



Education and culture through Europe

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COORDINATORS:

Zafer Orkun Ongan

Ana-Maria Drăgoi

Marinela Mioara Căpruciu

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AGSK AND ERASMUS + PROGRAMME

Zafer Orkun Ogan

The **Erasmus+ programme** is the European Union's flagship initiative for supporting education, training, youth, and sport across Europe and beyond. Running from 2021 to 2027 with a substantial budget exceeding 26 billion euros, it builds on the success of previous generations (including Youth in Action) to promote mobility, inclusion, digital transformation, environmental sustainability, and participation in democratic life.

Organizations like **Aktif Gençlik ve Spor Kulübü Derneği (AGSK)** — the Active Youth and Sports Association Club, based in Turkey — actively participate in Erasmus+ as a non-governmental, non-profit entity founded in 2001. Starting as a small group of young people, AGSK has grown into a dynamic association with around 100 active members, specialized subunits, and expertise in various sectors. It operates on a voluntary and solidarity basis, often supported by EU funding, with a strong emphasis on youth development, adult education (including programs for the elderly), sports as a tool for inclusion, and international cooperation.

AGSK has a long track record in Erasmus+ and its predecessor programs. Since 2004, it has involved over 700 participants in international mobility projects abroad under Youth in Action and Erasmus+. The association has acted as both sending and hosting organization in more than 70 partnerships across Europe.

Key examples of AGSK's Erasmus+ involvement include:

- Coordinating Erasmus+ Sport projects accepted by EACEA (the Education, Audiovisual and Culture Executive Agency), such as:
 - "Let the disabled join the board" (613398-EPP-1-2019-1-TR-SPO-SSCP, 2020–2022)
 - "Shoot a basket into the life" (623036-EPP-1-2020-1-TR-SPO-SSCP, 2020–2022)

These initiatives focus on inclusive sports, particularly for people with disabilities, promoting physical activity as a means of social integration and personal empowerment.

- Hosting and coordinating numerous training courses and mobility projects, for example:
 - "S.E.E - Social Entrepreneurship Education" (Youth in Action, hosted in 2013)
 - "Informal Education of the Physically Disabled in Sports" / "Non Formal Education of The Physically Handicapped in Sport" (2015–2016)
 - "Escape Cyber - Enter Life" (training course for youth workers on digital issues, 2016–2017)

- Participating in Vocational Education and Training (VET) mobilities, often in collaboration with Greek vocational schools (2017–2022), including projects like Innovation and Vocational Training, U.M.B.R.E.L.L.A., D.I.S.R.U.P.T.I.O.N., and Paths of Success.
- Adult education-focused KA1 and KA121 projects (e.g., Innovative Approaches in Adult Education, Inclusive education can unite us, Digital World For Elderly, Outdoor Teaching Methods), held in locations such as Çanakkale (Turkey), Bari (Italy), and in partnership with Romanian organizations (2021–2024).
- Recent completions announced in news updates, such as the Erasmus Pro project "Hospitality Enterprises Staff" (May 2024) and the VET project "FUTURE PERFECT PRO".
- Announcements for upcoming opportunities, including training courses and youth exchanges in Romania (e.g., Trăisteni, 2023 events).

AGSK's website features sections on About Us (detailing history and growth), Adult Education (specializing in skill enhancement for adults and elderly), Projects (showcasing partnerships and "never-ending relationships"), News/Blog (updates on completions and calls), Gallery, and Contact (for partnerships, with email organization@agskweb.org and address in Çanakkale area).

Through these activities, AGSK contributes to Erasmus+ priorities like inclusion (especially for disabled persons and vulnerable groups), non-formal learning, digital detox/healthy lifestyles, intercultural dialogue, and employability via VET and adult education. It embodies the program's spirit by fostering lifelong learning, solidarity, and cross-border collaboration in youth work and sports.

For more details on specific calls, results, or to partner with AGSK, visit their site or the official Erasmus+ platform (erasmus-plus.ec.europa.eu). The association continues to seek partners for new ideas, emphasizing smooth workflows and impactful outcomes for young people and communities.

BRANART CULTURAL ASSOCIATION: EMPOWERING COMMUNITIES THROUGH EDUCATION, CULTURE, AND LIFELONG LEARNING

Comandor Popeanga Dumitru

The Branart Cultural Association, based in Craiova, Romania, stands as a vibrant non-profit organization dedicated to fostering personal growth, cultural enrichment, and lifelong learning for individuals of all ages. Founded in 2010, Branart has evolved into a key player in Romania's civil society landscape, with a strong focus on educational programs, cultural initiatives, and activities tailored especially for adult seniors. Under the leadership of co-founder and president Ana Maria Dragoi—a passionate project manager and trainer with a master's degree in audit—the association has built a reputation for innovative, inclusive projects that bridge generations and promote active participation in society.

At its core, Branart's mission is to empower people through accessible education and cultural experiences. The organization believes that learning should not end with formal schooling but continue throughout life, enriching individuals emotionally, socially, and intellectually. This philosophy is encapsulated in their tagline, "Empowering through education and culture," which guides all their efforts. Branart targets a broad audience, including young people eager to explore new horizons, adults seeking skill development, and seniors who benefit from programs designed to combat isolation, enhance well-being, and maintain independence. By organizing trainings, workshops, cultural events, and international mobilities, Branart creates opportunities for meaningful engagement that transcend age, background, and location.

A cornerstone of Branart's work is its active involvement in the **Erasmus+ programme**, the European Union's flagship initiative for education, training, youth, and sport. The association has secured Erasmus+ accreditation in the field of adult education (as evidenced by dedicated project sites like acreditarebranart3.webnode.page), allowing it to implement high-quality learning mobility activities on a regular basis. This accreditation simplifies access to Key Action 1 funding for staff and participant mobilities, enabling Branart to plan and execute cross-border exchanges that align with an "Erasmus Plan" focused on organizational development and quality improvement.

One prominent example is the group mobility project highlighted on their accreditation platform: a trip to Porto, Portugal, from October 31 to November 4, 2025, in partnership with JEAD - ASSOCIAÇÃO DIGI-CULTURAL E RECREATIVA JOVENS NA EUROPA. This

initiative targets seniors, promoting their physical and emotional well-being through age-adapted recreational activities. Objectives include facilitating intergenerational knowledge exchange, combating social isolation by building supportive communities, and developing basic digital competencies to help seniors stay connected with family and maintain independence.

The Porto project exemplifies Branart's innovative approach. Participants engaged in hands-on restoration workshops, learning delicate techniques for preserving historical statues and cult objects—such as gentle cleaning, identifying original color layers, fine retouching with traditional pigments, and using conservation materials. Cultural explorations included visits to iconic sites like the Biblioteca Municipal Almeida Garrett, Café Majestic (an Art Nouveau gem from 1922), and the UNESCO-listed Ribeira district, where seniors admired azulejos tiles, medieval and baroque architecture, and modern landmarks like Ponte Dom Luís I.

A highlight was an interactive session on Porto's famous wine heritage: tracing its history from terraced vineyards to oak barrels, comparing traditional and modern production methods, and enjoying a guided, responsible tasting of Ruby, Tawny, and Vintage ports. Participants even created digital labels for a personal "vin al amintirilor" (wine of memories) using mobile phones, blending tradition with technology. Other elements featured introductions to Fado music (UNESCO Intangible Cultural Heritage), emphasizing its emotional depth and "saudade," alongside Halloween celebrations and outdoor activities to boost health and socialization.

These experiences were designed to stimulate cognitive function, foster social bonds, and instil a sense of joy in discovery. A participant's reflection captured the impact: "I am 72 years old and only today did I learn that a wine can tell a story better than a book!"

Branart's commitment extends beyond individual projects. Through its main website (branart.ro), the association promotes youth involvement in international exchanges, language learning, community action, and cultural awareness. It has run multiple Erasmus+ accreditation cycles (evidenced by sites for years 1, 2, and 3), focusing on adult education innovations like digital literacy, inclusive methods, and outdoor teaching. By prioritizing seniors and intergenerational dialogue, Branart addresses real societal challenges—loneliness among the elderly, digital exclusion, and the need for continuous personal development—in line with Erasmus+ priorities of inclusion, active citizenship, and sustainability.

In a world where rapid change can leave vulnerable groups behind, Branart Cultural Association demonstrates how targeted, joyful initiatives can build resilient communities. Whether through a hands-on workshop in Porto or local trainings in Craiova, Branart continues to prove that education and culture are powerful tools for empowerment, connection, and lifelong

fulfilment. As Romania's Erasmus+ landscape grows, organizations like Branart play a vital role in turning European opportunities into tangible benefits for everyday people.

JEUX EN FRANÇAIS: APPRENDRE EN S'AMUSANT!

Prof. Ana-Maria Drăgoi

Dans l'enseignement du français langue étrangère (FLE), les jeux occupent une place essentielle et reconnue depuis longtemps par les approches pédagogiques communicatives et actionnelles. Loin d'être un simple divertissement, ils transforment la classe en un espace dynamique, motivant et bienveillant où l'apprentissage devient naturel et plaisant.

Tout d'abord, les jeux favorisent une **motivation accrue** des apprenants. En situation ludique, la pression liée à l'erreur diminue considérablement : l'enjeu se déplace du « bien parler » vers le « gagner ensemble » ou le « s'amuser ». Cela libère la parole, encourage la prise de risque linguistique et réduit l'anxiété souvent associée à l'apprentissage d'une langue étrangère. Comme le soulignent de nombreuses études, le jeu crée un cadre non formel où les apprenants osent s'exprimer spontanément, renforçant ainsi leur confiance en eux et leur engagement durable.

Travaillant beaucoup avec le programme Erasmus + pour les jeunes j'ai compris que pour les apprenants il est important d'utiliser aussi les méthodes non-formelles pour mieux comprendre la culture de l'autre et pour être motivé à apprendre une langue étrangère et j'ai introduit dans mes classes de français ces méthodes modernes d'enseignement.

Pour mieux mettre en scène l'interculturalité, j'utilise parfois des jeux intercultures, des méthodes non-formelles qui développent la créativité et la pensée des apprenants. Un tel exemple est le jeu: Les Dardians:

„Ce jeu est une simulation de la rencontre de deux cultures. Il permet d'appréhender les comportements culturels entre étrangers et analyser les effets de la rencontre entre ces deux cultures. Une équipe d'ingénieur Es part dans un autre pays que le sien dans le but d'enseigner à un peuple comment construire un pont.

La situation:

Vous habitez dans un pays nommé Dardia. Le village dans lequel vous vivez est séparé de la plus proche source d'eau par une vallée profonde. Pour atteindre cette source il faut marcher deux jours. S'il y avait un pont pour traverser cette vallée vous pourriez atteindre la source en 5h.

Le gouvernement de Derdia a négocié avec une entreprise étrangère pour qu'elle vienne dans votre village vous enseigner comment construire un pont. Votre peuple serait alors les premierEs ingénieurEs de Derdia. Cette expérience de construction avec des expert Es étranger Es vous permettrait de construire tous les ponts de Derdia pour faciliter la vie des autres peuples de ce pays.

Chacun des deux groupes a des consignes et des codes qui ne sont pas connus de l'autre groupe. La mise en situation met donc en place les freins à la rencontre que nous analysons par la suite.”¹

Les jeux sont un moyen de mieux se connaître, d'accepter la diversité culturelle, les ressemblances et les différences entre les deux cultures et les deux langues, de s'ouvrir aux autres, de s'intéresser à l'autre culture, de créer des liaisons entre les deux cultures, de favoriser l'ouverture interculturelle.

Le puzzle

Les objectifs du jeu:

- travailler ensemble
- accepter l'autre et les différences
- prendre conscience des bénéfices

Matériel : Feuilles, crayons, feutres, ciseaux...

Déroulement:

Les apprenants par petit groupe, écrivent une phrase ou un texte représentant l'interculturalité. Puis, ils découpent la feuille en puzzle et les groupes s'interchangent leur puzzle, et s'organisent pour les reconstituer, commentent les textes qui leur ont été remis. Ensuite, chacun reprend son morceau et y représente un arbre, son arbre, arbre réel, imaginaire, symbolique, en tenant compte de l'emplacement de la pièce dans le puzzle. Apparaîtra alors l'image d'une forêt riche de part la diversité des arbres représentés!

On remarque certainement au fur et à mesure, la référence fréquente du "groupe-apprenants" à cette image symbolique.

Ma ville, ma région, mon pays

Objectifs:

- parler de soi et de son rapport au lieu d'habitation
- s'intéresser et écouter l'autre.
- lutter contre les stéréotypes, les préjugés
- décrire des lieux

¹ <http://www.cemea-pdll.org/Une-demarche-interculturelle-qu>

- favoriser la vision plurielle d'un même lieu

Matériel: objets divers: photos, cartes postales, affiches, tracts, livres mais aussi des objets personnels, une recette de cuisine, une spécialité, costume.....

Déroulement: Si vous deviez représenter (ou parler de) votre ville, région ou pays à l'étranger, quels seraient les objets qui la représenteraient le mieux? Pourquoi ces objets, que signifient-ils pour vous?

http://www.enseignerauxrefugies.ca/multisites/ER/fichiers/Documents/Eleve/Jeux_interculturels.pdf ce site propose des jeux sur l'interculturalité et j'ai trouvé intéressant le jeu „Mots sans frontière”:

Objectifs:

- Faire prendre conscience que la langue française est une langue métisse
- Rechercher l'origine étrangère de mots courants.
- Lutter contre le racisme, les préjugés et l'ethnocentrisme.
- Susciter l'envie de lire et d'utiliser le dictionnaire

Matériel: Un petit texte photocopié.

Déroulement: L'enseignant distribue un texte à chaque enfant ou groupes d'enfants en leur disant: "Dans ce texte, il y a des mots d'origine indienne, arawak (caraïbes), portugaise, malaise, polynésienne, japonaise, scandinave, espagnole, aztèque, allemande, chinoise, néerlandaise, turque, persane, arabe, italienne et anglaise. Relevez ces mots et recherchez leur origine à l'aide d'un dictionnaire".

Texte: "Le bonze prit un verre de thé mais l'ouragan arracha le châle qui couvrait ses épaules et mit à jour les tatouages baroques de cet homme matois et taquin. Son visage de poussah prit la couleur d'une tomate, mais alors que le cyclone faisait rouler des paquets bizarres sur le goudron et s'engouffrait dans le kiosque, un bidon s'effondra sur son crâne écarlate".

Solution du jeu: Bonze: japonais - thé: malais - ouragan: arawak - Châle: indien - tatouages: polynésien - baroque: portugais - matois: allemand - taquin: italien - poussah: chinois - tomate: aztèque - cyclone: anglais - Paquets: néerlandais - bizarre: espagnol - goudron: arabe - kiosque: turc - bidon: scandinave - écarlate: persan

Exploitation: Français langue métisse? Les linguistes ont recensé dans la langue française près de 3000 mots d'origine étrangère (V.P. Guiraud, Que sais-je ? n°1166). On sait beaucoup viennent de l'ANGLAIS (700 parmi lesquels non seulement pudding, shérif, spleen, gentleman, whisky, rugby et business, mais aussi tank, cargo, récital, linoléum, train, CLAPEST/ Alter Ego CLAPEST \ Formation sur le jeu \ Jeux de connaissances interculturelles 20 chèque et humour).

