

MANAGEMENT AND MENTORSHIP IN EDUCATION. CONTRIBUTIONS TO INSTITUTIONAL DEVELOPMENTS AND TEACHER TRAINING

SUMMARY

The habilitation thesis, entitled **Management and Mentorship in Education. Contributions to Institutional Developments and Teacher Training**, provides a synthesis of my scientific, academic, and professional contributions, while also integrating key directions for ongoing development in the field of Educational Sciences, specific to my area of expertise.

Structured into three chapters, the thesis analyses, in the first chapter, the evolution of my academic, scientific, and professional career, offering an integrated perspective on my professional journey. The second chapter details my research activity, including both theoretical pedagogical studies and applied research, highlighting my original contributions to the field. The third chapter, entitled *University Career Development: Perspectives on Scientific, Teaching, and Community Activities*, formulates strategic directions, objectives, and performance indicators for scientific research. It also presents emerging research themes, each accompanied by theoretical foundations, scientific studies, and relevant personal contributions, reflecting the complexity and interconnections between the three dimensions of university activity: scientific, teaching, and community involvement.

Chapter 1 highlights the beginning and evolution of my professional career, starting with my early experiences in education and continuing with the stages of continuous training and self-education, which marked the start of my interest in this field. My academic trajectory prior to obtaining a PhD in Educational Sciences, along with the research conducted in my doctoral thesis, provided the foundation for the development of future research directions, detailed in subsection 1.5, Expanding the Scope of Educational Investigations. The chapter also offers a presentation of the basic teaching norm, followed by complementary teaching activities, such as organizing workshops and training sessions, emphasizing my contributions to the professional development of the educational community.

In the second chapter, entitled *Research Activity – Theoretical and Applied Pedagogical Research*, my scientific contributions are presented and analysed in nine subsections, structured to highlight: publications and projects with significant impact in the field of Educational Sciences; a list of publications of pedagogical interest; and a summary of published works.

Based on data provided by internationally recognized platforms, such as Web of Science (WoS), Scopus, and Google Scholar, the visibility and impact of my scientific contributions are detailed. According to Google Scholar, the impact of my publications is quantified by a Hirsch index of $h=6$ and an $i10$ index of 6, as a result of 78 publications and 136 citations. Web of Science shows a Hirsch index of $H=3$, derived from 23 publications and 27 citations recorded.

This chapter also emphasizes relevant research concerns by detailing the coordination of research centres and involvement in research activities. My active participation as a Keynote Speaker at national and international scientific events – meetings, round tables, symposia, and conferences – has contributed significantly to expanding themes already explored and identifying new research opportunities.

Additionally, in this chapter, I present my contributions to research and development projects. As a coordinator, partner, director, or team member in 17 research projects attained through national and international competitions, I have promoted public initiatives aimed at supporting continuous professional training.

A key aspect of my academic activity is my involvement in mentoring and guiding doctoral students. Between 2014 and 2021, I was a member of 17 public doctoral thesis defence committees, including 7 for Romanian doctoral students and 10 for international doctoral students. This experience has reinforced my academic evaluation skills and facilitated collaboration with professionals working on innovative topics. Through my contributions, I have supported the validation of doctoral research and the career development of future PhDs in Educational Sciences.

In the third chapter, entitled *University Career Development: Perspectives on Scientific, Teaching, and Community Activities*, I present, from general to specific, strategic directions, objectives, performance indicators, and emerging themes of scientific research. These elements are detailed for each of the three scientific domains: educational management, educational mentorship, and teaching methodologies – including general pedagogy, special education, and primary and preschool education pedagogy. Each priority research theme is contextualized in relation to current questions, with investigative benchmarks and up-to-date bibliographic sources. These themes are supplemented with theoretical foundations, scientific research, and original contributions. The last two subsections explore objectives and themes related to the future development of teaching activities and community involvement, highlighting planned projects within my area of expertise.

Moreover, this habilitation thesis represents a starting point for new research directions, which will aim to provide concrete and relevant support for reflection and action for teacher communities in the country and around the world. Through this work, I aim to support the development of better prepared teachers to face contemporary educational challenges, contributing to the consolidation of inclusive, innovative education focused on the real needs of learners. My habilitation thesis is not just a completion of a research cycle, but an opening towards a future in which research in the field of education can transform pedagogical practices and support the ongoing development of education professionals.