

Abstract

Aspects of Romanian education in the European context: school inclusion, learning difficulties, mass media in education, student-centered education

The habilitation thesis entitled "Aspects of Romanian education in the European context: school inclusion, learning difficulties, mass media in education, student-centered education" wants to reveal relevant aspects regarding the professional and scientific achievements of the post-doctoral period, on many thematic directions.

My professional activity started 21 years ago, and my academic one 13 years ago. In all these years, I have tried to describe in the published studies the experience gained during my professional career as a special psychopedagogue or psychologist, with an emphasis on identifying a correspondence between theory and practice. In the majority of the papers, I captured examples from professional activity, models and intervention plans, critical approaches related to the functioning of the special and inclusive education system, but also proposals for measures to improve them.

The main areas of interest for the research were: Inclusive education, Learning difficulties, Student-centered education, Education in Romania and its adaptation to the requirements of the European Union, The role of mass media in education: The use of film and images in education, and the results of the scientific works have been brought together in publications such as: single-authored books, co-authored books, chapters/studies in collective volumes, works indexed by ISI or in international databases, but also participation in national and international scientific conferences or workshops.

The first part of the thesis is structured in 5 sub-chapters, within which I tried to reproduce the main scientific achievements. The second part presents the development plan of my own professional, scientific and academic career as well as further research directions.

Studies related to inclusive education and its necessity for students with special educational needs have focused on: the initial and continuous training of teachers for special and inclusive education, highlighting their characteristics to facilitate inclusion, the attitude of teachers, both from mainstream education and from special and inclusive education, methods or examples of good practices used in the recovery and inclusion of this category of children. The final conclusion,

following all the studies, is the following: The inclusive school presupposes, first of all, the recognition of each child's right to education, and then understanding the differences in adaptation and learning, specific to each child, as natural. An inclusive school is a school that is open to any student and welcomes any student, values them and makes them feel at home. It is the school that offers enhanced support for those children who are in particular need, so it becomes a school open to all, a friendly, flexible school that approaches the process of teaching - learning - assessment in a dynamic and attractive way. Through the support it offers to all children, the inclusive school is a basic factor of social inclusion.

Learning difficulties and their problems have preoccupied me since my doctoral internship, trying to find concrete ways to reduce these problems. I thus discovered that an Austrian author, Brigitte Sindelar, created a very useful program for specialists working with this category of students, which is based on the insufficient development of the students' instrumental functions. According to Sindelar (1994), at the base of learning and behavioral disorders, in addition to other possible causes, there is a fairly high percentage (in more than 20% of cases) poorly developed or disharmonious instrumental functions. The program created to prevent or correct them will be all the more effective as the specialist and the parent will have more knowledge about the typology of instrumental functions and their negative influence when they do not work as they should. As a result, with the consent of the author, I translated and adapted this program for the Romanian population, I used it in numerous activities with students, the results being presented and published in numerous articles.

Another direction of research, which is newer, refers to education in Romania and its adaptation to the European space. The concern came somewhat logically, following the winning of a project financed by the European Union, a Jean Monnet program: Intercultural Communication or Civic Integration. Daily Challenges in the European Social Space / ICCI, Project Nr. :600235-EPP-1-2018-1-RO-EPPJMO-MODULE (<https://www.socioumane.uoradea.ro/vechi/socioumane.ro/downloads/monnet/Application%20Form.pdf>), whose main purpose was the adaptation of ethnic groups to the European space and especially the training of students, future teachers, so that they can face the changes in the European Union but also be able to educate their students in this regard. Although there are still few works in this regard, I would highlight the emphasis placed on the role of intercultural communication in the adaptation of ethnic groups to the European space, or, the realization of a

synthesis regarding the Education Systems in Europe, both materials being presented in national or international conferences.

Realizing the importance of the emphasis that must be placed on education in relation to students, and working with many students I understood, I hope, the importance of paying special attention to them, their wishes, aspirations and preferences, facilitating their learning, i.e. centering education on the direct beneficiaries of the act of learning. In the conditions of student-centered education, the student, the future expert, is no longer perceived as a passive subject in the education and training process, but is considered a partner of the teaching staff in the construction of knowledge and is an active part in the implementation of instructional and educational activities, in the qualitative assessment and in shaping one's own academic path (Teodorescu, L.L., 2009), a fact also demonstrated by the research carried out over the years.

A final direction of research, which I have somewhat divided into two smaller ones, is related to the influence of mass media on education, both in university and pre-university environments, with a concrete focus on concrete methods and procedures for using film and image in education. Participating, through an Erasmus + project, in two training courses in this sense, we proposed and supported such a program, which facilitates the activity of teachers with the students they coordinate, in order to create some images or short films of an educational nature.

The development of the professional, scientific and academic career, in the medium and long term, will focus on achieving the objectives set for each research direction that I referred to in the second section of the thesis.