Mais on ne se doute pas que le record est battu par les mots d'origine ITALIENNE (900, parmi lesquels non seulement nonce, incognito, soutane, store, adagio, mandoline, vendetta, confetti et fascisme, mais aussi lire, guépard, bandit, cantine, costume, douche, dessin, caleçon, banque, citrouille, riz et race.) Sait-on que l'ARABE est ensuite très bien placé avec 270 mots passés et restés dans notre langue ? Les arabes sont à l'origine de la science moderne et principalement de la médecine, des mathématiques et de l'astronomie. Les savants du Moyen-âge, qui parlaient latin, leur ont emprunté : alambic, alcool, laque, talc, azimuth, zénith, algèbre, chiffre, zéro, alchimie, D'autres mots arabes s'introduisirent en France par l'intermédiaire des commerçants italiens qui faisaient le lien entre l'orient et l'occident: douane, gabelle, tarif, avarie, tare, sucre... ou par celui de l'Espagne où les Maures s'étaient installés: guitare, abricot, alezan, timbale, sarbacane, gilet... Beaucoup de mots d'origine arabe évoquent les fastes et les plaisirs de l'orient: masser, camphre, nacre, sofa, sultan, sirop, lilas, ambre, jasmin, talisman, alcôve, ... Il est facile de reconnaître l'origine de: hachisch, mosquée, fakir, harem, couscous, douar, razzia, gourbi, casbah, méhari, maboul, burnous, macache, bézef, kif-kif, chéchia, toubib, bled, cleb, guitoune, oued, erg, méchoui, souk, merguez, caïd ,ou encore: flouze, fissa, kawa, chouia, barda.... Mais sait-on que mazagran matraque, moka, pastèque, mousson, azur, sorbet, girafe, carrousel, assassin, timbale, raquette, nénuphar, gazelle, tasse, jupe, hasard, fardeau, coton et amiral nous viennent aussi tout droit de l'arabe ? Il y a aussi les mots d'origine ESPAGNOLE (à peine plus nombreux): castagnettes et fandango autour d'un brasero, chocolat vanille et caramel, mais sans mayonnaise, cigare et tabac pour faire la sieste dans un hamac, nègre.... Il y a ceux qui sont d'origine ALLEMANDE (moins de deux centaines): le sabre et le képi du vaguemestre hussard en bivouac qui servent de cible à un obus, la valse des edelweiss jouée à l'accordéon.... ou NEERLANDAISE (digue, polder, foc, chaloupe, maquereau, éperlan”

L'UTILISATION DES METHODES NON-FORMELLES POUR L'APPRENTISSAGE INTERCULTUREL DANS LA CLASSE DE FLE

Prof. Ana-Maria Drăgoi

Je pense que l'avantage des méthodes non-formelles pour l'apprentissage interculturel reside dans le haut niveau de participation des jeunes eux-mêmes. Les méthodes sont actives, interculturelles ou expérimentales, orientées sur les participants et l'apprentissage par l'action.

Je vais citer quelques méthodes non-formelles que j'ai utilisé avec mes élèves dans les classes de français langue étrangères.

Les billets pour parler

- chaque billet contient un sujet sur la leçon (par exemple l'amitié : parlez de vos amis, l'importance de l'amitié dans la vie des adolescents, les weekends avec les amis, une région française, une ville de France etc...)
- offre la possibilité à chaque élève d'exprimer son opinion sur un certain sujet
- le professeur prépare 3 billets pour chaque élève avec des sujets différents pour parler
- chaque élève parle du sujet qu'il a reçu sur son billet

L'aquarium

- une discussion de groupe en deux parties : le cercle interne où il y a quatre ou cinq jeunes qui discutent un certain sujet (les fêtes en Roumanie et en France) et un groupe externe où il y a 20 élèves comme observateurs.
- 20- 30 minutes pour que tous les participants expriment leurs pensées.

La méthode du "portofolio"

- La méthode du "portofolio" pourrait être une approche plus utile et mieux adaptée de l'évaluation du travail des jeunes.
- C'est un système qu'utilisent les photographes pour présenter l'ensemble de leur œuvre. Cette méthode permet de présenter les aptitudes et les compétences acquises par un jeune dans le cadre des classes de français à la fin d'une unité scolaire.
- Le «portofolio» présente les fiches que les élèves ont utilisés au cours des différentes leçons. C'est une évaluation personnelle.

Brainstorming

- on présente une question, un problème ou un sujet oralement ou par écrit
- les élèves doivent répondre avec des idées ou des suggestions par un seul mot ou par de phrases
- tous les élèves sont encouragés à participer
- personne ne peut répéter ou commenter une réponse jusqu'à la fin du brainstorming
- on note les réponses
- en final on analyse et on utilise la liste pour résoudre le problème

La roue des mots

- une méthode par laquelle les élèves peuvent échanger des idées
- les élèves parlent en équipe sur un certain sujet
- après quelques minutes les élèves changent de place et discutent avec une nouvelle personne

Les avantages de l'éducation non-formelle sont :

- elle est volontaire
- accessible à tous
- elle est participative et centrée sur l'apprenant
- elle vise à l'acquisition de capacités préparant à la vie et à la citoyenneté active
- elle est fondée sur un apprentissage aussi bien individuel qu'en groupe
- elle est fondée sur l'action et l'expérience, à partir des besoins des élèves

THE DYNAMICS OF PROFESSIONAL INSERTION: ECONOMIC STRATEGIES FOR THE TRANSITION OF GRADUATES FROM THE EDUCATIONAL SYSTEM TO THE LABOR MARKET

Totîlcă Adriana

Abstract

The transition from school to work is a critical stage in the economic life cycle of the individual and an indicator of efficiency for the pre-university and university education system. This article analyzes the asymmetry between the demand for skills on the labor market and the educational supply, proposing integrated mediation mechanisms based on dual education, digitalization and the development of transversal skills (soft skills).

1. Introduction: The Macroeconomic Context of Tradability

In the context of the knowledge-based economy, the success of the transition from school to work no longer depends exclusively on the accumulation of theoretical information, but on the

ability to adapt to volatile technological flows. According to human capital theories (Schultz, 1961), education is a productive investment. However, the "skills gap" remains the main barrier to the immediate employability of young graduates.

2. Economic pillars of effective transition

For a smooth transition, business administration and the education system must interact on three fundamental axes:

- Curricular axis (Relevance): Adapting school programs to the requirements of the Romanian Classification of Occupations (COR) and to European trends (ESCO).
- Partnership axis (Dual education): The German apprenticeship model, also implemented in Romania, where the student becomes part of the company's ecosystem even during their studies.
- Psychosocial axis (Life skills): Emotional intelligence, resilience and work ethic - factors that determine employee retention in the first year of activity.

3. Analysis of information asymmetry and frictional unemployment

The transition is often hampered by frictional unemployment - the period when the graduate is looking for his first job.

- Problem: Graduates often possess "hard skills" but lack the skills to navigate the labor market (CV writing, negotiation techniques).
- Solution: Career Counseling and Guidance Centers (CCOC) should function as mediators between the job exchange and educational institutions.

4. Digitalization and technological impact

The industrial revolution requires a reassessment of the economic profile of the graduate. Digital literacy is no longer an advantage, but a prerequisite. In economic disciplines, the transition is facilitated by the use of ERP (Enterprise Resource Planning) software or accounting platforms in schools, which reduce on-the-job training time.

5. Case Study: The Practice Firm as a Transition Laboratory

The Practice Firm (PF) represents the most effective interactive method of training students in the economic profile.

- Mechanism: Simulation of real economic processes (sales, procurement, human resources) in a controlled environment.

- Result: The student experiences economic risk and administrative responsibility, reducing the shock of reality when entering the first real company.

Case study: Workshop: "Simulation of the first job interview - Assistant manager"

Target group: High school students, economics profile (grades IX-XII)

Duration: 90 minutes (2 teaching hours)

Pedagogical objectives:

- Familiarization with economic and administrative terminology.
- Development of emotional intelligence and non-verbal language.
- Application of knowledge regarding the structure of an organization.

I. Preparation Stage (30 minutes)

1. Job Description Analysis: Students receive a simplified job description for the position of Assistant Manager in a distribution company.

- Responsibilities: Managing the agenda, writing business correspondence, receiving clients, organizing documents.

- Requirements: MS Office knowledge, English (intermediate level), punctuality, communication skills.

2. Development of tools:

- Candidates: Complete a quick Europass CV (on a predefined template).
- Recruiters: Prepare a list of 5 key questions (e.g. "How do you manage two urgent tasks that arise simultaneously?").

II. Role-Play (40 minutes)

"Interview committees" are organized consisting of 3 students (Manager, HR Specialist, Observer) and 1 student in the role of Candidate.

"Economics" type questions included in the interview:

1. "How important do you think document flow is in an administrative department?"
2. "How would you proceed if a supplier requested an urgent payment, but the manager was not available for signature?"
3. "Describe how you would organize a business meeting with 5 foreign partners."

III. Evaluation and debriefing (20 minutes)

1. Observer's grid: The observer notes the strengths and weaknesses based on a grid:

- Non-verbal language: Posture, eye contact, handshake.
- Verbal language: Use of technical terms, clarity of answers.
- Attire: Appropriate for the business environment.

2. Teacher feedback (Expert): As a teacher with 30 years of experience, you will point out the "classic errors" and offer solutions based on current economic reality (the importance of ethics and loyalty to the company).

Documents to include in the Teaching Portfolio:

- Activity sheet (described above).
- Set of CVs made by students (anonymized, as examples of "Good Practices").
- Evaluation sheets completed by observers.
- Photos from the simulation (if GDPR agreement exists).

Link to legislation and training standards:

The activity complies with Art. 73 of Law 198/2023, which encourages experiential learning and career counseling, and the Professional Training Standards (PTS) for qualifications in the "Services" field.

6. Conclusions

The transition from school to work must be managed as a public-private partnership. A fiscal incentive for companies offering internships and a more flexible national curriculum are needed. The academic conclusion is clear: the earlier and more structured the student's exposure to the business environment, the higher the employment rate and labor productivity, generating added value for the entire economy.

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DIGITAL TOOLS AND GENERATIVE AI IN ADULT EDUCATION

Dragoș-Ion CUȚĂ

Abstract

Digitalisation is reshaping adult learning systems, but meaningful integration of technology requires more than adopting new applications. This article synthesises recent European and international policy guidance on digital competence and trustworthy artificial intelligence (AI), and links it to practical instructional design in adult education. A professional development case study is presented from an Erasmus+ staff mobility course delivered in Alicante (Spain) in June 2025, where two adult educators explored a curated ecosystem of collaborative, assessment, content-creation and AI-assisted tools. The case illustrates how digital tools can support andragogical principles such as relevance, autonomy, and immediacy of application, and how generative AI can enhance planning, differentiation, formative feedback and media literacy—provided that data protection, transparency, and bias risks are addressed. A practice-oriented framework is proposed to help adult educators select tools aligned with learning outcomes, accessibility needs, and ethical constraints. Implications are discussed for quality assurance, micro-credentials, and continuous professional learning in adult education.

Keywords

adult education; digital tools; digital competence; formative assessment; media literacy; generative AI; Erasmus+; micro-credentials

1. Introduction

Adult education operates at the intersection of rapid technological change, labour-market volatility, demographic ageing, and persistent participation gaps. Across Europe, policy initiatives increasingly frame digital education as a matter of inclusion, quality and resilience, calling for high-quality and accessible digital learning opportunities and stronger educator competences. The European Commission’s Digital Education Action Plan (2021–2027) emphasises inclusive, high-quality digital education and reinforced cooperation to support education and training systems in the digital age. In parallel, the Joint Research Centre’s DigComp 2.2 adds extensive examples that help citizens engage confidently, critically and safely with digital technologies, including systems

driven by artificial intelligence (AI). For adult educators, the challenge is not simply adopting tools, but orchestrating learning environments where technology serves adult learners' goals, contexts and rights.

Evidence from adult learning research highlights that adults are typically goal-oriented and pragmatic, yet highly diverse in prior experiences and digital confidence. Recent syntheses focusing on working adults indicate that effective digital skilling requires attention to contextual factors (e.g., workplace demands, time constraints, support structures) and to the balance between instructor-led and learner-led approaches. Additionally, the post-pandemic landscape has accelerated the use of online platforms and resources in adult education, but implementation varies widely and depends on institutional capacity and learners' readiness.

Against this backdrop, the article has three aims: (a) to summarise an evidence-informed rationale for selecting and combining digital tools in adult education; (b) to articulate concrete, ethically grounded uses of generative AI in adult learning design and delivery; and (c) to report a professional development case study from an Erasmus+ mobility course, translating training experiences into transferable practices.

2. Conceptual and policy foundations

Two complementary competence frameworks are particularly useful for adult education. First, DigComp 2.2 provides a citizen-centred view of digital competence organised around information and data literacy, communication and collaboration, digital content creation, safety, and problem solving, enriched with updated examples related to AI and emerging technologies. Second, DigCompEdu defines educator-specific competences and highlights professional engagement, digital resources, teaching and learning, assessment, empowering learners, and supporting learners' digital competence. Together, these frameworks support curriculum design, self-assessment, and the development of learning outcomes that extend beyond operational skills to criticality, safety and agency.

The policy landscape also shapes practice. Micro-credentials have gained momentum as a flexible way to recognise learning outcomes in lifelong learning and employability. The Council Recommendation on a European approach to micro-credentials encourages quality, transparency, and recognition mechanisms that can be applied to short, modular digital learning offers. In adult education, this creates an incentive to align digital tool use with explicit competences, assessment evidence and portability.

Finally, the diffusion of AI raises governance requirements. UNESCO's guidance on generative AI in education and research calls for a human-centred approach, attention to equity, data protection, transparency, and the protection of learners' agency. In Europe, the AI Act

establishes a risk-based framework for AI systems, with specific obligations for high-risk uses, including some applications in education and training. In parallel, the General Data Protection Regulation (GDPR) continues to set strict obligations regarding the processing of personal data, which are particularly relevant when using cloud services and AI tools that may process learner inputs. These instruments underscore that responsible innovation in adult education must be coupled with compliance, procurement due diligence, and clear institutional policies.

3. Digital tools in adult education: functions, affordances, and selection criteria

Digital tools in adult education can be mapped according to the pedagogical functions they serve. Collaborative workspaces (e.g., shared documents, boards and canvases) support co-construction of knowledge and peer learning. Audience response systems and formative assessment tools enable rapid feedback loops and visible thinking. Content-creation tools facilitate multimodal resources that respect adult learners' time constraints and support microlearning. Learning management systems and curation platforms provide structure, tracking and continuity. Media literacy and verification tools strengthen critical information practices, an increasingly central adult competence in digitally mediated public spheres.

Selection criteria should start from learning outcomes and learners' contexts. Adult education groups often include participants with uneven access, varying confidence, and diverse linguistic or accessibility needs. Therefore, tool choice should consider (a) accessibility features (captions, screen-reader compatibility, colour contrast and mobile usability), (b) cognitive load and usability, (c) data protection and vendor practices, (d) interoperability and export options to avoid lock-in, (e) support for low-bandwidth or offline alternatives, and (f) alignment with assessment and recognition mechanisms (including evidence for micro-credentials). Evidence from adult learning technology research suggests that a coherent ecosystem—rather than isolated apps—best supports participation and persistence, particularly when combined with facilitation strategies that build confidence and autonomy.

