan, 2015; Enache, Petrescu, Gorghiu, & Drăghicescu, 2019), and correlating with the information gathered by us in the role of trainers involved in various CPD programs, it can be expressed that such results capture the reality in a fairly faithful way.

On the other hand, we consider that the relatively small size of the sample (100 respondents) represents a limitation of the study, which does not allow a generalization of the obtained data, but draw attention to some key-issues that teachers' CPD process and activities is facing, and it even offers some possible solutions for improvement.
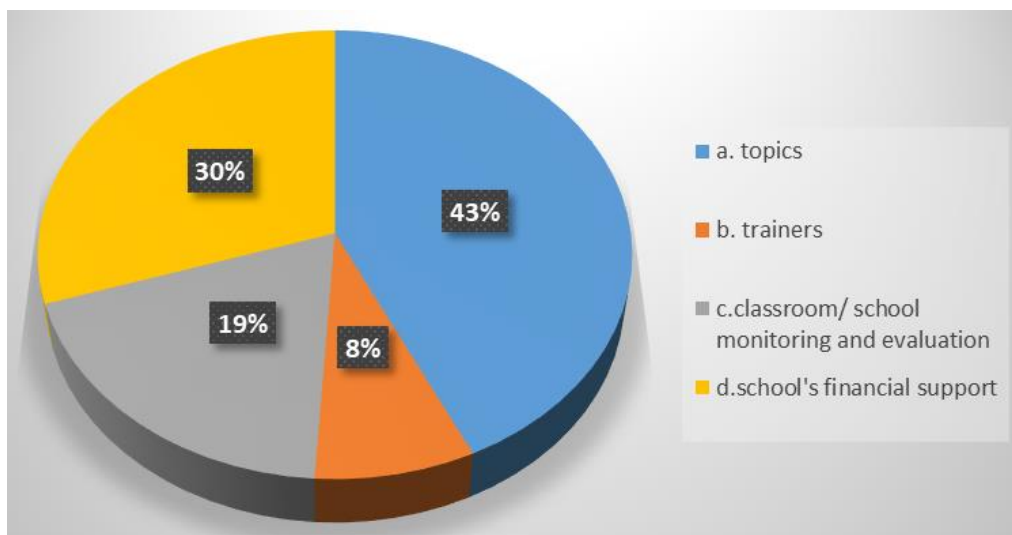

Figure no. 6. Main aspects for which the CPD activities should be considered a priority

Thus, according to the respondents' feedback, in order for the CPD process to be topical and high-priority for teachers, a series of actions are required, such as:
- organizing free CPD courses, financed through (inter)national programs/ projects or from the funds available to each educational institution (extra-budgetary resources);
- the training courses should be based on the real training needs of the teachers, and those needs have to be accounted annually, at the level of the educational institution;
- the CPD program should cover a topical issue, with practical relevance and direct applicability to the classroom;
- the organization of CPD courses must be carried out, as far as possible, in the teachers' workplace, using the available logistical resources and facilities;
- the setting up of a database, which must be operational at national level (if not even at European level), where the offers of different training providers must be listed.

CONCLUSION

Considering all the results mentioned above, it can be appreciated that most of the respondents have a realistic perception about the teachers' CPD process, targeting on positive aspects, but also on its limitations. As has been known from various documents and studies, in the last decade, important steps have been taken, at national and European level, in the direction of optimizing the training and continuous professional development process.

However, the reality shows that there are some gaps between the "beautiful theories" about education and professional development, and the current practices, when talking about the teacher training and professional development.

In this sense, it must be said that there is a strong need for an in-depth reform of the teacher training system that involves (among others): a rigorous selection - based on real

quality criteria of the trainers and training providers -, a systematic monitoring process of the teachers' training needs, as perceived by teachers, as well as a serious analysis of the added-value elements that CPD activities bring to teachers, students, school and community, to the quality of education, and to the diminishing, as much as possible, of the formalism related to the simple accumulation of transferable professional credits (*TPC*).

