

BABEȘ-BOLYAI UNIVERSITY, CLUJ-NAPOCA

EDUCATIONAL PEDAGOGY AND MANAGEMENT
Theoretical and Empirical Fundamentals for
Analysis in Educational Sciences

ABSTRACT

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The habilitation thesis, entitled: *Pedaogy and educational management. Theoretical and empirical fundamentals for analysis in educational sciences*, is comprised as a synthesis of the most important scientific research done by professor Florica Orțan, after finalizing the doctoral and post-doctoral programs. The scientific and didactic research, as well as the obtained results, bring forth the areas of interest, as well as the future areas of professional development. The later has evolved from a scientific, academic, as well as professional perspective, based on the didactic and research activities, that followed not only multidisciplinary, but also the transdisciplinarity. The research results were embodied in university level studies, doctoral studies, together with various researches and publications on themes related to pedagogy, education, curriculum theory and methodology, learning, and engaging teachers and students in designing and developing their professional careers, as well as the subject of educational management.

The habilitation thesis is composed of two sections. The first section (Section A) is structured around the main interest areas in scientific research and in teaching activities. The first direction contains four chapters, that present various aspects regarding the definition and history of education and pedagogy, followed by a debate on the theme of curriculum methodology and theory, that transitions to the issue of learning and the engagement of teachers and students in developing their careers, and it is finalized with the subject of educational management. The second section (Section B) presents the main skills of coordinating various research teams, the explanation and facilitation of learning and research, together with administrating didactic activities, at both university and the collaboration with official institutions in the educational system. The thesis ends with bibliographical references, utilized in the preparation of this thesis.

The second chapter of the thesis focuses on the curriculum theory and methodology, starting with its theoretical, terminological and conceptual aspects. The curriculum typology and the curricular documents are a field of inquiry meant to clarify the strategies and their implementation at a system level, and at an institutional level. The theoretical concepts converge as content concepts, selection criteria and levels of content organizing. The previously presented elements constitute the means of curricular integration. The determining factors in the elaboration of the curriculum are presented as structural elements in the foundation of a coherent and relevant curriculum, which also have a real impact at a socio-pedagogical level, that deal with the real possibility of hiring graduates in the pre-university teaching system. Within this subchapter various theoretical aspects will be presented, together with research methodologies and relevant personal research.

The third chapter deals with the issue of learning and its implication for the students and teachers. Therefore, the situation of learning has been presented, together with the professional options for the students. Because the research domain is vast, an introduction was provided, focusing on the problem of education, on its place and orientation in the field of education sciences, followed by personal research results on the connection between the teaching situation in the later stages of highschool and the professional options. The research results focused on the student participation in virtual learning environments and their attitudes towards the intercultural educational programs. The research continued by analyzing the teachers' perspective on online teaching, but also the perceptions of students regarding the teaching staff.

In the fourth chapter issues related to educational management were analyzed, starting from the centrality of managerial undertaking, its inception and development, applied to the field of education. The research analyzed the principles of educational management, together with its functions, finalizing with the analysis of the concept proper of educational management.

The next domain was that of university management, together with its structural dimension, starting from the introductory perspective and ending with the results and the necessary discussions for understanding its fundamental aspects. Institutional management is connected closely to the principle of educational decentralization, having theoretical and methodological basis and being organized around the many leadership styles, that impose changes at the organizational level, and at various leadership levels as well. The last subchapter is dedicated to the school principal's office, who, also, fulfils the duties of manager.

In the fifth chapter the development plan is presented, together with future research directions. The research highpoints in recent years were pedagogy, curriculum and educational management. In the future, the academic research will focus on subjects such as theories and models in learning psychology and educational institutions, school management and educational policies, digital education and mass-media industry, and education history and compared pedagogy. Within the doctoral research, the focus will be on improving the results of teaching and learning for pupils and students, on the research in the field of instruction and evaluation strategies and techniques, on the study of socio-economic and political changes, that affect the educational system directly, on the efficient ways of implementing educational policies, on the identification of factors that lead to development of critical thinking, that is helpful in identifying the role that mass-media has in education, the identification of the procedures, methodologies, and the implementation of various educational theories, at a local and at a regional level. The long term effects of the afore mentioned issues will be studied as well.

In section B the evolution and the development plan of the career are described. The academic activity of the later years focused on specialised teaching and research activities, the publishing of research results as books and articles, coordinating research activities for students, master students, and the teachers within the Teacher Training Department. Also, I participated in research and development projects, I coordinated several collective volumes, I reviewed academic publications. The didactic activity underwent through teaching courses in the field of educational sciences, such as pedagogy, educational management, curriculum, e-learning, blended learning and m-learning, through utilizing both classical and modern means. The academic activity was accomplished also through various administrative positions, such as director of the Teacher Training Department, member of the Centre for Academic Excellent and University Quality Management, member in the body of internal auditors within the University of Oradea, and member of the Monitoring, Coordination, and Guidance Council, member of the Romanian Association of Research in Education, member of the Budapest Academy of Science, and member of the General Council of the Romanian Institute for Human Rights. The academic activity focused also on the position of member in committees of various scientific conferences, keynote speaker at international conferences, and reviewer within MDPI. The academic activity also focused on consulting and coordinating various methodical and scientific theses for obtaining the first didactic degree, to which various dissemination and popularization activities were added, for the purpose of underlining the importance the of Teacher Training Department's activity, within university environments, and through the participation of students, masters' students, and various enrolled students in the post-university programs, such as the psychopedagogical and professional development programs.

The abilitation thesis ends with a bibliography, organized around the research done in various fields of scientific interest for the thesis itself. Therefore, the sources presented in the bibliography are the most relevant points of research, published after finalizing the doctoral studies, to the present day. The selected papers offer an outline for the research directions

mentioned before, with the specific purpose of delimitating the research ability in the doctoral field, on the previously mentioned six directions.