Table 1. Tool ecosystem for adult education: pedagogical purposes, examples, AI extensions, and cautions

Pedagogical purpose	Typical tools (examples)	AI-enabled extensions	Key cautions (adult education)
Engagement and needs analysis	Mentimeter; Slido; Padlet	Generate polls, icebreakers, personas; summarise responses	Avoid collecting unnecessary personal data; provide anonymous options
Collaboration and co-creation	Google Workspace; Microsoft 365; Miro	Draft prompts, templates, rubrics; synthesise group work	Clarify ownership/IP; ensure transparent AI use in co-authored outputs

Interactive content and microlearning	Canva; Genially; H5P	Generate variants, scaffolds, alt text; translate/simplify	Check accuracy; avoid inaccessible visuals; verify translations
Formative assessment and feedback	Kahoot!; BookWidgets; Moodle quizzes	Create item banks; feedback comments; adaptive practice	Prevent false mastery; keep human-in-the-loop for grading
Interactive video learning	Edpuzzle; Panopto; YouTube + quizzes	Auto-generate questions; summaries; transcripts	Respect copyright; provide captions; avoid surveillance analytics
Media literacy and verification	Google Fact Check Explorer; TinEye; NewsGuard	AI-assisted claim clustering; source comparison	Explain limitations; cultivate critical judgement rather than tool dependence
Planning and facilitation	Trello; Notion; ClassroomScreen	Lesson plans; timing scripts; differentiation suggestions	Do not delegate pedagogical decisions entirely to AI; retain contextual sensitivity
Generative AI assistants	ChatGPT; Microsoft Copilot; Gemini; Brisk; MagicSchool.ai	Drafting, tutoring dialogue, role-plays, scenario simulations	Data privacy, hallucinations, bias; require disclosure and verification

4. Generative AI in adult education: use cases, safeguards and didactic patterns

Generative AI can support adult educators in ways that map closely to andragogical priorities. For relevance and immediacy, AI can rapidly generate authentic workplace scenarios, case studies and role-plays that reflect learners' sectors and tasks, enabling problem-centred learning. For autonomy and self-direction, conversational agents can act as practice partners for language learning, interviewing, coaching, or reflective journaling, provided that learners are trained to verify outputs and document how AI was used. For differentiation, AI can propose multiple levels of scaffolding, alternative explanations, or translation into plain language. For assessment, AI can help draft rubrics and formative feedback templates, but high-stakes grading should remain human-led to avoid opacity and unfairness.

In adult education, safeguards are essential because learners may share sensitive personal or employment-related data. UNESCO's guidance emphasises a human-centred approach, privacy-by-design, and capacity building so that educators and learners understand limitations and risks. Within the EU regulatory context, GDPR requires lawful grounds for data processing and minimisation of personal data, while the AI Act creates additional obligations for certain high-risk educational uses and encourages robust governance for trustworthy AI. Operationally, this translates into practical rules: using institutional accounts where possible; avoiding the entry of personal identifiers into AI tools; turning off data-sharing features when available; documenting prompts and sources used; and requiring verification of AI-generated content.

Three didactic patterns are particularly transferable. First, ‘AI as a drafting partner’ supports instructional design: an educator provides objectives, learner profiles and constraints, and the AI generates a draft plan which is then reviewed against DigComp/DigCompEdu, accessibility and ethics requirements. Second, ‘AI as a feedback catalyst’ supports formative assessment: learners submit a draft (e.g., a reflective text), receive AI-generated feedback prompts, and then revise while explaining which feedback was accepted and why. This keeps agency with the learner and surfaces metacognition. Third, ‘AI as a critical object’ supports media literacy: learners analyse AI outputs for bias, missing sources, rhetorical manipulation or misinformation, triangulating with reliable references and fact-checking tools. This pattern directly addresses the need for critical digital competence in adult life.

5. Discussion: from tools to coherent learning ecosystems

Three implications are salient for adult education providers. First, tool adoption should be treated as curriculum work. The primary unit of design is not the app but the learning pathway: outcomes, tasks, evidence, feedback, and support. DigComp and DigCompEdu can be used to articulate learning outcomes, self-assessment descriptors and educator development plans.

Second, quality assurance must integrate ethics and compliance. Data protection impact thinking, transparency about AI use, and clear boundaries for automated feedback are not optional add-ons but core components of trust. UNESCO’s guidance and the emerging EU AI governance context support the development of organisational policies that combine innovation with safeguarding.

Third, recognition and motivation benefit from modularity. Micro-credentials can make short adult learning units more visible and portable, but only when assessment evidence is robust and criteria are transparent. Digital tools can facilitate evidence collection (e.g., learning artefacts, reflective logs, quizzes), yet should be used in ways that avoid over-surveillance and preserve dignity.

Recent research on adult education platforms indicates that uptake depends on institutional conditions and learners’ readiness; therefore, blended models that provide optional face-to-face support, peer mentoring, and low-threshold entry points remain important. In addition, systematic review evidence in adult online learning suggests that gamification can enhance engagement when aligned with adult learners’ needs for autonomy, competence and relevance, but design must avoid superficial pointification and should be connected to authentic goals.

6. Practical recommendations for adult educators

A practical approach for everyday decision-making can be summarised in five steps. First, define outcomes in competence terms (e.g., DigComp areas) and specify the evidence that would

demonstrate achievement. Second, select a minimal set of tools that cover collaboration, content, feedback and reflection, ensuring accessibility and low cognitive load. Third, integrate AI with explicit roles (drafting, feedback catalyst, critical object) and require verification and disclosure norms. Fourth, establish data protection rules: minimise personal data, prefer institutional accounts, and document vendor and settings choices. Fifth, monitor inclusiveness by collecting learner feedback, offering alternatives, and providing short onboarding micro-sessions for digital confidence.

These steps are intentionally compatible with small NGOs and community adult learning centres, where resources are limited but agility is high. The central principle is coherence: fewer tools, clearer pedagogy, and stronger ethical governance.

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CIRCULAR ECONOMY: TRANSFORMING WASTE INTO RESOURCES

- A SUSTAINABLE BUSINESS OPPORTUNITY

Moiceanu Izabella-Maria

Abstract

The transition from the linear economic model (production – consumption – disposal) to the circular economy represents one of the greatest challenges and, at the same time, opportunities of the 21st century. This article analyzes the mechanisms by which waste ceases to be a negative externality, becoming “secondary raw materials” with high economic value. The paper explores closed-loop strategies, the competitive benefits of green businesses and the role of innovation in reconfiguring value chains to achieve climate neutrality.

1. Introduction: The end of the era of linearity

The traditional economic model, based on finite resources and unlimited consumption, has reached critical ecological and economic barriers. In the context of 2026, volatile raw material prices and strict EU regulations (e.g. Green Deal) are forcing companies to adopt the circular economy. This new system is designed to be regenerative by intention and design, maintaining the value of products and materials for as long as possible.

The transition to a circular economy is not just an ethical choice, but a systemic necessity imposed by the increasing costs of extraction and the pressure of European regulations, such as the Sustainability Reporting Directive (CSRD). This chapter lays the foundation for understanding that future prosperity depends on decoupling economic growth from the consumption of virgin resources.

2. Business Strategies in the Circular Economy

- A sustainable business opportunity is not limited to recycling, but involves the integration of superior resource management strategies:
 - Design for Longevity (Eco-design): Creating products that are easy to repair, disassemble and upgrade. This is the phase in which 80% of a product's environmental impact is determined. Sustainable business designs goods that can be easily disassembled to recover valuable components.
 - Product as a service: The shift from selling property to selling use (e.g. renting office equipment instead of buying it), where the manufacturer remains responsible for maintenance and recycling. The company no longer sells an object, but its function. For example, a tire manufacturer

rents out the “mileage”, remaining the owner of the tire. Thus, the company has a direct interest in the product being as durable as possible and easy to recycle at the end of its life.

- **Industrial symbiosis:** Business model in which the residues of one industry become raw material for another industry (e.g. using construction waste to manufacture new insulation materials). It encourages cross-sectoral collaboration. A classic example is the use of waste heat from a cement factory to heat nearby agricultural greenhouses, transforming a thermal “waste” into a vital resource.

3. Waste as a Resource: Economic Value Analysis

Transforming waste into resources eliminates disposal costs and reduces dependence on expensive raw material imports.

- **Urban mining:** Extracting precious metals from e-waste, a market with an estimated annual growth rate of over 15%.
- **Energy recovery:** Transforming the biodegradable fraction into biogas or thermal energy, providing companies with partial energy autonomy.

4. Barriers and success factors

Although the opportunities are vast, the transition faces obstacles:

1. **Implementation costs:** Sorting and reprocessing technologies require major initial investments.
2. **Legislative framework:** The need to standardize the “waste status” to allow the free movement of secondary raw materials.
3. **Consumer behavior:** The need to educate the public to accept refurbished products.

5. The Role of Economic Education: Training the “Circular Manager”

Education is the catalyst for this change. As teachers, we have a mission to integrate concepts such as Green Accounting and Life Cycle Management into the curriculum. Educating young people in the spirit of the circular economy is not just a lesson in ecology, but a lesson in economic efficiency and entrepreneurial pragmatism.

6. Conclusions

The circular economy is not just an environmental solution, but an economic survival strategy. Companies that manage to transform waste into resources will gain a decisive competitive advantage by reducing costs and increasing brand loyalty. For future entrepreneurs, sustainability

becomes the main driver of innovation, transforming ecological constraints into new models of profitability.

The circular economy radically transforms the way we define value. The transition from optimizing short-term profit to long-term resilience transforms waste from a “fiscal burden” into a “strategic capital”. Business success in 2026 and beyond belongs to those who understand that resources are borrowed from future generations and that sustainable profit is the only thing that ensures the survival of the organization in the global market.

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“MIMESIS” IN VIRGINIA WOOLF’S “TO THE LIGHTHOUSE”

TEACHER: CONE-ONETE DANA

“Nature creates similarities. One need only think of mimicry. The highest capacity for producing similarities, however, is man’s. his gift of seeing resemblances is nothing other than a rudiment of the powerful compulsion in former times to become and behave like something else. Perhaps there is none of his higher functions in which his mimetic faculty does not play a decisive role.” (Walter Benjamin, “On the Mimetic Faculty”, 1933)

The term “mimesis” is derived from the Greek *mimesis*, meaning to imitate. The OED defines “mimesis” as “a figure of speech, whereby the words or actions of another are imitated” and “the deliberate imitation of the behavior of one group of people by another as a factor in social change”.

Mimicry is defined as “the action, practice, or art of mimicking or closely imitating...the

manner, gesture, speech, or mode of actions and persons, or the superficial characteristics of a thing.” Both terms are generally used to denote the imitation or representation of nature, especially in aesthetics (primarily literary and artistic media).

Within Western traditions of aesthetic thought, the concepts of imitation and “mimesis” have been central to attempts to theorize the essence of artistic expression, the characteristics that distinguish works of art from other phenomena, and the myriad of ways in which we experience and respond to works of art. In most cases, “mimesis” is defined as having two primary meanings – that of imitation (more specifically, the imitation of nature as object, phenomena, or process), and that of artistic representation.

“Mimesis” is integral to the relation governing works of art themselves.

Michael Taussig describes the mimetic faculty as “the nature that culture uses to create second nature, the faculty to copy, imitate, make model, explore difference, yield into and become Other.

The wonder of “mimesis lies in the copy drawing on the character and power of the original, to the point whereby the representation may even assume that character and that power.”

Pre-Platonic thought tends to emphasize the representational aspects of mimesis and its denotation of imitation, representation portrayal, and/or the person who imitates or represents. Mimetic behaviour was viewed as the representation of “something animate and concrete with characteristics that are similar to the characteristics to other phenomena.”

Plato believed that “mimesis” was manifested in “particulars” which resemble or imitate the forms from which they are derived, thus, the mimetic world (the world of representation and the phenomenological world) is inherently inferior in that it consists of imitations which will always be subordinate or subsidiary to their original.

In addition to imitation, representation, and expression, mimetic activity produces appearances and illusions that affect the perception and behavior of people.

In *Republic*, Plato views art as a mimetic imitation of an imitation (art mimes the phenomenological world which mimes an original, “real” world). “Mimesis” is positioned within the sphere of aesthetics, and the illusion produced by mimetic representation in art, literature and music is viewed as alienating, deceptive and inferior.

In the third book of *Republic*, Plato distinguishes two kinds of poems: *diegesis* and *mimesis*. In comparison with *diegesis*, by which the poet himself narrates and speaks, by *mimesis* the poet speaks in a way that as if he were the represented character (*Republic*).

In the division of the soul into three parts: rational, lustful and courageous, Plato acknowledges that the human soul is full of contradictions that the desires are like horses of a chariot which need to be controlled and steered by reason. These desires in themselves always contradict each other and go to different directions. (*Republic*)

For the man is a multi-faceted being, something which Plato has recognized too well, and he therefore regards every occasion which may break this hold to be dangerous.

Therefore, as far as the relevance of Plato's opinion to Nietzsche is concerned, the conclusion is that both regard the splitting up of the soul and the absence of reason or consciousness of individuality as the effect of "mimesis".

Being resembled the 18th century from many points of view by some researchers, the 20th century is characterized by a flourishing development of the critical, rationalist wit in the interpretation of the aesthetic phenomenon.

The literary art is conceived like a "mimesis" – the interpretation of the reality by help of the literary representation or imitation.

The object of the research deals not only with realism in general, but also with the measure and the way how serious the tragic can be in treating the realistic objects.

"TO THE LIGHTHOUSE" (1927) excessively restricts the object of research. The narration of the consciousness' states by using the interior monologue and the details concerning the characters' mimicry and gestures is more accessible than to Joyce's. The "absent character" who emits judgement of value and incites the dialogue or the interior monologue, is of great importance here.

The experimental novels of Virginia Woolf are influenced by Bergson and the philosophy of interior duration, Proust and his epic of the memory, Joyce and the interior monologue technique, the plunge into that "stream of consciousness", mysterious underground tide into which the novelist and his characters dive, crossing the line of the objective time, discovering new regions of the psychological life.

The involuntary memory – theorized by Proust – develops amply in Woolf's novels, bringing glimpses of memories from the depth of time to last only a minute.

The manner of lighting of individual, a personality from different angles, the plunge into the interior tide, the chronological discontinuity, the temporal superposition, all these tend towards "another reality" as the author calls it when she asks herself if, in spite of the deep plunge, some day she will be able to express it.

All these artistic innovations are incorporated in "To the Lighthouse". The external reality is absorbed by the characters' emotions and feelings.

The writer confesses the autobiographical sources of the novel – her memories which can imprint a “too sentimental” mark.

Mr. Ramsay stands for the image of her father, Leslie Stephen, and Mrs. Ramsay’s central face represents some of the traits of her mother lost in the childhood years. The characters are systematically presented like an introduction or exposition.

Mrs. Ramsay is a beautiful mature woman, mother of eight children. She is a mysterious presence who dominates the novel and the fate of the other characters, even after her death.

The enigma, the mystery of this calm and calming quiet being is bound to the “feministic eternal”.

Mrs. Ramsay’s femininity, her timidity “a sponge imbued with human emotions and feelings” is the element of cohesion of the familial group and of friends, gathered together in the Hebrides.

Mrs. Ramsay is standing at the window caressing her last born child’s hair or is knitting a stocking for the boy of the guard of the Lighthouse, or is writing letters on the beach, and in all these chores, she spreads fascination and charm.