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SELF-PLAGIARISM A MATTER OF ETHICS AND ACADEMIC INTEGRITY

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ABSTRACT

This paper addresses the issue of self-plagiarism in scientific research. What does self-plagiarism mean, what is the legal framework and in what context does it differ from double publication, paraphrasing, and compilation of ideas, texts, or papers? Self-plagiarism involves publishing/ reusing all or part of the same content, copy-paste from a text/texts, expressions, demonstrations, data, hypotheses, theories, results, or scientific methods extracted from written works, double publication, compilation, by the same author, regardless of the language of presentation/ publication, at a certain time interval without making it clear that it has been transmitted in the past and without referring to the original source(s). Self-plagiarism is also the use of close paraphrasing, without fully and correctly mentioning the original source of the text. Self-plagiarism is very clearly committed in a situation where an author, without citing the original source, partially or completely re-exploits his own work. This fact usually arises from the desire to multiply the list of works and implicitly the CV.

Keywords: Self-plagiarism; paraphrasing; double publication; compilation;

INTRODUCTION

Recently, in the Romanian scientific and academic environment, some controversies related to plagiarism have appeared. If plagiarism is a clearly regulated fact from a legal point of view and primarily expresses an intellectual fraud, the issue of plagiarism does not affect copyright, moreover, it is not very well defined in terms of extension or when it comes to the legislative framework. Self-plagiarism as it is known and publicized lately, especially with regard to the contestation of some Ph.D. theses of somewhat famous authors, is more a matter of academic ethics, a case related to the good practices that each author must respect and implement both in the intellectual approach and in scientific research.

1. SELF-PLAGIARISM CONCEPTUAL, ETHICAL AND LEGAL BOUNDARIES

First of all, it is necessary to specify what self-plagiarism is from a legal point of view. According to Article 4(1) (e) of Law. No 206/2004, self-plagiarism means: "the presentation in a written work or oral communication, including here those published in a digital format, of texts, expressions, demonstrations, data, hypotheses, theories, results or scientific methods extracted from written or digital works, by the same author or same authors, without mentioning this and without referring to the original sources".

The substantive analysis of the problem of self-plagiarism is primarily related to the ramifications and forms of self-plagiarism, double publication, compilation, paraphrasing. Here we must distinguish between what an author reuses, whether we are talking about a written work, a work communicated orally, or one in an electronic format, or we are discussing some texts, expressions, demonstrations, hypotheses, scientific methods that reflect the intellectual or creative work that involves copyright. It must follow the extent to which the author propagates his new research while at the same time appealing to some older content. First of all, this method of making one's own research available to a scientific community, to a wider audience, in order not to be considered self-plagiarism, must have explicitly mentioned the citation of the source of the work, text, image, etc. partially or completely taken over, where it was originally published or disseminated in an online/ physical environment, within scientific conferences and events.

A rather complex aspect is represented, for example, by a work of art (painting, sculpture, etc.) which the author himself replicated until it reached the standardized form, which became public, known as original. Is this multi-copy work created by the author a form of self-plagiarism? Strictly formally, the answer may incline towards self-plagiarism, but given that each work can be considered original, to which the author's uniqueness contributes, the value in time and space, we consider that in such situations it cannot be self-plagiarism. Various researches in any scientific, technical, or innovation field can go in the same direction.

An author can make progress in scientific research by deepening the subject, starting either from what he has achieved or from what is achieved by others, reaching new conclusions presented in new works. Therefore, there is a steady and dynamic aspect of the research, but it is always necessary to specify, in the initial stage, the previously published studies on the basis of which the new research is developed. Any research, especially if we refer to experimental or technical ones, which involve a certain database from which it must start and advance in its dimensions of discovery and innovation, in fact from an older work of or an older material base, which retains the original content over which or from which new results have advanced, does not mean self-plagiarism. But here comes a new ethical issue, that of self-citations. "The Code of Ethics does not condemn the taking over of texts or fragments of one's own texts into new texts, provided that the destination or the public is changed and the public is notified that they are takeovers (Article 13). The reader must be informed, out of respect for his intellectual capacity. Excessive self-citation, as a technique to climb the rankings and to accumulate scores that allow the advancement in the academic career, is considered an abuse (article 14) "(Emanuel Socaciu, 2018, 119).

