

INTEGRATED APPROACH IN THE DEVELOPMENT OF COMPETENCES FOR THE DIDACTIC CAREER. PERSPECTIVES AND STRATEGIES

HABILITATION THESIS

ABSTRACT

The present habilitation thesis is elaborated on the following elements of reflection and action: confidence in the transformational, positive power of education, the evolution of research in the field of educational sciences, motivation for lifelong training and self-training, revaluation of human diversity and potential.

The structure of the habilitation thesis *Integrated Approach of Developing Competences for the Didactic Career. Perspectives and Strategies* focuses on two interrelated aspects: the first is dedicated to activities and contributions which have been achieved so far and the second, to career development plans for the next years.

The first part of the thesis focuses on studies and research conducted after the elaboration of PhD thesis in 2004 and presents investigations in the field of educational evaluation and self-evaluation by approaching aspects such as: implications of self-evaluation in the development of metacognitive processes used in the support of autonomous lifelong learning. Another aspect is an interdisciplinary approach of the educational environment, of training needs at individual and community level used to develop recent studies in the development of professional competences and integrated curriculum.

As an example for the first research topic, we believe that viewing the field of metacognitive strategies from a psycho-pedagogic perspective claims reflection on the usage of metacognitive functioning principles in learning and evaluation. Numerous recent studies present valuable opinions on the key role played by metacognitive processes in efficient learning. The efficiency of activities, including learning activities is mostly ensured by the possibility to use and revalue cognitive abilities. Success is mostly determined by monitoring, control and adjustment of one's own activity. Metacognition accompanies the learners' activity, offering the opportunity to reflect upon their knowledge and to identify useful information for that activity or any other future activities. The usage of metacognitive strategies makes students aware of their own mental activity. Education for self-training and the use of metacognitive strategies in learning is linked to the development of self-evolutional competence by several studies. (Ketele de J.-M., Allal L., Cardinet, J., Perrenoud, P. Delorme, C. Ungureanu, D.). Our aim is not only to maintain the quality of the training process at a high level but also to develop autonomous, active, creative learning oriented towards the development of professional competences. Irrespective of the students' level of study, my didactic endeavour aimed to develop the students' autonomous learning skills both in terms of planning the activity and its implementation and evaluation. I consider this principle useful because students, future teachers, face a variety of professional tasks with various variables. Consequently, they have to be capable of adjusting their activity to professional realities. A creative and interactive approach in their training is an absolute must for the development of autonomy and professional competences targeted by the labour market. I have used practical application in my teaching activity, trying to ease the transfer towards specific professional situations and also to reduce the empirical rate of their decoding. I

have also tried to use quality learning methods and attractive topics to stimulate epistemic curiosity and critical thinking, the ability to transfer knowledge, divergent thinking but mostly to stimulate attitudes such as receptiveness, flexibility, openness and adaptability.

Given the fact that the theory and pragmatics of training is under constant changes and adjustment to learners` needs, I am concerned with restating the competences, the learning situations and the teaching discourse to ensure they meet the learners` demands and to adapt their knowledge to occupational standards. In this respect, a constant concern of my research activity is the analysis and identification of curricular improvement measures for undergraduate and master studies in education sciences.

The second chapter of the thesis is revaluing the results of my research published in international journals and journals acknowledged by the national academic community. They highlight my interests in the field of education sciences: evaluation and self-evaluation, development of competences for didactic career, development of students` metacognitive competences, analysis of educational culture and environment, promotion of interactive teaching methodology.

The skills in coordinating and supervising research teams have developed during my activity as project manager or member in interdisciplinary teams within projects with international or national funding. I have also acquired experience in the implementation of projects like: *Internship Programme for students "Child protection– from theory to practice"*, promoted under the acronym *PractiPASS*, financed by the European Social Fund, Sectoral Operational Programme for the Development of Human Resources 2007-2013; *School Manager - Project PHARE 2005*, Programme of Economic and Social Cohesion, Development of continuous training for teaching staff in preuniversity education, code PERSEUS RO 2005 / 017- 553.04.01.02.04.02.03; *SocioPlus – Services of training, documentation and access for students enrolled in undergraduate and master programme in Sociology and Social Work*, POSDRU/156/1.2/G/139751; Implementation Period: 14.05. 2014 – 13.11.2015, etc.

The experience and partnerships closed during the already implemented projects will support the writing and development of future projects which would contribute to the integration in the European area of scientific research in the field of education and would meet the needs for institutional development.

The last part of the thesis is a presentation of future development directions in teaching and research. They involve more openness towards new information and link the evolution of theories in education sciences to efficient ways of developing research and applied projects. The results of such activities are highlighted by the development of professional competences required by the academic environment.

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