Mrs. Ramsay is endowed with that intuitive force belonging to women, which opens the access to the most vulnerable regions of the human consciousness.

Being familiar to objects, flowers, people and their pains, Mrs. Ramsay lives thousands of daily miracles.

She succeeds in the unification among so different people around her, appeases the possible conflicts, and remains, even after death, a symbol of beauty and a creative force of human communion.

After her death, the painter, Lily Briscoe, lives her artistic creed, revelation.

The walking to the Lighthouse, promised to the last born child in the first part of the novel takes place ten years later, after his mother’s death, but with the support of her protective soul.

The Catharsis that had not been produced by then, takes place now.

„TO THE LIGHTHOUSE” as well as „MRS. DALLOWAY” is the book that dissolves the temporal scheme of the traditional novel.

The first part limits to present the only evening spent by the Ramsay family and their friends in the house in the Hebrides.

In the second part – THE TIME PASSES AWAY – the human element vanishes away (Mrs. Ramsay dies unexpectedly, one of the boys is killed by an explosion during the war and one of the girls dies from giving birth.)

Nature (vegetative and animal) invades in the house on the island. The time is marked only by the rhythmic light of the Lighthouse and by the tireless breath of the waves.

In the last part, people come back again. Everything takes place within one day, much amplified because in its space gather the waters of the memory brought by the interior tide of people, by the memory of the characters, mastered by the image of Mrs. Ramsay. The past replaces the present (before the walking to the Lighthouse coming true).

As an element of stability in the first part, she saves the house from the „swamp of Time” that rapidly „swallows” the human.

Her face, her image – now apparition – changes again the chaos into outer space, and renders to the group of people left by physical body and mind, the consistence, ten years lost away.

Thus, the chapter called „TIME PASSES AWAY” integrates in the structure of the novel without troubling the fluidity that the aesthetics of Virginia Woolf tends to.

Within this fluidity there is a solution of continuity between past and present, nature and human, and one consciousness and another.

Every present moment engrosses emotions, impressions, consumed feelings; the plunge into the past is unexpected.

The future mixes up with the present, absorbed by every moment James, the seven-year-old boy, was a part of the great clan of those incapable of splitting up their feelings, letting the perspectives of the future eclipse the present.

Bits of objective reality are found in the short indications referring to unimportant external events: „said Mrs. Ramsay, raising her eyes...” or „said Mr. Bankes once, hearing her voice”, „knitting her reddish-brown hairy stocking...”.

The intention of getting much closer to the authentic objective reality using a lot of subjective impressions from different persons and times is essential for the modern device.

The insignificant external event (the measure of the stocking) gives birth to the image of Mrs. Ramsay’s face always in the present. The expression on Mrs. Ramsay’s face is a digression: „never did anybody look so sad.”

The fluidity offers a justification of the interior monologue and moreover, of the dialogue between consciousness, that mutable dialogue, that communication between tunnels, as Virginia Woolf puts it in the pages of „The Journal”. The desire of avoiding fragmentation explains the scarcity of the direct dialogue in Woolf’s prose dominated by the indirect dialogue and, obviously, by the interior monologue, „the lived talk” (erlebte rede), as Auerbach puts it.

All this superposition of the fluidity and fragmentation is illustrated in the chapter „The Reddish-Brown Hairy Stocking” of the book of Auerbach. The unity of the fragment is created by an external scene between Mrs. Ramsay and James – the measure of the stocking.

The inward movements, the reflections, the interpretations of external incidents, memories, associations, projections into future - all these literarily gathered in a refined technique of digression which does not alter the „stream of consciousness”. It is Lily Briscoe – the personification of Woolf’s artistic consciousness – who discovers this dialectic of continuity and fragmentation.

The passing from one consciousness to another is recorded by the art of transition emphasized in chapter five, in the house on the island. The inner duration becomes the level of authentic, spontaneous life experiences, unrestricted by codes, the exterior behaviour is that of the artificial existence, fixed in rigid patterns.

Lily Briscoe would have liked to have fifty eyes to watch Mrs. Ramsay. Using the „cinematographic” technique, Virginia Woolf unceasingly moves every character from one visual ray to another. This is called the „multiple perspective” device or the „pluripersonal presentation of the consciousness”. (Auerbach – „Mimesis”)

The painter, Lily Briscoe, lives epiphanies like Stephen Daedalus in „The Portrait of the Artist As a Young Man” by James Joyce – and creates the „Vision” – the poetic act.

The multitude of symbols in „TO THE LIGHTHOUSE” is stuck to the poetic conception. The rhythm of the waves pendulates between the external and homogeneous time in „Mrs. Dalloway” and the sound of Big Ben.

The Lighthouse represents the element which absorbs the spiritual energy and facilitates the final „Catharsis”.

„The Time Passes By”, the waves and the light of the lighthouse melt down to create the extrahuman element, mastering the island for ten years.

Some critics associate the Lighthouse of Virginia Woolf with the myth of the *Babell Tower*.

Northrop Frye in „The Anatomy of the Critics” says that *Babell Tower* is the symbol of the human malefic construction (castle, tower) in contrast with the propitious nature. He speaks about the notion of art as „inferior imitation’ and „superior imitation’ of the reality or the idea of „the art as mimesis” in the lyrics.

Auerbach integrates new aspects of reality in the work on the one hand and on the other defines the two stylistic levels which cross all the stages of culture – „the high style’, noble and „the humble style” – popular, common, summing up the spoken language.

The novel encompasses the pluripersonal presentation of the consciousness, the stratification of time, the breakage of the coherence of objective facts and the reversing angle in relating the plot.

Woolf prefers the world of small facts and things, chosen at random: the measure of a stocking, a bit of a conversation with the girl in the house, a telephone conversation.

All the works of Virginia Woolf abound in symbols. Without understanding the poetic feeling of the surrounding world as a dominant in Woolf's creation, this writing „TO THE LIGHTHOUSE” remains closed for readers.

„What overwhelms me is the tremendous feeling of the poetry of existence” (Virginia Woolf, 1923).

With this feeling she got closer to people, nature and inanimate objects.

Like Prout, Joyce and Faulkner, Virginia Woolf is responsible for the whole system of innovations in the novelistic technique.

Virginia Woolf enriched the art of the novel which mirrors the interior life.

She proved herself to be capable to discover the words which reveal the world by way of the characters' consciousness and, thus contributed to the important change of the accent inaugurated by Henry James, from the social external reality – depicted by Balzac and the naturalists – onto the sensitiveness of the external world.

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MODERN PARADIGMS IN EDUCATION: STRATEGIES FOR INTEGRATING EMERGING TECHNOLOGIES AND OPTIMIZING LEARNING THROUGH DIGITAL PEDAGOGY

Scientific Study

TEACHER: Căpruciu Marinela Mioara

I. Introduction: The Need to Adapt to the Modern World

The integration of new technologies in education and the use of digital pedagogy represent an essential process for adapting schools and educational institutions to the requirements and opportunities of the modern world. These technologies transform the way we learn and teach, providing a more interactive and accessible context for both students and teachers. In this context, digital pedagogy is not limited only to the use of technologies but refers to their integration in a way that supports and improves learning.

II. Defining Digital Pedagogy and Key Tools

Digital pedagogy refers to the use of digital technologies to support and improve the teaching and learning process. This involves the use of various resources:

- **Online learning platforms and educational applications:** These facilitate access to knowledge and stimulate interactivity.
- **Educational games and Gamification:** Tools that make the learning process more captivating and motivating.
- **Augmented Reality (AR) and Virtual Reality (VR):** Technologies that allow simulations and virtual experiments for understanding complex concepts.
- **Artificial Intelligence (AI):** Used to create innovative and engaging learning experiences.

III. Pillars of Technological Integration in the School Environment

1. Accessibility and Democratization of Information

New technologies facilitate access to a vast amount of information and interactive educational resources.

- **Personalization of resources:** Multimedia materials can be used by students according to their needs and learning pace.

- **Elimination of geographical barriers:** Education becomes more accessible to students from various corners of the world.

- **Flexibility:** Digital platforms allow access to materials from anywhere and at any time.

2. *Personalization and Differentiated Learning*

Educational technologies allow for the creation of learning experiences adapted to each student's style and needs.

- **Intelligent Systems:** Platforms can adjust materials based on individual performance and progress.

- **Adapted Methods:** Technology allows the adaptation of teaching methods to promote differentiated learning.

• **Utility of technology by subject:**

Subject	Recommended Application	Utility in Digital Pedagogy
Biology	BioDigital Human / Corinth	Visualizing anatomical systems through 3D and AR models.
History	Google Arts & Culture	Virtual museum visits and reconstructions of archaeological sites.
Geography	Google Earth VR	Exploring landforms and meteorological phenomena in real time.
Mathematics	GeoGebra / Photomath	Visualizing functions and geometric bodies for understanding abstract concepts.

Subject	Recommended Application	Utility in Digital Pedagogy
Biology	BioDigital Human / Corinth	Visualizing anatomical systems through 3D and AR models.

3. *Collaboration and Interactivity*

The use of digital tools makes learning more attractive and engaging.

- **Collaboration Platforms:** Google Classroom and Microsoft Teams encourage students to work together in real time.

- **Virtual Teams:** Students can collaborate more easily, sharing resources and ideas in digital environments.

- **Active Participation:** Students participate in online discussions, educational games, and group projects.

IV. Digital Assessment and Instant Feedback

Digital pedagogy allows for more frequent and varied assessments, providing efficient methods for tracking progress.

- **Assessment formats:** Online tests, interactive quizzes, and digital portfolios.
- **Real-time feedback:** Facilitating the continuous improvement of the educational process through immediate corrections.
- **Automation:** Using automated assessments for increased efficiency.

V. Teacher Training: A Sine Qua Non Condition

The continuous preparation and training of teaching staff is a vital aspect of digital pedagogy integration. Essential training must include:

- Use of educational platforms and classroom management tools.
- Adaptive learning strategies and digital assessment techniques.

VI. Analysis of Challenges and Remediation Strategies

Although the benefits are multiple, the integration of technologies presents structural and human challenges:

Challenge	Proposed Solution
Unequal access to technology	Educational policies and infrastructure investments.
Resistance to change (teachers)	Continuous training and methodological support.
Adapting traditional materials	Digitalization of resources and support for families/students.

VII. Ethics and Digital Safety Section

In a study about technology, it is essential to mention the protection of students in the online environment:

- **Data security:** The importance of using platforms that comply with regulations regarding the protection of minors' data.
- **Digital balance:** Strategies to prevent digital fatigue and to maintain human interaction in the classroom.
- **Combating misinformation:** Developing critical thinking so that students can evaluate the validity of found online resources.

VIII. Conclusions

The integration of new technologies in education represents an opportunity to transform learning, making it more flexible and adapted to current needs. Digital pedagogy, with an emphasis on active, collaborative, and personalized learning, contributes to the formation of a generation of students prepared for the challenges of the digital world. It responds to educational needs in an efficient, accessible, and innovative way.

Impact on Future Competencies

The use of technologies in education helps students develop essential digital skills. These competencies are necessary not only for the current learning process but also for future careers in a digitalized world.

IX. Methodology for Implementing Digital Pedagogy in the Classroom

The effective implementation of new technologies is not limited to the presence of hardware in the classroom but requires a structured methodological framework that transforms the teaching-learning process from a passive one into a participatory one.

1. Digital Instructional Planning and Design

The first step consists of adapting calendar planning to integrate multimedia resources and online platforms according to the needs and learning pace of each student.

- **Selection of tools:** The teacher must choose applications (such as Kahoot for assessment or GeoGebra for mathematics) that stimulate curiosity and facilitate the understanding of complex concepts.

- **Content structuring:** Traditional materials are adapted for the digital environment, turning into interactive resources, videos, or virtual simulations.

2. Implementing the "Flipped Classroom" Model

An efficient methodology enabled by digital pedagogy is the inversion of the learning flow:

- **At home:** Students access online learning platforms to go through the theory via video materials or digital portfolios.

- **At school:** Time spent in class is dedicated to active learning, where students discuss ideas, solve problems collectively, and learn from each other through collaboration platforms like Google Classroom or Microsoft Teams.

3. Gamification and Interactivity Strategies

To improve motivation and engagement, the teacher introduces game elements into the instructional process.

- **Learning through play:** The use of educational games allows students to participate in interactive activities and group projects in an attractive way.

- **Virtual simulations:** The integration of Augmented Reality (AR) and Virtual Reality (VR) allows students to perform virtual experiments that would be difficult to conduct in a traditional laboratory.

4. Continuous Monitoring and Evaluation

Technology offers efficient methods for continuous evaluation that reduce the pressure of traditional summative exams.

- **Instant feedback:** Through interactive quizzes and online tests, the teacher can provide real-time feedback, facilitating the continuous improvement of the student's performance.

- **Progress tracking:** Intelligent educational platforms can generate automatic reports on individual progress, allowing the teacher to adjust materials based on each student's performance.

Best Practice Guide: Using Augmented Reality (AR) in the Instructional Process

The integration of Augmented Reality (AR) represents a peak of innovation in digital pedagogy, offering students the opportunity to visualize abstract concepts by overlaying virtual elements onto the physical environment. This guide is designed to support teachers in the efficient implementation of this technology.

1. Preparation and Selection Stage

- **Identifying objectives:** AR should not be used just for entertainment, but to facilitate the understanding of complex concepts through simulations.

- **Choosing applications:** Select platforms that allow interactivity, such as applications that transform 2D diagrams from textbooks into 3D models.

- **Checking compatibility:** Ensure that available devices have the necessary sensors to correctly render augmented reality elements.

2. Classroom Implementation Strategies

- **Learning through exploration:** Instead of presenting a static image of the human heart, allow students to use tablets to "place" a 3D heart on their desks, observing blood flow in real time.

- **Gamifying the process:** Create digital "treasure hunts" where clues become visible only by scanning specific codes or images in the classroom.

- **Collaboration in virtual space:** Organize students into teams to analyze the same AR model, discussing and solving problems collectively.

3. Role of the Facilitator (Teacher)

- **Active guidance:** The teacher must provide continuous support, helping students navigate the digital interface and bridge the gap between the virtual model and the theory in the textbook.

- **Attention management:** AR technology is extremely engaging; ensure that student enthusiasm is channeled toward achieving the proposed digital and academic competencies.

4. Impact Assessment

- **Instant feedback:** Use the assessment functions of AR applications to see if students understood the structure of the visualized models.

- **Reflection:** After the activity, discuss with students how the 3D visualization helped them understand the material better than traditional educational materials.

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EMPOWERING SENIOR LEARNERS THROUGH AI AND INCLUSIVE ADULT EDUCATION

Anamaria Burada

The rapid pace of digital transformation is profoundly reshaping educational systems across Europe, placing adult education at the center of social inclusion and lifelong learning strategies. As artificial intelligence (AI) increasingly influences teaching and learning practices, adult educators are challenged to integrate digital innovation in ways that are both ethical and inclusive, particularly for senior learners who may face additional barriers to participation.

At the same time, Europe's ageing population highlights the growing importance of active ageing policies and inclusive learning opportunities that support older adults in remaining engaged, autonomous, and connected to their communities. Adult education plays a crucial role in addressing these challenges by combining digital skills development with pedagogical approaches tailored to diverse learning needs and life experiences.