Self-plagiarism involves the publishing/ reusing all or part of the same content, copy-paste from a text/ texts, expressions, demonstrations, data, hypotheses, theories, scientific results or methods extracted from written works, double publication, compilation, by the same author, regardless of the language of presentation/ publication, at a certain time without making it clear that it was transmitted in the past and without referring to the original source (s). Self-plagiarism is also the use of close paraphrasing, without fully and correctly mentioning the original source of the text.

The double publication or publication in different volumes/ scientific journals of the same material/ article/ content at the same time or at a different time interval with a changed title or not, with an adapted text or not, written/ translated into a different language or in the same language represents- self-plagiarism.

All these researches/ articles/ studies/ publications used later in the CV or in the institutional requirements, those of professional training or those of career promotion specific to the socio-professional work environment, to each activity environment, or to a university environment, constitute self-plagiarism. They must be detected or reported as such because they represent a form of self-plagiarism. We make a very clear distinction that those works republished in their original form or republished and updated, improved with the strict specification of the original source, which are partially or fully republished do not constitute self-plagiarism.

Self-plagiarism is more about the ethics and deontology of scientific research, academic integrity than about the legal spectrum, because it does not infringe copyright, but unfairly brings more rights to the author. Therefore, in Romania, Law no. Article 2 (2) and Article 14, paragraphs 1-2, equates self-plagiarism with plagiarism, calling them "deviations from the rules of good conduct in scientific research, technological development and innovation". It should also be noted that legal norms differ from ethical norms not only by the way in which the acts of conformity with the system of norms are provided, but also by the clearer affirmation of the sanctions and of those entitled to apply them.

Another facet of self-plagiarism is the compilation or assembly of ideas, their recombination from different works or different previously published texts. Even if from a legal point of view, strito sensu the author does not fit into what law 206/2004 defines as self-plagiarism, we must keep in mind that by reusing some ideas the author who makes a selection of them and publishes them in a new study violates Article 5, letter a, from Law no. 319/2003, regarding the status of the staff involved in research and development activities.

In view of the above, it is imperative to remember that any work published and partially or fully republished must be used and exploited by the author in terms of his rights and socio-professional, institutional evaluation, career promotion only once. This is another differentiation of a republished/ updated work/ text from what is meant by self-plagiarism.

Although in fact and in law the detection of self-plagiarism and the use of copyright in all specific forms is very difficult to achieve. In the Romanian university environment, at the level of each academic institution that implies autonomy, but also at the level of central bodies, we refer to the National Council for the Attestation of University Degrees, Diplomas and Certificates (CNATDCU), several norms and standards of integrity have been drawn up over time. and standards of integrity and academic ethics. Thus, each university institution uses and implements a Charter of Ethics and Academic Integrity.

It is also noteworthy, especially in the field humanities and social sciences, the presence of several authors who gather in volumes, collections or anthologies, scientific studies published over time, to make them as well known as possible, expressly stating that they have been previously published, or represent improved reprints. In view of these express clarifications, we consider that in this case, it cannot be a question of self-plagiarism, but from the point of view of any additional score with socio-professional benefits, it must be awarded only once, of course at the most favorable indicator for the author. In terms of copyright, money or notoriety, any self-replication has continuous effects over time.

Self-plagiarism is very clearly committed in the situation where an author, without citing the original source, partially or completely re-exploits his own work, this fact being usually triggered by the desire to multiply the list of works and implicitly the CV.

