

Summary

This thesis - *Orientations in Contemporary Pedagogy. Ideational Foundations for Courses of Action and Good Practices* - constitutes a synthesis of the works developed and published over many years, as a consequence of rather diverse pursuits in educational theory and practice. Its structure reflects an evolution through time for these pursuits, starting with the research in didactics, in particular in the didactics of social-human disciplines, continuing with those related to the “theory of education”, as referred to in the specialized literature, and then with those related to pedagogic doctrines. Such an evolution of my scientific pursuits has been determined, on one hand, by epistemic interests, and on the other hand, by the didactic activities achieved with students and teachers trained in the process of continuing professional development. The coordinated research/development programs have left a mark on these pursuits.

Therefore, in the first chapter of this thesis I have addressed some of the challenges of contemporary pedagogy, theoretical and praxiological, related to the orientation of the educational process in terms of the finalities and practices susceptible to ensure their achievement. In a series of elaborated works, I have explained theoretical approaches centered on conceptual clarification, analysis and commentaries, customizations, suggestions of good practice and examples susceptible to constitute useful guidelines for pedagogical reflection and action. Within their pages, I have called into question the need to adequate didactic strategies to the new purposes of the process of student training and education, I have advocated for the adoption of a teaching style that leaves no room for the teacher’s dogmatism and authoritarianism within the classroom, behaviors leading to rigidity, stereotypes, uniformity and finally, to inefficiency in activities. Hence, our research approach focused on presenting the main methods that can be used to train and educate students, methods that would showcase the formative-informative facets of the conveyed theoretical content. I discussed the learning experiences they lead the students to, the manners and conditions of implementation, their virtues and servitudes.

To avoid a certain reductionism, through a potential centering on what traditionally is called "intellectual education", I have approached, in Chapter II, two of the “new educations”: *Education for mass-media* and *Education for democratic citizenship*, to which I have added several considerations relating to perennial issues of *Moral education*. I considered that these additions were necessary to emphasize the need to inoculate students with desirable values in the contemporary society, and, in consequence, forming positive attitudes and behaviors.

In the third chapter, I made a brief presentation of the main doctrines which were the bases for many contemporary pedagogic ideas and practices, thinking that an incursion into the history of universal and Romanian pedagogic history is not only an act of reconstructing the paideutic past, but also an opportunity to reveal the valuable dimensions of a tradition, the epistemological foundations it gave to current theories and practices and which could keep on fostering and inspiring us. In fact, my research, publishing and teaching activity in recent years has largely focused on the issue of pedagogical doctrines. Of course, for reasons relating to of the space allotted to such an approach, but also for reasons relating to a certain internal coherence of the text, we have only pursued those who have supported and promoted: replacing the sterile intellectualism with an education that will prepare students for the real world, the democratization of the teacher-student relationship, actively participatory and interactive methods of teaching and learning, group activities etc.. The introduction of this chapter in the thesis was based on the consideration that new pedagogical approaches do not appear on an empty ground, but are built from the most valuable achievements of the previous generations. Innovation efforts can not ignore such accomplishments as any innovative approach requires a capitalization, a reunification, a continuation of a patrimony consolidated in time. The history of pedagogical ideas proves the co-participation of the past to the present architecture of education, both in terms of the theoretical approaches, and in terms of daily practices. Incursions in the history of pedagogical thought, in the complex contents of the doctrine developed by the most representative theorists in the field, is necessary for anyone who is concerned with the theory and practice of education. A good pedagogue needs not only didactic instrumentalizations, but also a matching pedagogical culture.

Section three of the thesis includes the **Plan for the evolution and development of the professional, scientific and academic career**. Future scientific research directions, probable manners of actions for achieving them, as well as the valorization of the results obtained didactically and from academic debates will continue the ones initiated and developed in the past. They will be consistent with the already assumed areas of specialization, both in epistemological terms (pedagogical doctrines, educational alternatives, didactics), and in terms of the educational praxis (teaching activities performed with students of all levels, teachers undergoing continuous training, etc.). The coordinated programs and the research programs I am already involved in will offer me significant research opportunities, and their results will be capitalized by publishing them in volumes and magazines relevant for the field of Educational Sciences.

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