This article explores a series of Erasmus+ experiences implemented in 2025 by the Spark Youth Resource Centre, which illustrate how artificial intelligence, inclusive teaching strategies, and European cooperation can complement each other in strengthening adult education. Through international training, job shadowing, and expert-led sessions, these initiatives provide practical insights into the potential of AI to support inclusive, safe, and meaningful learning for adults of all ages.

In the context of accelerated digital transformation, the *Spark Youth Resource Centre* from Murfatlar, Constanța County, accredited in Adult Education, implemented in 2025 a series of Erasmus+ activities aimed at strengthening competences in adult education. These initiatives focused on integrating artificial intelligence (AI) into educational practices and adapting learning strategies to support inclusive education for senior learners.

Within *Erasmus+ Project no. 2025-1-RO01-KA121-ADU-00032255*, the first activity consisted of a structured course organized by **Pro European Education** in Katerini, Greece, between 17–21 August 2025. Entitled “*Teaching in the AI Age*”, the course enabled two members of the organization's training team to deepen their knowledge of AI tools such as ChatGPT, visual content generators, and lesson-planning platforms. Beyond technical skills, the programme fostered international collaboration and critical reflection on the impact of AI on education, particularly in relation to ethics, critical thinking, and educator responsibility. At the same time, another member of the organization participated in a **job shadowing activity**, focusing on successful models of active ageing.

The second activity took place in Romania between 23–27 September 2025 and consisted of a training session delivered by invited expert **Virve Tuulikki Seiteri** from Finland. The core theme was the development of teaching competences for senior learners, with emphasis on inclusive facilitation techniques, adapted instructional design, the use of technology, and learning

progress evaluation. The programme combined theoretical input with practical applications, promoting the creation of a safe, motivating, and learner-centred educational environment tailored to the needs of older adults.

A third mobility activity is currently being prepared: a **job shadowing programme** to be held in Dortmund, Germany, from 30 October to 1 November 2025, in partnership with *Verein Kamerunischer Ingenieure und Informatiker, Ruhrbezirksverein e.V.*. The participant will have the opportunity to observe the practical use of AI tools in adult education settings. The programme will include observation sessions, guided reflection, and thematic discussions on the ethical, creative, and responsible use of AI, with a particular focus on supporting inclusive learning.

These three Erasmus+ experiences complement one another, addressing contemporary challenges in adult education through an integrated approach that combines digital innovation, personalized learning, and active inclusion. Participants acquired practical tools, developed concrete action plans, and expanded their European professional networks.

The Erasmus+ experiences carried out in 2025 highlight the need for a holistic vision of adult education, in which technology, inclusion, and intergenerational solidarity reinforce each other. In a constantly evolving society, active ageing is no longer merely an aspiration but a shared responsibility: senior citizens must be supported to remain engaged, curious, and connected to their communities.

At the same time, digital literacy plays a crucial role in reducing the vulnerability of older adults. Although many seniors are enthusiastic about exploring the online environment, they are often exposed to risks such as unsafe links, manipulation, or misinformation. In this context, adult educators have the responsibility to provide not only technical knowledge, but also critical digital safety skills that foster autonomy and protection.

By combining innovative technologies with educational programmes specifically designed for seniors, Erasmus+ projects contribute to building a culture of lifelong learning, active participation, and digital protection for all European citizens, regardless of age.

The Erasmus+ initiatives implemented in 2025 underline the strategic importance of rethinking adult education in the context of rapid technological change and demographic ageing. Artificial intelligence, when used responsibly and ethically, can become a powerful tool for enhancing accessibility, personalization, and inclusion in learning processes, particularly for senior learners.

At the same time, these experiences demonstrate that technology alone is not sufficient. Meaningful learning for adults requires well-prepared educators, inclusive pedagogical approaches, and a strong emphasis on critical digital literacy and online safety. Supporting seniors

to navigate the digital world confidently and safely is essential for fostering autonomy, social participation, and lifelong learning.

By connecting European expertise, innovative educational practices, and intergenerational solidarity, Erasmus+ projects contribute to building resilient learning communities where age is no longer a barrier to participation. Such initiatives reaffirm the role of adult education as a key driver of social inclusion, active ageing, and responsible digital citizenship across Europe.

LA RELATION OPTIMALE ENTRE L'ENSEIGNANT ET LES ÉLÈVES DANS L'ESPRIT DE LA COMMUNICATION INTERPERSONNELLE

Prof. Inelia POPESCU

Résumé

La relation enseignant-élève constitue un pilier fondamental du processus éducatif et conditionne, dans une large mesure, l'efficacité de l'apprentissage. Cet article analyse la dynamique de cette relation à travers le prisme de la communication interpersonnelle, en mettant en évidence les facteurs affectifs, psychopédagogiques et contextuels qui influencent la qualité de l'interaction éducative. L'étude souligne la nécessité d'un modèle relationnel fondé sur la coopération, la reconnaissance des besoins individuels de l'élève et la valorisation du potentiel de chacun.

Étant un acte relevant de la sphère des relations interpersonnelles, l'acte éducatif et son efficacité se décident sur le terrain des rapports concrets et quotidiens entre l'enseignant et l'élève. En ce qui concerne la relation enseignant-élève, mon expérience personnelle me conduit à constater que, dans cette relation souvent défailante à l'heure actuelle, prédominent l'arbitraire ou la communication conflictuelle, des pratiques dépassées, des préjugés et des principes qu'une attitude conservatrice entretient et perpétue de génération en génération, sans tenir compte de l'évolution, de la personnalité de chaque individu et des besoins réels des élèves. Il existe néanmoins des exceptions qui confirment la règle.

J'ai appris que, pour améliorer la relation enseignant-élève, il est nécessaire de prendre en considération le développement de l'élève, sa personnalité en devenir, le dossier psychologique établi au sein de l'établissement scolaire (qui devrait être obligatoire), l'étude du milieu dont il est issu, l'implication de la famille, les besoins et nécessités de l'élève, ses capacités d'apprentissage, ainsi que bien d'autres facteurs.

Malgré cela, les différentes théories restent consignées noir sur blanc et ne sont pas mises en pratique. Les enseignants arrivent en classe et, pour la plupart, « avalent la poussière de craie » en vain, car les élèves sont soit désintéressés, soit accaparés par leurs propres problèmes, que personne ne remarque et pour lesquels personne ne les aide à trouver des solutions afin de se développer de manière harmonieuse. La théorie est belle, mais personne n'ose dire la vérité sur ce qui se passe réellement dans les écoles, sur la manière dont certains enseignants surchargent les élèves avec un programme scolaire lourd et souvent inutile. Les parents ont rarement la possibilité d'intervenir et, le plus souvent, se taisent par crainte que l'enseignant concerné ne se venge sur leur enfant.

Aujourd'hui, j'essaie d'enseigner aux enfants qu'il est possible d'apprendre et de se développer de façon équilibrée et harmonieuse, sans blocages émotionnels, sans techniques sophistiquées, mais par le jeu, car à tout âge, l'apprentissage par le jeu est plus facile. Le plus important est que l'information ainsi acquise peut rester durablement dans notre mémoire, sans qu'il soit nécessaire de la répéter continuellement.

Les relations entre l'enseignant et la classe se polarisent généralement autour de sentiments de sympathie, de confiance réciproque ou, au contraire, d'antipathie, de méfiance et, bien souvent, d'hostilité. L'initiative doit appartenir à l'enseignant qui, tenant compte de la loi fondamentale des relations affectives humaines selon laquelle la sympathie et la bienveillance engendrent la sympathie et la bienveillance, tandis que l'antipathie et l'hostilité suscitent des sentiments de même nature, doit guider, orienter et structurer ces relations autour de la collaboration et de la coopération mutuelle.

L'utilisation des nouvelles technologies didactiques, telles que l'enseignement programmé, conduit finalement à la sélection et au renforcement des comportements adéquats, à la réalisation optimale du feedback, à l'évaluation des performances scolaires des élèves sur des bases scientifiques et dans des conditions d'objectivité reconnue.

Dans la majorité des cas, le résultat est catastrophique, les insatisfactions étant présentes tant du côté des enseignants que de celui des élèves. Toutes ces situations conduisent à l'échec de l'apprentissage ou à un apprentissage déficient.

La pratique scolaire que j'ai connue jusqu'à présent m'a laissé l'impression que l'enseignant domine souvent en raison de son bagage de connaissances, sans offrir aux élèves la possibilité de se développer pleinement. L'expérience m'a toutefois montré, au fil du temps, que l'enseignant performant améliore également sa relation avec les élèves plus faibles sur le plan de l'apprentissage, pouvant même, de manière presque miraculeuse, obtenir des résultats remarquables avec eux, simplement en leur accordant suffisamment d'appréciation positive pour les amener à atteindre un niveau inattendu et encourageant.

La confiance des élèves en leurs propres forces et l'estime de soi peuvent être développées par l'encouragement de chaque performance, même minime, de chaque élève. Cela devrait signifier un apprentissage systématisé et personnalisé. La récompense devrait primer sur la punition. De plus, à mon sens, il n'existe pas d'enfants difficiles, mais seulement des enseignants dépourvus d'aptitudes et de stratégies psychopédagogiques, incapables de travailler avec les enfants et de les aider à se développer.

En conclusion, l'enseignant doit établir dès le départ une relation harmonieuse avec l'élève afin de ne pas affecter son développement psychique, affectif et personnel. L'enseignant doit créer

une relation qui permette à l'élève de prendre son envol dans son développement, en suivant le cours fluide de la vie, à l'image d'une symphonie parfaite.

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EDUCATION OF THE CHILD IN THE DIGITAL ERA: CHALLENGES AND OPPORTUNITIES IN PRIMARY EDUCATION

Mihai Anda

The rapid development of digital technologies has profoundly transformed contemporary society, influencing not only communication and information access but also the educational environment in which children grow and learn. In Romania, this transformation has become increasingly visible even in rural schools, where digital tools are gradually reshaping classroom practices. As a primary school teacher working with first-grade pupils in a rural school, I have observed how naturally children adapt to digital resources such as interactive boards, digital textbooks, and educational games. This article explores the impact of the digital era on the education of young children in the Romanian and European context, combining theoretical perspectives with reflections from classroom practice. It highlights both the opportunities offered by digital tools and the challenges associated with their use, emphasizing the essential role of teachers in guiding children toward responsible, balanced, and meaningful digital learning.

The digital era has become an inseparable part of modern life, reshaping the way people communicate, work, and learn. In Romania, the process of digitalization has reached not only urban schools but also many educational institutions in rural areas. Especially after the period of online and hybrid education, digital tools have become an important component of classroom activities. For today's children, technology is no longer a novelty but a familiar element of everyday experience.

In my first-grade classroom in a rural school, I frequently observe how naturally pupils interact with digital devices and how quickly they adapt to new forms of learning. Many children

encounter digital content at home through smartphones or television, but school represents their first structured contact with educational technology. This early experience plays a crucial role in shaping their attitudes toward learning and technology. In the European educational context, digital education is considered a strategic priority, and Romania actively participates in this process through digital textbooks, interactive platforms, and modern classroom equipment.

Children entering the first grade already possess a basic familiarity with digital media. From my experience, many pupils know how to navigate simple applications and interact with touch screens even before formal schooling begins. In a rural context, this familiarity may vary depending on family background and access to technology, yet children generally show great enthusiasm when digital tools are introduced in the classroom. During lessons that involve the interactive board, didactic games, or short educational videos, pupils display high levels of attention and motivation.

In my daily practice, I frequently use digital resources to support reading, writing, and mathematical learning. Interactive activities that involve matching letters and sounds capture pupils' attention and encourage active participation. In mathematics, visual digital exercises help children understand numbers and basic operations more easily. These tools allow abstract concepts to become more concrete, supporting comprehension and retention. At the same time, I have noticed that some pupils initially find it difficult to maintain concentration during traditional tasks such as handwriting or reading printed texts. They often associate learning with movement, color, and interactivity, which reflects the influence of early exposure to digital media on learning styles and expectations.

Digital education offers important opportunities for improving learning in rural Romanian schools. One major advantage is increased access to quality educational resources. Through digital textbooks, interactive boards, and online platforms, pupils from rural areas can benefit from the same materials as their peers in urban schools, thus contributing to the reduction of educational disparities. In my classroom, digital tools have proven particularly effective in increasing motivation and participation. Didactic games transform lessons into enjoyable learning experiences, and even shy or less confident pupils become more willing to answer, collaborate, and experiment.

Another important benefit of digital education is the possibility of differentiated instruction. Digital platforms allow pupils to work at their own pace and receive immediate feedback. This is especially helpful in first grade, where differences in learning speed are significant. Through repeated digital exercises, children gain confidence and gradually improve their skills. In addition, collaborative activities on the interactive board encourage cooperation and

communication, helping pupils develop social and emotional competencies alongside cognitive skills.

Despite its advantages, digital education also presents important challenges. Access to technology remains uneven, particularly in rural communities. While schools may be equipped with modern devices, some pupils come from families with limited digital resources and unstable internet connections. This situation can create differences in familiarity and confidence with technology. Another concern is excessive screen time outside school. In discussions with parents, I often learn that children spend many hours watching videos or playing games on mobile devices. This may affect physical activity, sleep quality, and emotional balance.

The quality of digital content also represents a significant challenge. Not all available materials are suitable for young learners or aligned with the national curriculum. Teachers must carefully select and adapt resources to ensure educational value and age-appropriate content. In this context, pedagogical judgment and continuous professional development become essential.

In the digital age, the role of the teacher extends beyond transmitting knowledge. Teachers become guides who help children navigate the digital world responsibly and meaningfully. From my own practice, I have learned that technology becomes effective only when it serves clear educational objectives. I integrate digital activities with traditional methods such as writing, drawing, reading aloud, and discussion in order to maintain a balanced learning environment. After completing an interactive game, pupils are encouraged to write the learned words in their notebooks or illustrate the concept through drawings. This approach helps transform digital experiences into lasting knowledge.

Cooperation between school and family is essential, especially in rural communities. Through meetings and informal conversations, I encourage parents to monitor screen time and participate actively in their children's learning. When school and family collaborate, pupils receive coherent guidance and develop healthier digital habits.

The education of the child in the digital era represents both a challenge and an opportunity for Romanian primary education. Digital technology can enrich learning, increase motivation, and support the development of essential competencies. At the same time, it requires careful guidance, ethical awareness, and a balanced pedagogical approach. From my experience as a first-grade teacher in a rural Romanian school, I believe that the success of digital education depends on moderation, purpose, and collaboration. Technology should support learning without replacing human interaction and creativity. By combining digital innovation with traditional educational values, Romanian schools can prepare children to become confident, competent, and responsible citizens of the digital and European world.

DIGITAL RESOURCES IN THE TEACHING–LEARNING–ASSESSMENT PROCESS FOR THE SUBJECT OF RELIGION

Gheorghe Cornelia-Mirela

Abstract

The integration of digital resources into the teaching–learning–assessment process has become a defining aspect of 21st-century educational practice. This study investigates the use of digital tools in the context of the Religion curriculum in secondary and high schools. Drawing on a mixed-method approach involving teacher surveys, classroom observations, and student feedback, the research examines how digital platforms, multimedia resources, educational applications, and online assessment instruments support religious education. Results indicate that digital resources enhance motivation, understanding, and autonomous learning, while also enabling formative and summative evaluation through diverse digital instruments. However, challenges persist in terms of teacher training and access to devices. The study underscores the need for strategic integration, guided by digital competence frameworks, to strengthen the quality of religious education and align it with contemporary pedagogical standards.