2. SHORT ANALYSIS OF PUBLICATION RULES AND ETHICS - IFIASA [1]

We present an analysis of the rules of publication implemented by IFIASA- Ideas Forum International Academic and Scientific Association, rules which we agreed upon, precisely to exclude plagiarism and self-plagiarism, rules characterized by the fact that mainly original scientific studies that have not been published previously are accepted.

Among the editorial priorities, it is stated that IFIASA journals and papers are open access resources, which means that the research are made available to all, they can be used directly by those interested in noticing some similarities of the disseminated ideas. "The submitted manuscripts are evaluated for scientific content, on an equal footing for all authors. All papers received are reviewed and evaluated by the Editorial Board and subsequently undergo a double review process. The Editorial Board encourages the publication of scientific articles provided that the ethical values of scientific research are respected"

(https://ifiasa.org/gallery/ifiasa-publicationethics-publicationmalpracticestatement.pdf).

The publication rules for authors state that: "Submission of a paper for publication in one of the IFIASA Journals implies that the paper has never been published or is not being evaluated by another publisher. Authors are invited to submit original and previously unpublished works.

The authors' responsibilities include:
- that the manuscripts are their original work.
- that the manuscript has not been previously published elsewhere.
- that the manuscript is not currently being considered for publication elsewhere.
-all the authors mentioned must have contributed significantly to the research.
- that all the data in the paper are real and authentic.
-authors must inform publishers of any conflicts of interest.
-authors must identify all sources used in creating the manuscript.

Regarding plagiarism, IFIASA considers that taking over the ideas and work of others without quoting them is a theft, an unjust act, a crime. Plagiarism and self-plagiarism are unacceptable.

From the analysis of the publication rules imposed by this international publisher, it is very clear that he accepts and publishes articles, original studies that respect the rights of those who created them by quoting them correctly. This fact is quite well known and important especially because the quotations related to a work are a criterion for evaluating its quality, the scientific and academic value of the author (s), but also the scientific journal or book in which it was published.

3. CONCLUSIONS. COMBATING SELF-PLAGIARISM – SOLUTIONS

The main cause of self-plagiarism, which some authors resort to, is the lack of awareness and fair play in academic research; good information and motivation are needed in terms of assuming scientific standards.

As solutions to combat self-plagiarism we propose:
- inter-collaboration between universities, scientific research centers, editorial committees and the establishment of ethics guidelines applied at national and international level;

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[1] https://ifiasa.org/

- inter-collaboration between publishers and a better evaluation of the texts proposed by the authors from the reviewers;

- checking of the work in national/ international plagiarism systems;

- the issuance of clear legislative norms from which to derive strict sanctions for acts of plagiarism or self-plagiarism simultaneously with the activity of working commissions in which activate honest specialists.

-open access to all works suspected of plagiarism or self-plagiarism.

Even if the plagiarism does not involve legal and sometimes not even ethical sanctions, as is often the case, due to the lack of evidence or ethical procedures, of working committees, of specialists involved in this fight regarding the maintenance research standards, at the level of academic personal or institutional prestige it seriously damages the status of those involved and constitute an intellectual deception.

In the absence of ethical and legal rules to incriminate self-plagiarism based on concrete examples, of national and international commissions composed of experts, often for reasons and respite in institutional, political or personal promotion, the media, out of a sheer desire to stir the waters and score some rating, became a powerful accuser and judge of both cases of plagiarism and self-plagiarism. This is not the solution, the media does not have the necessary competence, but educational and academic institutions must issue rules and implement and monitor research standards through commissions, forums and specialists.

