

**"STEFAN CEL MARE" UNIVERSITY SUCEAVA
FACULTY OF EDUCATIONAL SCIENCES
EDUCATIONAL SCIENCES DEPARTMENT**

**TEACHERS EDUCATION AND ASSESSMENT.
CURRENT AND PERSPECTIVE DIMENSIONS**

HABILITATION THESIS

Field: Educational Sciences

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Summary of the habilitation thesis

The habilitation thesis entitled " Teachers Training and assessment. Current and perspective dimensions" includes, in a synthetic manner, the didactic, academic, scientific achievements of the post-doctoral period, since earning the PhD in Educational Sciences (2008) at the "Alexandru Ioan Cuza" University of Iași, with the thesis "Assessment in Higher Education" and until now (2024).

From a structural point of view, the thesis has two main parts: the first part includes the summary, achievements and professional career planning while the activities and scientific publications are briefly described according to the research directions developed throughout the academic career, in the second part.

Professional achievements will be described according to the following reference criteria: educational course and professional training, research, contributions in the didactic plan, national and international recognition and community development projects. Each of these criteria will be detailed by emphasizing the most important activities, results achieved after earning the PhD.

They describe the academic background earned, the ability to coordinate research and development projects, to work in a team and good collaboration in the field of scientific publications, the visibility and impact of academic and professional achievements, professional experience in institutions other than the host institution, as well as the ability to mentor students and young researchers, create and invest in teaching and research infrastructure.

The first chapter refers to scientific and professional achievements, the educational course, professional training and academic achievements that are analyzed and outlined. The academic achievements were emphasized by reporting to the following categories: the publication of scientific articles in magazines, journals, books and book chapters, monographs, treaties; publication of works in scientific events volumes; scientific research contracts won; participation in the realization of projects won through competition; earning scientific awards at the national level; effective and active participation in scientific events; participation in workshops, academies, training courses, establishing relations with other educational and research institutions in Europe.

A detailed sub-chapter refers to the training activities and those organized in the university that led to the increase of teaching skills in the pre-university and academic fields, those that led to the publication of academic courses and the development of responsibilities in

the field of teacher training. Curricular and extracurricular activities organized for students and teachers, those that contributed significantly to the formation of pedagogical skills were mentioned.

The national and international recognition was validated by the numerous participations in international conferences and membership in the scientific committee of both specialized magazines and national/international conferences. In 2018, I organized the International Congress of Educational Sciences under the auspices of AMSE (the World Association of Educational Sciences) at the Ștefan cel mare University in Suceava with over 300 participants, being in 2020 the president of the organizing committee for the International Teacher Education for Promoting Well-being in School Conference under the scientific patronage of the ATEE association (<https://atee.education/>). From the conference program results that, 260 authors from over 25 countries have registered. I also coordinated several editions of the ICSED (International Conference of Educational Sciences) organized at the Ștefan cel Mare University in Suceava.

In the second part of the thesis entitled Teacher Training and Assessment. Current and perspective dimensions, there were emphasized the main development directions of scientific concerns and publications made in collaboration with Romanian or foreign authors, through the implementation of national and international projects and the organization of scientific events too.

The first direction of study presented in chapter II, entitled *Early Education – educational policies, directions for research and training of professionals in the field*, brings to attention the issue of training specialists for early education and outlines the value of national and international publications in prestigious publishing houses in this field and the implementation of the *Inclusive and quality early education* project as a partner of the Ministry of Education. Worth to mention is the publication and coordination of the *Early Education. Resources for practitioners' development* volume, published at TREI Publishing House, Bucharest, in 2023, as an open resource for all those interested in this field. The volume includes 19 very consistent chapters that refer to the curriculum for early, integrated, quality early education and the sketch of activities in the annual thematic design being the result of the collaboration between several experts, on this subject, from Romanian universities.

A second sub-chapter refers to the teachers initial and continuous training, which is emphasized by the numerous publications in national magazines, as well as the continuous

training programs coordinated and the activities carried out by the Specialized Accreditation Commission within the Ministry of Education. The national and international conferences organized with the theme of initial and continuous teacher training and the volumes containing the papers presented at these scientific events were also described. The papers published on this subject address different topics from the initial teachers training to the integration of educational research in this process and ways of incorporating educational partners. Academic teachers training is addressed in the next sub-chapter and is treated in several papers, published book chapters beginning with PhD studies on the subject of Assessment in higher education.

Another subchapter emphasizes the teachers' attitudes formation towards children with special educational needs. These studies emphasize the need for training in the field of integrated education and to develop new tools for investigating teachers' attitudes towards the students with special educational needs inclusion in mainstream schools.

An interesting subchapter is the one that focuses on the issue of teachers' well-being and the stress associated with the teaching profession. One direction of teacher training in order to improve the conditions of insertion and professional development is that of leaders training to motivate teachers and contribute to increasing well-being in schools. The chapter is continued with the description of the ways in which new technologies could be integrated in teachers training and the educational process.

The third chapter, entitled **Assessment and self-assessment in the educational system**, brought to attention the direction of study on assessment that was outlined following the choice of the PhD thesis topic related to the Assessment of Higher Education in 2002 and completed in 2008 under the coordination of Professor dr. George Văideanu. The fact that he studied this theme, directed the research activity towards other interesting issues that changed the perspective on the process of educational assessment and teachers training for assessment.

This chapter refers to educational system assessment, generally emphasizing the value of assessment as a process, in the higher education system, in particular. The PhD thesis covered many topics related to the higher education assessment, regarding the way the process is reflected in universities, types and forms of assessment, and assessment of the university teaching components, classic and alternative assessment methods, the role of self-assessment in the higher education system.