Keywords: digital resources; religious education; digital competence; online assessment; instructional technology

1. INTRODUCTION

Over the last decade, digital transformation in education has reshaped curricular strategies across subjects, including disciplines traditionally associated with classical methods, such as Religion. Digital tools support visual learning, interactivity, formative and summative assessment, cross-cultural dialogue, and differentiated instruction. For religious education, digital environments provide access to Bible texts, historical sources, virtual museums, interactive maps, and multimedia resources that facilitate an integrated understanding of Christian doctrine, values, and cultural heritage.

This study aims to identify how digital resources are utilized in the teaching–learning–assessment process for Religion and to evaluate their pedagogical impact on student outcomes, motivation, and classroom dynamics.

2. LITERATURE REVIEW

Studies on educational technology emphasize the role of digital platforms in enhancing metacognition, collaboration, and learner autonomy (Johnson et al., 2020). Digital competence frameworks, such as the European Digital Competence Framework for Educators (DigCompEdu), present structured approaches for integrating ICT into teaching practices. In the field of religious education, emerging research highlights the potential of multimedia for contextualizing biblical events, fostering ethical discussions, and connecting students with religious cultural spaces through virtual tours (Miller, 2022). However, empirical studies on digital assessment in Religion remain limited, justifying the present research focus.

3. RESEARCH QUESTIONS

This study addresses three core research questions:

To what extent are digital resources used in teaching Religion?

What types of digital tools are most effective for student engagement and understanding?

How does digital assessment influence the evaluation process in Religion classes?

4. METHODOLOGY

4.1 Research Design

A mixed-method design was employed, combining quantitative surveys with qualitative observations and interviews.

4.2 Participants

Teachers: 25 Religion teachers from urban and rural schools

Students: 200 secondary and high school students enrolled in Religion classes

4.3 Instruments

Online questionnaire (Likert scale) for teachers

Semi-structured interviews with teachers

Student feedback forms

Classroom observations focusing on digital practices

4.4 Data Analysis

Quantitative data were processed using descriptive statistics, while qualitative data were coded thematically.

5. RESULTS

5.1 Use of Digital Resources

Survey data indicate that **84% of teachers** regularly use digital tools during Religion lessons. The most frequently used resources include:

Multimedia presentations (PowerPoint, Prezi)

Educational platforms (Kahoot!, Wordwall, Quizizz)

Online Bible platforms and digital texts

Virtual tours of religious sites and museums

5.2 Impact on Learning

Student feedback suggests that digital materials improved:

Interest and motivation (78%)

Understanding of biblical events and historical context (71%)

Retention of religious concepts (65%)

Qualitative data emphasized that videos, images, and interactive maps help contextualize biblical narratives and church history.

5.3 Digital Assessment

Teachers frequently used **Kahoot!, Google Forms, and Moodle** for assessment. Digital tools supported:

Rapid formative assessment

Immediate feedback

Test item diversification

However, 32% of teachers noted difficulties due to limited devices or connectivity issues.

6. DISCUSSION

The findings align with existing literature illustrating the pedagogical value of digital environments in religious education. Digital platforms enhance motivation and foster active learning through interactive tasks. The capacity to visualize historical contexts is particularly relevant for understanding Religion as a cultural and historical discipline.

Assessment practices benefited from digital tools that allowed instant feedback and adaptive testing. Nonetheless, challenges persist regarding infrastructure and teacher digital competence, confirming similar observations reported by Johnson et al. (2020).

7. CONCLUSION

Digital resources significantly enrich the teaching–learning–assessment process for Religion classes by enabling interactivity, visualization, and efficient evaluation. To maximize impact, schools should:

Invest in teacher training based on digital competence frameworks

Improve infrastructure and device accessibility

Future studies should explore long-term effects on student performance and compare outcomes across disciplines.

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ICT IN INTERDISCIPLINARY ACTIVITIES

TEACHER: Căpruciu Marinela Mioara

The importance of new technologies for education is widely recognized, becoming, in recent decades, a leitmotif of the discourse on education at all levels – curriculum and teaching practice, teacher training, development of school institutions, educational policies, or the administration of the education system.

This material attempts to bring to attention the benefits of integrating ICT in education. ICT-based teaching methods have diversified, becoming more efficient and more motivating for students and teachers.

The majority of Romanian students want "to use the computer and the Internet more for lessons in different subjects. They believe, in a proportion of 90%, that those among them who do not have access to a computer will be disadvantaged later".

In education, the teaching-learning activity carried out by the teacher for their students must be conceived, designed, and realized (therefore, thought out and improved) so that it becomes instructive, attractive, and efficient for students, and learning is carried out with pleasure and the joy of knowledge.

For these objectives, throughout their entire activity, a teacher will permanently aim to improve teaching methods, to learn and know modern pedagogical methods, to be concerned with using the technologies offered by the computer in the teaching-learning process, and to design and use effective methods of evaluation in education.

On the other hand, students will be engaged and involved in the learning process to adapt their attitude to the changes in their professional training and integration into society.

Creating Virtual Classes and Google Classroom Facilities

All facilities and services offered by Google can only be accessed if the user has created a Google account.

A single Google account for all Google services. Therefore, a user who does not have a Google account must create one, and thus benefits from all Google services, for example: Gmail

(email service), creating a Blog (Blogger), creating a site (Sites), applications for education Google Apps for Education (GAFE), creating and storing documents (Docs and Drive), creating forms and questionnaires (Drive), etc. The Google virtual school (Google Classroom) is essential if using Google Apps for Education (GAFE), as it is an excellent way to manage the workflow for students.

- It is very easy to share Google documents with your class.
- Most importantly, it allows teachers to create a copy of the document for each student.
- From here, Google Classroom also creates folders stored in Google Drive for both the teacher and the students.
- The announcement function is also very useful for creating online discussions with the class, where even the youngest student can have something to say.
- G Suite for Education allows schools/universities to decide which Google services their students can use and provides additional privacy and security protection, which is important in a school or university setting.
- Students cannot use Google Classroom in a school or university with their personal accounts.

Google Classroom: Interaction and Collaboration – The application facilitates teacher-student interaction and collaboration because students can initiate conversations with the teacher and ask questions to which they can receive answers in real-time, and assignments can be submitted more easily from any device used by students (desktop, tablet, smartphone).

Google Classroom allows students to insert images into questions and multiple-choice answers in Google Forms.

Google Classroom offers parents the possibility to receive summaries of their children's activity to be permanently informed regarding their evolution and results at school.

A **Google Classroom GUIDE** is provided with the following chapters:

- **Overview** (About Classroom, How Classroom works, Guardians, Extending Classroom, Google for Education Help Forum).
- **Teachers** (Get started, Create and manage classes, Create and grade student work, Communicate with your students, Communicate with guardians, Troubleshooting for teachers).
- **Students** (Get started, Manage classes, Manage work, Connect with your class, Troubleshoot errors and access to Classroom).

Steps in Creating a Class with Google Classroom

- **Step 1:** Access the Google Classroom application at <https://classroom.google.com>, select the Sign in button, and then connect using the email address (Google account) and password.

- **Step 2:** Access the + button for "Create or join a class" located in the upper-right part, after which the following will be indicated: Class Name (e.g., 10th Grade) and Section (Name of the subject).

- **Step 3:** Choose a background image via "Select theme" or "Upload photo," enter general information about the class (About), and post resources (Add materials).

- **Step 4:** The class flow (**Stream**) will be displayed and managed in the main page shown centrally: Assignments, Announcements, Work Tasks, Questions.

- **Step 5:** If multiple classes are created, the user manages them through the Main Menu (Classroom Main Menu) located in the upper-left part (≡).

- **Step 6:** Any post can be moved to the top of the main page (Move to top).

- **Step 7: UPCOMING** (future aspects) are all the Assignments, Tasks, and Questions addressed to the members of that class which are to be evaluated.

- **Step 8:** Examples of activities: test, thesis, project, etc.

Student Enrollment: Enrollment can be done by sending invitations using their email addresses or through their individual enrollment using the code received from the teacher.

Management and Evaluation: Management of information and resources received from students and analysis of the evaluation of work tasks. If all or some students are marked, a copy can be saved in Google Sheets.

Example of activity: Taking a thesis in a subject. The assignment "1st Semester Thesis" will be created. The teacher will upload the test files, and each student will download the corresponding test to their own computer in a folder named with their first and last name. At the end of the time allocated for the thesis, students will upload all created files in an archived format (the archive will have the student's first and last name). The teacher will perform the evaluation, enter the grades, and then they can be sent via email to each student.

Conclusions

Using applications offered by a variety of platforms does not generate additional costs for the school because the services are available for free for education.

There are multiple advantages for teachers, students, and parents due to the classroom use of modern digital tools for teaching and collaboration offered by these platforms.

Examples of platforms for teaching-learning activities:

- **MOODLE Platform** – CMS platform for the management of teaching activities.
- **Google Classroom Platform** – for the management of teaching activities corresponding to a class.

- **Kahoot!**, a free game-based learning platform.
- **Scratch**, educational programming language, resources for computer science teachers or any subject.
- **Minecraft**, Programming Language, resources for computer science teachers.

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MENTORING AND INTERGENERATIONALISM: HOW TO CAPITALIZE ON LONG-TERM TEACHING EXPERIENCE IN TRAINING YOUNG ENTREPRENEURS

Croitoru Georgeta

Abstract

In an economy marked by volatility and accelerated digital transformation, the role of the experienced teacher transcends the simple transmission of information, becoming one of strategic mentoring. The article analyzes the synergy between the rigor and economic intuition acquired over decades of career and the innovative spirit of the younger generation (Gen Z and Alpha). The paper demonstrates that the success of young entrepreneurs does not depend only on technical skills, but on the transfer of "business wisdom" and ethical guidelines that only a mentor with long experience can provide.

1. Introduction: Mentoring as a bridge between economic eras

Entrepreneurship education is not limited to marketing algorithms or e-commerce platforms, but is based on principles of sustainability and long-term vision. Teaching staff who have gone through multiple economic cycles (transition from planned to market economy, financial crises, digitalization) hold an essential "resilience capital" for young people launching start-ups in an uncertain environment.

2. The concept of intergenerationality in the Practice Firm

Intergenerationality is not just the coexistence of two age groups, but a process of mutual learning (reverse mentoring).

- From mentor to student: Transfer of good practices in risk management, negotiation ethics and administrative rigor (importance of original decisions, archiving and legal compliance).
- From student to mentor: Exposure to new forms of digital consumption, trends in social media and new technologies (AI, AR).

3. Leveraging Experience in Building Entrepreneurship

A tenured professor with experience in the educational field possesses a historical perspective on business failure and success. Leveraging this experience in the teaching process is achieved through:

1. Analysis of real case studies: Using examples of local companies that have survived or disappeared in the last three decades.
2. Modeling entrepreneurial character: Mentoring focuses on "soft skills" - patience, perseverance and integrity - qualities that cannot be taught through software, but through the power of personal example.
3. Information filtering: In an era of information overload, the mentor helps the student distinguish between real business opportunities and "hype" phenomena without economic basis.

4. Intellectual Capital Transfer Mechanisms

Long-term teaching experience translates into a mature teaching methodology that balances technological enthusiasm with financial prudence.

- Socratic method (Socratic Dialogue): The mentor does not provide answers, but asks the right questions that lead the student to validate their own business idea.
- Holistic assessment: An experienced teacher sees beyond the numbers of a business plan, assessing the maturity and leadership potential of the future entrepreneur.

5. Macroeconomic benefits of intergenerational mentoring

The synergy between experience and youth reduces the failure rate of start-ups launched by graduates. Integrating mentoring into the curriculum of economic high schools contributes to:

- Labor market stability: Graduates are better prepared for contractual and administrative realities.
- Social cohesion: Reducing communication barriers between generations within organizations.

6. Conclusions

Teaching experience is not a repository of outdated methods, but an anchor of stability in an ocean of change. Capitalizing on intergenerationalism in the training of young entrepreneurs transforms high school into a cognitive transfer laboratory, where the economic past offers valuable lessons for the digital future. The mentor is the one who transforms the "raw innovation" of young people into a "sustainable business".

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ARTICLE SUR LA MÉTAPHORE COGNITIVE

PROFESSEUR: CONE-ONETE DANA

Mary Hesse soutient, dans son article « The Cognitive Claims of Metaphor », que « tout langage est métaphorique » (Hesse). Une telle thèse exige évidemment une certaine mise en place préalable pour pouvoir être comprise. Elle commence par rejeter l'universalisme aristotélicien au profit d'une position nominaliste qui prend au sérieux les affirmations de Wittgenstein concernant la nature diffuse et réticulaire de l'usage linguistique. Par ce rejet et cette réévaluation, elle parvient à un « réseau holistique qui constitue le langage » (Hesse), réseau au sein duquel « les extensions de sens qui se produisent par le biais des similarités et des différences métaphoriques ne sont que des exemples plus frappants de quelque chose qui se produit constamment dans le réseau changeant et holistique qui constitue le langage » (Hesse).

Ainsi, Hesse soutient que tout langage est métaphorique uniquement dans la mesure où la métaphore ne peut (pragmatiquement ou autrement) être considérée comme une pratique linguistique « déviant(e) » ou aberrante. Au contraire, la métaphore (tout comme le sens dit « littéral ») s'inscrit dans un réseau de significations toujours en mutation et en recomposition. Cette conception du langage ne souscrit pas à la distinction rigide entre le sens du locuteur et le sens de la phrase. La différence entre le sens des mots en eux-mêmes et ce que nous voulons dire par ces

mots est plutôt une question de familiarité. L'usage littéral (qui dépend traditionnellement du sens de la phrase), loin d'être une définition rigoureuse, est reformulé comme « l'usage le plus fréquent dans des contextes familiers — celui qui perturbe le moins le réseau de significations » (Hesse). L'usage métaphorique, loin d'être un acte totalement différent, se situe sur le même continuum : il perturbe le réseau de significations un peu plus que l'usage « littéral », mais un peu moins, par exemple, que la néologisation ou l'importation de mots étrangers dans une langue.

Il semble donc que, plutôt que d'affirmer que tout langage est métaphorique, Hesse cherche à brouiller la distinction longtemps admise entre le littéral et le métaphorique. Ce n'est pas que tout langage fonctionne de la même manière que la métaphore, mais que la métaphore fonctionne de la même manière que tout langage : par l'usage, la métaphore, comme l'ensemble du langage, déplace et transforme constamment les significations. Elle conçoit ainsi la différence comme une question de degré, et non de « nature ».

Mais... en quel sens cette thèse est-elle intéressante ? Eh bien, compte tenu des diverses conceptions de la métaphore proposées par Max Black, John Searle et Donald Davidson, il apparaît clairement que les thèses de Hesse ont des implications intéressantes pour différentes théories de la métaphore (sans parler de l'ontologie, de la philosophie de l'esprit, etc.). Par exemple, si l'on accepte la thèse de Hesse (à laquelle je suis plutôt favorable), l'affirmation de Davidson selon laquelle le « sens » métaphorique serait non cognitif devient difficilement tenable. Selon ce point de vue, ce n'est pas que la métaphore soit non cognitive ; c'est que tout langage (métaphore comprise) est à la fois cognitif et non cognitif. Dans cette version actualisée et wittgensteinienne, on ne peut séparer le sens de l'usage.