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BOOK REVIEW

GHIDUL TRAINERULUI. STRATEGII ÎN DEZVOLTAREA PROGRAMELOR DE FORMARE
[Trainer's Guide. Strategies Related to the Development of Training Programs] Editura A.S.C.R., Cluj Napoca, 2019
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The volume represents a result of a valuable collaboration between Mrs. Dana Opre, Associate Professor at Faculty of Psychology and Educational Sciences - Babeș-Bolyai University Cluj-Napoca, Director of the Center for Innovation in Teaching and Learning for about 20 years, with huge expertise in the field of adult education, and Mr. Radu Fritea, Ph.D. in Psychology, coming from the same prestigious university, and working as an organizational trainer for over 15 years, being also founder and co-director of *Frontline Solutions* and *Frontline Productions*.

In this volume, the authors try to approach from a dual perspective - theoretical and methodological - a topical issue concerning the designing and implementing of training programs for adults.

Thus, the authors appreciate, starting from the preface, that the work represents "a functional tool to help trainers in the development and implementation of personal and professional development programs" (Opre, & Fritea, 2019, p.7).

As structure, the work is organized in ten chapters, during which the authors aim to address logically, systematically and gradually, each aspect that contributes to the configuration of a correct and coherent approach, specific to a training program. Each chapter ends with a rubric called "*Remember!*", in which the key elements specified in various contexts are resumed in a synthetic and structured way.

Thus, the first chapter (*Transfer and learning in organizational training*) is dedicated to defining the concepts of transfer, training and learning, with emphasis on the characteristics of adult and social learning process.

In the frame of the second chapter (*Instructional design*), the authors start from the presentation of "general instructional models, applicable to all fields and learning contexts", and continue with specific instructional models like: the ADDIE model, the rapid prototyping model - MPR, the model of successive approximations - SAM, and the gradual transfer model - MTG (Opre, & Fritea, 2019, p.27). Admirable is the interest given by the authors to the process of formulating of the instructional objectives, depending on the specifics of the chosen model.

The third chapter addresses the *Analysis of the training needs*, starting from clarifications related to specific conceptual framework and continuing with discussing on the need for such analysis, identifying the types of training in the context of which specific needs analysis is clear, and debating on the stages of the needs analysis. Particular attention is paid to the methods of identifying the training needs - observation, questionnaire, interview, focus group, document analysis. The chapter concludes with a description of transfer facilitation strategies that can be used in the needs analysis stage - the development of students' motivation for learning and transferring, respectively the involvement of the supervisor and managers in the development of training.

The next three chapters are focused on the design of the training process. Thus, in chapter 4 (*Design and planning of the training*) includes, in details, all the steps that have to be completed in order to write ae training plan/ program. This chapter continues in a coherent and natural way through the following ones, dedicated to *Strategies of facilitating the transfer through motivational factors* and *through instructional factors* - strategies that can also be used during the design of the training process.

In chapter seven, the authors directly address the training methods, divided into: methods/ activities for opening the training process (ice-breaking, team building, energization, preparation, initial assessment and immediate involvement), methods/ activities related to presentations (lecture, guided learning, demonstration, use of videos and specific methods of cooperative learning), and practical methods (role playing, case study, simulations, mental imagery and writing activities).

The following two chapters are focused on the issue of training delivery, both in terms of trainer's ability to organize the instructional context, to prepare and effectively make presentations, but also in terms of his/ her managerial skills related to the interaction with students and/ or training groups.

The last chapter (*Evaluation of training*) addresses the need to evaluate a training program and the multiple perspectives of its achievement, by referring to the reaction of trainees, cognitive acquisitions, behavioral effects and training results. The chapter ends with the presentation of post-training activities, necessary to support the effects of the training on medium and long term.

We cannot conclude without noticing the practical value of this work, the examples and the explanations provided by the authors that have a fundamental role in the fully understanding of the addressed issues.

We also appreciate the good quality of the graphics involved in the volume, the way of highlighting of the chapters and subchapters, as well as the numerous included tables, in order to facilitate the comprehension of the content.

The volume is based on an important expertise, especially gained in adult education, and on a complex/ up-to-date documentation - over 80 bibliographic sources, all from international literature, certainly representing a valuable work in the field of Educational Sciences in general, and vocational training or continuous professional development, in particular.

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