

BABEȘ-BOLYAI UNIVERSITY
DOCTORAL SCHOOL “EDUCATION, REFLECTION, DEVELOPMENT”

HABILITATION THESIS
EDUCATION SCIENCES

**MODERN STRATEGIES FOR PROFESSIONAL
TRAINING AND DEVELOPMENT OF TEACHERS**

ABSTRACT

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-2025-

The habilitation thesis, "Modern Strategies for the Training and Development of Teaching Staff," synthesizes the most important scientific, professional, and academic achievements, while also presenting a series of strategies, directions, and benchmarks for the evolution and development of an academic career. The two dimensions of the thesis are complementary and have materialized in its two parts.

The first part of the habilitation thesis highlights, in Chapter 1, the premises and strategic evolutions of the research and scientific achievements, from the initial training through bachelor's, master's, and doctoral studies in the field of educational sciences, the completion of postdoctoral studies with nationally acclaimed results, to the successful coordination of several representative research and development projects with European funding and the publication of specialized works appreciated in the scientific community. Also in the first chapter, the three fundamental strategic axes were presented synthetically, along which the scientific contributions made to date, can be structurally and functionally integrated: professional identity and status in teacher training, the development of the field of senior education, and postmodern directions in educational curriculum research.

In the second chapter, the most important contributions in the field of studying the identity and status of teaching staff, a fundamental issue in the specialized literature of educational sciences as well as in European and national educational policies, were systematically presented. We aimed to highlight contributions at the conceptual, methodological, and operational-strategic levels, among which we mention: the introduction of the concepts of mental image and professional representation in the context of initial teacher training; the introduction of new theoretical models for analyzing the formation of professional identity, using innovative notions and developing methodological models of professional identity; the theoretical and experimental validation of research methods for the issue of teachers' professional identity; the development of an innovative model of the roles and competencies of teaching staff, based on the analysis of European mental images.

In the third chapter, the most important contributions in the field of seniors' education were highlighted, materialized in the publication of pioneering works for the specialized literature in our country. We believe that these initiatives have had a significant role in shaping an emerging research field – seniors' education (geragogy), which has seen accelerated development in recent

years, with profound social, political, economic, and educational implications at the European level. Among the original elements of these scientific concerns, we mention: the introduction and promotion of the concept of seniors' education in Romanian specialized literature, as a subfield of adult education; the analysis of the theoretical foundations of seniors' education; the development of specific theories in the field of seniors' education.

The fourth chapter was dedicated to the synthetic presentation of the most important contributions in the field of research in curriculum theory and methodology, outlined along the following coordinates: the systematic analysis of the issue of curricular feedback, by developing specific measurement techniques and instruments; scientific concerns regarding the role of virtual communities and learning management systems at the level of the university curriculum and in the field of adult education; the systematization of contemporary curriculum theories and models.

In the last chapter of the first part of the habilitation thesis, we highlighted the most important achievements in the professional and institutional development field, outlined on three axes of analysis: a) teaching activity; b) research and development projects and professional development programs, coordination of research teams, and c) contributions in the field of institutional development and university study programs. In terms of teaching activity, the contemporary principles and theories of the educational curriculum, the use of new information and communication technologies (in particular virtual learning communities, learning management systems), as well as educational strategies based on stimulating creativity and developing critical thinking were capitalized upon. At the level of research and development projects, the results materialized in: the development of methodological guides and educational software supports; the publication of scientific papers in specialized literature and the consolidation of institutional and academic partnerships with prestigious institutions in the European Union. In terms of institutional development, our contributions focused on: the coordination of study programs; the coordination, as director, of the scientific journal "Advances in Education Sciences", indexed in several international databases, as well as the research laboratory, "Virtual Learning Environments".

In the second part of the habilitation thesis, we synthetically presented the plan for the evolution and development of the academic career centered on the following aspects: a) the design principles and premises of the plan for the evolution and development of the academic career; b) the vision for the development of the academic career; c) the general objectives of professional

development and the strategic directions for implementation, in relation to the expected results, at several levels (scientific research activity; the process of instructing and advising students, master's students, and doctoral candidates; the development of educational projects with European funds and institutional services).