Ainsi, je pense que cette thèse est intéressante. Quant à savoir si elle est valide, je n'en suis pas certain. Elle semble toutefois saisir quelque chose que d'autres théories n'ont pas su capter, à savoir la nature hétérogène des exemples métaphoriques. Si l'on conçoit la métaphore comme un certain spectre, défini de manière souple (à l'image de la discussion de Wittgenstein sur le mot « jeu »), alors les exemples que nos autres théories laissent inévitablement de côté deviennent plus intelligibles. Dans la conception de Hesse, la différence entre « Juliette est le soleil » et le poème d'Eliot *The Hippopotamus* n'est ni insurmontable ni rigide.

Référence:

1. Mary Hesse, "The Cognitive Claims of Metaphor" 1-16 in *The Journal of Speculative Philosophy Volume II*, Number 1, 1988 (University Park, The Pennsylvania University Press, 1988).

EDUCATIONAL MANAGEMENT – STAFF MOTIVATION

Teacher Inelia POPESCU

The management process consists of a set of actions through which the manager forecasts, plans, organizes, coordinates, makes decisions, controls, and evaluates the development of the organization, implicitly including employees' activity, in order to achieve the organization's objectives. The efficient manager is the one who has understood that, in order to function and remain viable in a competitive world, an organization must motivate its employees.

The motive is that psychological phenomenon which plays an essential role in triggering, directing, and modifying behavior, while motivation represents the totality of reasons or incentives that determine an individual to adopt a certain type of behavior.

From an organizational perspective, motivation represents the extent to which sustained effort is directed toward achieving a goal. Thus, motivation can be defined through four main aspects:

- **Effort** – the intensity of behavior related to an individual's work;
- **Persistence** – the degree of perseverance with which effort is maintained in order to accomplish work tasks.

Effort and persistence define the **quantity of work** performed by the individual.

- **Direction** – defines the quality of work; when directed toward quality, persistent effort is transformed into results that are organizationally accepted;

- **Goal/Objectives** – the target toward which effort is directed; objectives may differ between employees and the organization, but the manager must align employees' efforts with organizational objectives, finding ways to bring individual goals closer to those of the organization.

In order to function and remain viable in a competitive world, organizations, through their managers, must motivate their people to do the following:

- Join the organization and remain within it;
- Fulfill the tasks for which they were hired;
- Adopt creative, spontaneous, and innovative behavior.

This is why motivation for a teaching career has become an imperative of modern society. The specialized literature reveals a wide diversity of research in this field. Starting from the need to approach the phenomenon of motivation from a comprehensive perspective, the framework proposed by McInerney, V., Machr, M. L., and Dowson, M. (2004) is particularly useful. The authors observe that, in the study of professional motivation, three elements are essential:

1. **ATTRACTION** – referring to the force that drives individuals to engage or not engage in an activity;

2. **PROFESSIONAL RETENTION** – indicating how long this involvement is maintained;

3. **FOCUS** – defining the depth of professional involvement.

The components of professional motivation, with emphasis on the focus of this analysis (motivation for choosing a teaching career), are distinguished in several studies. Thus, in Note d'information 01-46, published by the French Ministry of National Education, Directorate of Programming and Development (DPD), authors Esquieu, N. and Perier, P. list the reasons for choosing a teaching career as follows:

1. Autonomy of work offered by the teaching profession;
2. Free time and holidays;
3. Job security;
4. Guarantee of a balance between professional and private life;
5. Desire to work with children;
6. Desire to teach;
7. High social esteem enjoyed by the profession;
8. Exercising an educational role;
9. Salary;
10. Career development prospects;
11. Exercising a profession in public service.

This perspective is confirmed by numerous other studies. For example, in the study *Teacher Voices – A Survey on Teacher Recruitment and Retention*, published by Goldberg, P. E. and Proctor, K. M., the authors identified eight reasons for the initial choice of a teaching career, ranked from 1 (most important) to 8 (least important):

1. Desire to work with children;
2. Passion for a school subject/field of study;
3. Importance attributed to teaching;
4. Influence of a former teacher;
5. Status offered by the teaching profession;
6. Lack of another career option;
7. Career advancement opportunities;
8. Job security for beginners.

Analyzing this distribution, two aspects are worth noting: (a) the position (6) occupied by the lack of another career option is encouraging, as it indicates that for many teachers, choosing the teaching profession was a desired option in itself and not merely a fallback from something perceived as “better”; (b) the placement of career advancement opportunities at position (7) is noteworthy, as in many other professions—competing with teaching in terms of required training—this factor ranks among the top motivations. In this case, the result suggests that teachers represent a special category, strongly dedicated to instructional and educational activity, for whom this element is not decisive in career choice.

Regarding the study itself, the authors identify several categories of factors important for those who choose a teaching career, including:

1. Pragmatic factors:

- Extended holidays enjoyed by teachers;
- High job security;
- Relative ease of obtaining a teaching position once qualified.

2. Social factors:

- The contribution of teaching to societal progress;
- The social merit associated with the profession;
- The considerable variety and challenge of teaching, including the opportunity to teach a wide range of subjects.

3. Factors related to working with children:

- Schools as pleasant working environments;
- Teaching itself as a rewarding activity;
- Enjoyment derived from working with a specific age group (children);
- Desire to help students succeed.

4. Subjective factors:

- Previous experiences as a student that generated the desire to become a teacher;
- Passion for the subject to be taught.

The management process consists of a set of actions through which the manager forecasts, plans, organizes, coordinates, makes decisions, controls, and evaluates the development of the organization, implicitly including employees' activity, in order to achieve the organization's objectives. The efficient manager is the one who has understood that, in order to function and remain viable in a competitive world, an organization must motivate its employees.

The motive is that psychological phenomenon which plays an essential role in triggering, directing, and modifying behavior, while motivation represents the totality of reasons or motives that determine the individual to adopt a certain behavior.

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THE EMERGENCE OF MODERN EDUCATIONAL THOUGHT IN NINETEENTH-CENTURY EUROPE

Burada Anamaria

The nineteenth century represents a decisive moment in the development of European education, marked by profound transformations in both pedagogical theory and institutional practice. As Europe underwent significant social, political, and economic changes, educational systems began to reflect new cultural priorities and emerging conceptions of knowledge, citizenship, and social responsibility. The gradual shift from classical, authority-centered instruction toward more structured and inclusive forms of education mirrored broader cultural movements that emphasized rationality, national identity, and social progress. Within this context, education became a key instrument in shaping modern European societies. The expansion of public schooling, the professionalization of teaching, and the growing influence of pedagogical reformers

contributed to a redefinition of the relationship between education and culture. However, these developments were neither linear nor universally applied, as traditional models often coexisted with innovative approaches, generating tensions between continuity and change.

This article explores the interplay between education and culture in nineteenth-century Europe, highlighting how pedagogical transformations both influenced and were influenced by broader cultural dynamics. By examining key trends and debates of the period, the study aims to contribute to a deeper understanding of the historical foundations of contemporary European educational thought. The nineteenth century is widely regarded as a turning point in the history of pedagogy, marked by profound transformations that laid the foundations of modern education. Although this period generated innovative and reformist ideas, the transition from traditional to modern educational models was neither uniform nor free of challenges. Pedagogical modernization was shaped by multiple factors, including the Industrial Revolution, the expansion of nation-states, social movements, and major economic changes. Each of these dynamics brought both progress and limitations, making a critical analysis of the period essential for understanding its long-term impact on European education systems.

At the beginning of the nineteenth century, education was largely reserved for social elites. Traditional pedagogical models, while effective in transmitting canonical knowledge, were rigid and often punitive, emphasizing strict discipline and obedience to authority. The educator's role was primarily to exercise control and to shape compliant citizens, reflecting the authoritarian structures of many European states at the time.

From a social perspective, this system offered limited opportunities for advancement to the majority of the population. Learners from disadvantaged or rural backgrounds had little or no access to schooling, and those who did attend school were often exposed to a narrow curriculum disconnected from their real-life needs. As a result, education failed to function as a genuine driver of social mobility or as a mechanism for improving the living conditions of the working classes and peasantry.

As Enlightenment ideals and social revolutions gained momentum, education increasingly came to be viewed as a tool for social transformation. Reformers such as Johann Heinrich Pestalozzi challenged elitist educational norms by promoting a pedagogy focused on the holistic development of the learner. His emphasis on emotional, moral, and physical development reshaped pedagogical thinking and contributed to a more human-centred vision of education.

However, the implementation of such ideas was uneven. Despite Pestalozzi's advocacy for education for all, access to reformist schools remained limited to certain regions and social groups. Many of these initiatives lacked consistent state support and sufficient funding, preventing their

large-scale expansion. Consequently, the gap between pedagogical ideals and socio-political realities constrained the broader impact of these innovative approaches.

The Industrial Revolution intensified the demand for a trained workforce, prompting European states to establish the first public education systems aimed at mass schooling. Germany, for instance, became a pioneer of organized education through the Prussian model, which emphasized discipline, efficiency, and practical skills. While progressive in terms of access, this model often reflected an instrumental view of education, prioritizing economic productivity over individual development.

Mass education during this period raised important ethical and ideological questions. The strong focus on conformity and efficiency frequently limited creativity and critical thinking—key components of human development. Although access to education expanded, learning was often reduced to practical skills designed to serve industrial economies, reinforcing stratified systems that failed to provide equal opportunities for all learners.

The “Active School” and “New Education”: Genuine Reform or Elusive Ideal?

In the second half of the nineteenth century, progressive movements such as the active school and new education gained prominence. Thinkers like John Dewey advocated for learner-centred education, experiential learning, and active participation. Dewey argued that education should be rooted in real-life experiences and should encourage democratic engagement and individual expression. Despite their innovative nature, these ideas faced significant obstacles. Traditional and authoritarian education systems often viewed progressive pedagogy as overly liberal or impractical. Moreover, the financial and structural resources required to implement personalized and experiential learning environments were frequently unavailable. As a result, the principles of the active school remained largely aspirational, realized only in limited institutional contexts.

Social Impact and Inequality of Access

Although the nineteenth century marked the beginning of broader access to education, deep inequalities persisted. Class, gender, and regional disparities significantly affected educational opportunities. Women and learners from lower socio-economic backgrounds faced restricted access, while rural areas often lacked schools altogether or suffered from severe material shortages and outdated curricula.

These inequalities perpetuated social stratification, limiting education’s emancipatory potential. For women in particular, educational pathways were constrained by curricula designed

to reinforce traditional gender roles. Consequently, while education became more widespread, it did not fully succeed in promoting social equity or equal participation.

Conclusion: Achievements and Limitations of Pedagogical Transformation

The nineteenth century undeniably represented a period of major transformation in European education, characterized by a shift from elitist and rigid models toward more accessible and theoretically democratic systems. Nevertheless, many reforms fell short of their intended goals due to insufficient resources, ideological resistance, and structural constraints. Progressive movements such as the new education and the active school often remained inaccessible to the broader population, while public education systems frequently prioritized state and economic interests over individual development.

Thus, while the nineteenth century laid the groundwork for modern pedagogy, its limitations highlight an enduring lesson: meaningful educational reform requires not only innovative ideas, but also institutional commitment, adequate infrastructure, and sustained social investment. These historical insights remain highly relevant for contemporary European debates on inclusive, equitable, and learner-centred education.

WARUM SOLLTE EIN KIND DEUTSCH LERNEN

Prof. Lăpădat Ana-Maria Cristina

Was hat mein Kind davon?

Eine zweite Sprache ist eine erstklassige Investition. Man profitiert davon bereits im Augenblick, wenn Ihr Kind erst einige Phrasen in der Fremdsprache kann. Kinder lernen neue Sozialfähigkeiten in der Praxis, sie lernen andere Lebensstile und Kulturen kennen und sogar neue Freunde in anderen Ländern. Wenn sie ausharren, werden sich ihnen immer neue Türen öffnen mit viel besseren Chancen für die Zukunft. Aber was am wichtigsten ist, sie werden es als einen Erfolg erleben.

Hilft Deutsch meinem Kind in seiner Entwicklung?

Das Lernen von Sprachen stimuliert das Gedächtnis und hilft das Gehirn zu strukturieren. Die Forschungen haben gezeigt, dass die Kinder, die Sprachen gelernt haben, früher fortgeschrittene intellektuelle Fähigkeiten entwickelten als jene, die erst später mit dem Lernen angefangen haben oder die, die überhaupt keine Sprache gelernt haben.

Was bietet es meinem Kind sonst noch?

Kinder, die Sprachen lernen, sind aufgeschlossener, Sprachen helfen ihnen, dass sie mehr Gefühl für die Kultur und das Verständnis für die Andersdenkenden haben. Die Sprachen sind sehr wichtig für Kinder, die an Austauschprogrammen teilnehmen oder Brieffreunde haben.

Hilft Deutsch meinem Kind, eine Arbeit zu finden?

Das Erlernen von Fremdsprachen eröffnet in jedem Alter ungeahnte Karrieremöglichkeiten, vor allem auf dem EU-Markt, wo immer mehr Arbeitgeber mehrsprachige Mitarbeiter hoch schätzen. Fremdsprachen zu beherrschen zeigt die Flexibilität und die Anpassungsfähigkeit eines Mitarbeiters, seine Selbständigkeit, seine Kompetenz und sein Interesse für andere Kulturen.

Wann soll mein Kind anfangen, eine Fremdsprache zu lernen?

Je früher, desto einfacher! Denn die Sprache wird zum „Freund fürs Leben“. Das frühe Fremdsprachenlernen hilft den Kindern ihr Selbstvertrauen zu entwickeln, sie verlieren die Angst vor anderen zu sprechen. Es erhöht ihre Konzentrationsfähigkeit und verbessert das Hörverständnis. Die Kinder entwickeln leichter ihre persönlichen Qualitäten und ihre Persönlichkeit, Toleranz und Geselligkeit. Außerdem kann man die Sprachkenntnisse jeder Zeit »reaktivieren«. Es ist ähnlich wie mit dem Radfahren: wenn man es einmal gelernt hat, vergisst man es nie.

Sind Teenager zu alt, um mit dem Deutschlernen anzufangen?

Man ist nie zu alt, um mit dem Lernen anzufangen. Eigentlich fangen die meisten Leute erst an, Fremdsprachen zu erlernen, wenn sie erwachsen sind. Und sie sind dabei sehr erfolgreich! Die modernen interaktiven Unterrichtsmethoden machen das Sprachenlernen zu einem Genuss. Inklusive neuer Freunde in Deutschland, Österreich und der Schweiz, ja in ganz Europa!

Ist das Deutschlernen nicht viel zu zeitaufwändig?

Ihr Kind muss nicht alles auf einmal lernen. Auch mit wenigen Sprachkenntnissen macht es Freude zu kommunizieren. Die Motivation, weiter zu machen, kommt dann von selbst.

Mit welcher Fremdsprache soll mein Kind anfangen?

Die Entscheidung liegt ganz bei Ihnen! Besonders in Slowenien ist es jedoch von großer Wichtigkeit, die Sprache der Nachbarn zu erlernen. Einige Wissenschaftler vertreten die Auffassung, dass es einem jungen Lernenden leichter fällt, mit Deutsch zu beginnen und anschließend mit Englisch oder Französisch, Italienisch oder Spanisch weiter zu machen! Einem Kind fällt es leichter, als man denkt, etwas vermeintlich Schwieriges zu erlernen: Den Computer zu benutzen erscheint dem Kind viel selbstverständlicher, als die Eltern befürchten. Ebenso verhält es sich mit dem Deutschlernen.

Ist Englischlernen nicht prioritär zu sehen?

Englisch ist für die Kinder sehr nützlich, ja unentbehrlich. Aber sie werden bessere Chancen bekommen, wenn sie mindestens eine andere, weitere Sprache erlernen. Für ihre zukünftige Karriere wird es ebenso unentbehrlich sein, Deutsch zu lernen. Über 70% der Außenhandelsbeziehungen gehen in die deutschsprachigen Nachbarländer. Die meisten Touristen in Slowenien sprechen Deutsch.

Bibliographie : www.goethe.de

LA LECTURE COMME MÉTHODE D'APPRENTISSAGE

Ionescu Daniela

Introduction

La lecture occupe une place centrale dans le processus d'apprentissage et dans la formation intellectuelle de l'individu. Depuis l'Antiquité jusqu'à l'ère contemporaine, elle a constitué un instrument fondamental de transmission des connaissances, des valeurs culturelles et des savoirs scientifiques. Dans le contexte éducatif actuel, marqué par la digitalisation et la multiplication des sources d'information, la lecture demeure une méthode d'apprentissage essentielle, favorisant la réflexion critique, l'autonomie intellectuelle et le développement personnel.

I. La lecture et le développement des compétences linguistiques

L'un des rôles majeurs de la lecture réside dans le développement des compétences linguistiques. La fréquentation régulière de textes variés permet l'enrichissement du vocabulaire, l'assimilation de structures grammaticales complexes et l'amélioration de l'expression écrite et orale. En effet, la lecture expose l'apprenant à une langue correctement structurée, favorisant ainsi une meilleure maîtrise des règles linguistiques.

Par ailleurs, la lecture contribue au développement des capacités de compréhension et d'interprétation. Elle sollicite des compétences cognitives telles que l'analyse, la synthèse et l'inférence, indispensables dans le cadre des apprentissages scolaires et universitaires. Ainsi, la lecture ne se limite pas à un simple acte mécanique, mais constitue un véritable exercice intellectuel.

II. La lecture comme source de connaissances et d'apprentissage autonome

La lecture représente une source privilégiée de connaissances dans tous les domaines du savoir. Les ouvrages scientifiques, historiques, philosophiques ou littéraires offrent un accès structuré à l'information et permettent une compréhension approfondie des concepts étudiés. Contrairement à d'autres formes d'apprentissage plus passives, la lecture engage activement le lecteur dans la construction de son propre savoir.

De plus, elle favorise l'apprentissage autonome. En choisissant ses lectures, l'apprenant développe sa curiosité intellectuelle et apprend à gérer son propre rythme d'acquisition des connaissances. Cette autonomie est essentielle dans l'enseignement supérieur, où l'étudiant est appelé à approfondir les contenus par un travail personnel constant.

III. La lecture et le développement de l'esprit critique

Un autre aspect fondamental de la lecture en tant que méthode d'apprentissage est le développement de l'esprit critique. La confrontation à des points de vue différents incite le lecteur à analyser, comparer et évaluer les informations reçues. Les textes argumentatifs et les œuvres littéraires permettent de développer la capacité de jugement et la réflexion personnelle.

En outre, la lecture contribue à la formation de l'opinion et à la compréhension des enjeux sociaux, culturels et éthiques. Elle permet au lecteur de mieux appréhender la complexité du monde contemporain et de développer une pensée nuancée et structurée.

IV. La lecture et le développement personnel

Au-delà de son rôle cognitif, la lecture participe activement au développement personnel. Les œuvres littéraires offrent une exploration profonde des émotions humaines, des relations sociales et des valeurs universelles. Elles favorisent l'empathie, la sensibilité culturelle et l'ouverture d'esprit.

Dans une société dominée par les technologies numériques et la rapidité de l'information, la lecture encourage également la concentration et la patience. Elle constitue ainsi un moyen de formation intellectuelle durable et équilibrée.

Conclusion

En conclusion, la lecture s'impose comme une méthode d'apprentissage incontournable, tant sur le plan académique que personnel. Elle contribue au développement des compétences linguistiques, à l'acquisition des connaissances, à la formation de l'esprit critique et à

l'épanouissement individuel. Malgré l'évolution des supports et des pratiques éducatives, la lecture demeure un pilier fondamental de l'éducation et un outil essentiel pour la réussite scolaire et universitaire.

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INTÉGRER LE NUMÉRIQUE À L'ÉVALUATION DES APPRENTISSAGES EN FLE : PRINCIPES, OUTILS ET PERSPECTIVES AVEC L'IA

Neagoe Camelia

Résumé — L'évolution des technologies éducatives transforme la manière dont les enseignants de FLE conçoivent l'évaluation. Les outils numériques permettent de recueillir des indices d'apprentissage plus diversifiés, de personnaliser les parcours et de fournir des rétroactions plus fréquentes. Leur efficacité dépend cependant d'un cadrage pédagogique exigeant : alignement sur les objectifs (notamment ceux du CECRL), explicitation des critères, attention à l'équité et à l'accessibilité, protection des données, et articulation cohérente entre évaluation diagnostique, formative et certificative. Cet article propose des repères conceptuels, un scénario opératoire en trois phases, des exemples de pratiques en classe de FLE et une discussion sur l'apport de l'IA générative, en soulignant ses bénéfices potentiels et ses limites.

Mots-clés : FLE ; évaluation ; évaluation formative ; rétroaction ; outils numériques ; e-portfolio ; intelligence artificielle ; CECRL.

1. Contexte et enjeux

L'évaluation des apprentissages n'est pas un simple moment de mesure : elle constitue un levier pédagogique qui influence fortement la motivation, la qualité de l'engagement et les stratégies d'étude des apprenants. Les recherches sur l'évaluation formative montrent qu'un feedback fréquent et exploitable améliore sensiblement les apprentissages lorsqu'il aide l'élève à comprendre où il en est, où il doit aller et comment progresser [1–3].

Dans un contexte éducatif de plus en plus numérisé, les environnements numériques (plateformes, applications, documents partagés, productions multimodales) modifient la manière dont les enseignants collectent des preuves d'apprentissage et dont les élèves rendent visibles leurs progrès. En classe de FLE, où l'on vise des compétences complexes (comprendre, produire, interagir, médiatiser), le numérique élargit l'éventail des traces possibles : enregistrements audio, capsules vidéo, écrits collaboratifs, contributions sur forum, cartes conceptuelles, portfolios, etc.

Il serait toutefois illusoire de penser qu'un outil, à lui seul, améliore l'évaluation. Les bénéfices du numérique apparaissent lorsque l'enseignant conserve une intention claire (diagnostiquer, réguler, certifier) et lorsqu'il s'appuie sur des critères explicites, une progression cohérente et une éthique solide (équité, données, accessibilité). L'objectif n'est donc pas de « digitaliser » des contrôles, mais de concevoir une évaluation plus informative, plus interactive et plus utile pour apprendre.

2. Repères conceptuels pour une évaluation numérique de qualité

2.1. Évaluer pour apprendre : la rétroaction comme moteur

Une rétroaction efficace se distingue d'un simple jugement. Elle doit être compréhensible, ciblée sur des éléments modifiables, et suffisamment précise pour orienter une action de remédiation. Des synthèses de recherche montrent l'importance d'un feedback qui précise l'objectif, situe la performance actuelle et propose une prochaine étape, tout en restant opportun et actionnable [2–3]. Dans une évaluation numérique, l'automatisation peut accélérer certains retours (corrections immédiates, indices, exemples), mais elle ne remplace pas l'expertise pédagogique : l'enseignant doit interpréter les erreurs, identifier des malentendus et proposer des remédiations adaptées.

2.2. Alignement sur le CECRL : vers des tâches authentiques et multimodales

Le CECRL propose une approche actionnelle fondée sur des tâches et des descripteurs de performance. Son Volume complémentaire met davantage l'accent sur la médiation et l'interaction en ligne, ce qui invite à évaluer des compétences qui se déploient naturellement dans des environnements numériques : coopérer à distance, clarifier, reformuler, résumer pour un pair, participer à une discussion modérée, gérer le tour de parole dans un échange écrit, etc. [4]. L'évaluation numérique gagne ainsi en validité lorsqu'elle s'appuie sur des tâches authentiques et des critères alignés sur ces descripteurs.

2.3. La compétence numérique de l'enseignant : un cadre de référence utile

Le cadre DigCompEdu rappelle que l'évaluation numérique va bien au-delà des tests en ligne. Elle comprend la capacité à concevoir des activités évaluatives adaptées au numérique, à utiliser des données (analytique d'apprentissage) de manière responsable, à fournir une rétroaction

multimodale, et à développer l'autonomie de l'apprenant dans l'autoévaluation et la coévaluation [5]. Ce cadre est particulièrement pertinent en FLE, où l'on cherche à articuler des preuves variées : brouillons, productions successives, commentaires, interaction, médiation, et projets.

2.4. Éthique, protection des données et accessibilité

Les dispositifs numériques produisent des données : identifiants, traces de connexion, réponses, productions, parfois voix et image. La conformité au RGPD implique de limiter les données collectées à ce qui est nécessaire, d'informer clairement sur les usages, de sécuriser les accès, et de respecter les politiques de l'établissement [6]. En parallèle, l'accessibilité doit être anticipée : alternatives hors ligne, formats compatibles mobile, possibilités de temps majoré, consignes multimodales, afin que l'outil ne crée pas un obstacle supplémentaire.

3. Un scénario opératoire en trois phases

3.1. Phase diagnostique : repérer, ajuster, sécuriser

L'évaluation diagnostique vise à situer les apprenants au regard des objectifs de la séquence. Des sondages rapides, des questionnaires courts, des nuages de mots ou des activités de classement permettent de repérer des représentations initiales, des lacunes lexicales, des difficultés de compréhension ou des obstacles grammaticaux. En FLE, on peut par exemple proposer une compréhension orale brève avec quelques questions ciblées, puis analyser immédiatement les réponses pour adapter la progression (rythme, supports, différenciation). Cette phase a aussi une fonction affective : elle rassure et clarifie les attentes.

3.2. Phase formative : rendre visibles les apprentissages et réguler

Dans la phase formative, l'objectif est d'aider l'élève à progresser pendant que l'apprentissage se construit. Le numérique est particulièrement utile lorsqu'il permet de conserver des traces intermédiaires (brouillons, essais, versions successives) et de structurer la rétroaction. Un écrit collaboratif sur document partagé, par exemple, rend visibles les apports de chacun, facilite les commentaires ciblés et la révision. Des capsules audio permettent de travailler la prononciation et l'aisance : l'élève s'enregistre, compare avec un modèle, puis réenregistre après feedback. Des forums ou espaces de discussion favorisent l'interaction écrite et la médiation (expliquer un document à un pair, reformuler). Les plateformes éducatives (ENT, Moodle, Teams, Google Classroom, etc.) facilitent la diffusion des consignes, la collecte des productions et le suivi.

Pour que l'évaluation formative reste exploitable, les critères doivent être explicites et appropriables. Une grille simple peut articuler, pour l'écrit, l'adéquation à la consigne et au genre, la précision lexicale, la correction morphosyntaxique et la cohérence du texte ; pour l'oral, on ajoutera l'intelligibilité, la prosodie, la gestion des pauses et des stratégies d'interaction. La

transparence des critères favorise l'autoévaluation et l'autorégulation, dimensions fortement associées à la qualité du feedback [9].

Dans cette logique, l'e-portfolio constitue un dispositif structurant. Inspiré du Portfolio européen des langues, il permet de rassembler des preuves variées (écrits, audios, vidéos, projets de médiation) et d'y associer une réflexion : objectifs, difficultés, stratégies, progrès [7]. L'enseignant peut y intégrer des jalons et des rétroactions régulières. Le portfolio ne se réduit pas à un « dossier de productions » : il devient un outil d'apprentissage, car la sélection et la justification des preuves développent la capacité à se situer, à planifier et à progresser sur le long terme [10].

3.3. Phase certificative : attester sans appauvrir

L'évaluation certificative vise une décision (niveau atteint, validation d'objectifs) et requiert des conditions de fiabilité. Le numérique peut soutenir l'harmonisation (banque d'items, consignes standardisées, barèmes partagés), mais il ne doit pas conduire à réduire l'évaluation à des formats faciles à corriger. En FLE, une certification pertinente doit intégrer, autant que possible, des tâches de production et d'interaction. On peut combiner une partie à correction automatisée (compréhension, micro-compétences) et une partie authentique (production orale/écrite contextualisée, interaction), évaluée à l'aide de critères explicites et, si nécessaire, de double correction.

Pour préserver l'intégrité académique et renforcer l'authenticité, une stratégie efficace consiste à associer la trace numérique à un court entretien de validation : l'élève explique ses choix, reformule, justifie un vocabulaire et répond à des questions. Ce dispositif favorise une évaluation plus robuste, car il rend visible l'appropriation réelle, au-delà de la production déposée.

4. L'intelligence artificielle : apports, limites et conditions

L'IA générative peut soutenir l'enseignant dans des tâches de conception et d'accompagnement : proposer des variantes de consignes, générer des exemples gradués, suggérer des critères, formuler une rétroaction plus actionnable, ou élaborer des exercices de remédiation. Elle peut également aider l'élève à planifier un texte, à reformuler, à s'entraîner, à condition d'en faire un objet d'apprentissage critique : vérifier, comparer, justifier, citer, et comprendre que la qualité d'une réponse dépend du questionnement.

Les recommandations internationales insistent sur une approche centrée sur l'humain : l'enseignant conserve la responsabilité de l'évaluation, et l'usage de l'IA doit être encadré par des règles claires et transparentes [11]. Les risques identifiés concernent notamment les erreurs, les biais, l'homogénéisation des productions, la dépendance cognitive et la confidentialité si des données personnelles sont saisies dans l'outil. Dans ce cadre, l'UNESCO propose aussi un

référentiel de compétences en IA pour les enseignants, structuré autour d'une posture human-centred, d'une éthique explicite, de la compréhension des fondements de l'IA et d'usages pédagogiques responsables [12].

En pratique, quelques conditions favorisent une intégration sereine. Il convient de définir explicitement quand l'IA est autorisée (idées, plan, entraînement) et quand elle ne l'est pas (production évaluée, sauf consigne spécifique). Une « déclaration d'usage » peut être demandée : ce que l'outil a apporté, ce qui a été conservé ou modifié, et pourquoi. Enfin, il est souhaitable de privilégier des tâches où le raisonnement et l'appropriation sont visibles : étapes intermédiaires, brouillons, justification des choix linguistiques, et interaction.

5. Conclusion

Intégrer le numérique à l'évaluation en FLE implique de repenser les pratiques au service d'une évaluation plus informative, plus régulière et plus authentique. Lorsqu'elle est alignée sur les objectifs du CECRL, qu'elle rend les critères transparents et qu'elle nourrit une boucle de rétroaction, l'évaluation numérique renforce la qualité des apprentissages et l'autonomie de l'élève. Les outils numériques offrent des opportunités réelles, mais exigent un cadre éthique : équité, accessibilité, protection des données et intégrité. L'IA ouvre des perspectives utiles, à condition de rester un appui à la décision pédagogique et non une substitution à l'expertise enseignante.

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