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Innovative Teaching Methods, Malaga, Spain (08–12 June 2026)

Monica Popescu

The *Innovative Teaching Methods* course held in Malaga, Spain, from 8 to 12 June 2026, brought together educators and professionals for an intensive week dedicated to modern approaches in teaching, training, and knowledge-sharing. The program combined theoretical presentations, practical workshops and collaborative group sessions, offering participants a comprehensive understanding of emerging methodologies that support creativity, problem-solving and continuous professional growth.

A key highlight of the training was the exploration of **Design Thinking**, a method particularly effective and easy to apply in adult-learning contexts. Participants learned how this structured, step-by-step approach helps adults identify real needs, generate innovative ideas, and test practical solutions through simple prototypes. Its clarity and adaptability make Design Thinking a valuable tool for trainers, facilitators, and professionals working in community programs, vocational training, or organizational development.

Beyond the classroom, the course also provided opportunities to discover the cultural richness of Malaga. Participants explored the city's historic center, admired the Roman Theatre and the Alcazaba fortress, and enjoyed the vibrant atmosphere of local markets and seaside promenades. These cultural experiences offered insight into Spanish traditions, Mediterranean lifestyle, and the city's artistic heritage, enriching the overall learning process. Understanding local culture added depth to the training, demonstrating how environment and identity influence educational practices and community engagement.

Throughout the week, attendees practiced integrating digital tools into learning activities, designing innovative projects and evaluating teaching effectiveness. The balanced structure of presentations, hands-on exercises, and group reflection ensured that participants developed both knowledge and practical skills.

By the end of the course, I left Malaga with fresh perspectives, concrete strategies, and a deeper appreciation of Spanish culture— and, back to home, ready to apply

innovative methods in diverse adult-learning and professional contexts. The *Innovative Teaching Methods* course in Malaga stands as a strong example of how modern methodologies can empower adult learners and support meaningful, sustainable innovation in education and training.

Éducation européenne dans l'école roumaine : entre impératifs d'intégration, refondation pédagogique et fidélité mémorielle

Petroniu Maria Claudia

Depuis la chute du régime communiste en 1989 et l'adhésion formelle à l'Union européenne en 2007, le système éducatif roumain s'est trouvé confronté à une double exigence : démanteler l'héritage d'un modèle autoritaire et encyclopédique d'une part, et s'aligner sur les standards de l'Espace européen de l'éducation d'autre part. En examinant l'introduction des compétences clés, l'impact des programmes de mobilité, la persistance des disparités socio-économiques entre milieux urbain et rural, ainsi que les tensions entre universalisme civique européen et préservation de l'identité nationale, cette étude démontre que l'éducation européenne en Roumanie ne saurait se résumer à une conformité bureaucratique. Elle s'érige en véritable projet de société, condition indispensable à la consolidation de la culture démocratique et à l'émancipation intellectuelle des futures générations de citoyens.

L'effondrement du rideau de fer en 1989 a signifié pour la Roumanie bien plus qu'une simple reconfiguration institutionnelle ou l'ouverture à une économie de marché ; il a marqué le point de départ d'une réinvention globale de l'espace public. Au cœur de cette transition sismique, l'institution scolaire s'est vue assigner une mission à la fois réparatrice et fondatrice. Lourdement marquée par des décennies d'instrumentalisation idéologique totalitaire, caractérisée par une pédagogie autoritaire, un endoctrinement politique rigide et un culte de l'encyclopédisme passif, l'école roumaine a dû entreprendre un vaste chantier de désidéologisation et de démocratisation.

L'adhésion de la Roumanie à l'Union européenne en 2007 a formalisé l'intégration du pays dans le concert des nations démocratiques du continent,

conférant une légitimité nouvelle à la notion d'« éducation européenne ». Cette dernière ne se limite pas à l'apprentissage des langues étrangères ou à l'exposé des traités communautaires ; elle implique une refonte paradigmatique des finalités de l'enseignement. L'école est sommée de former non plus des exécutants disciplinés, mais des esprits critiques, des acteurs autonomes capables de délibération rationnelle et de solidarité transnationale. Interroger l'éducation européenne dans l'école roumaine contemporaine nécessite dès lors d'analyser la confrontation féconde, mais souvent heurtée, entre des directives supranationales de modernisation et les réalités socio-historiques d'un système éducatif en perpétuelle quête d'équilibre.

L'influence européenne sur les politiques éducatives roumaines s'est traduite principalement par l'adoption progressive du Cadre européen des compétences clés pour l'éducation et la formation tout au long de la vie. Ce glissement épistémologique, encouragé par la méthode ouverte de coordination, a bouleversé la tradition pédagogique nationale. Historiquement fondé sur la mémorisation de savoirs théoriques abstraits et sur une sélection académique rigide, le système a dû intégrer les impératifs de la flexibilité cognitive, de l'apprentissage par la résolution de problèmes et de l'interdisciplinarité.

Dans cette optique, les réformes successives des programmes scolaires roumains ont visé à valoriser les compétences transversales : esprit critique, créativité, compétences numériques, maîtrise des langues vivantes et, de façon primordiale, compétences civiques et sociales. L'introduction de modules consacrés aux droits fondamentaux, aux institutions de l'Union européenne et au pluralisme culturel atteste d'une volonté délibérée de forger une citoyenneté participative. Parallèlement, l'essor remarquable de programmes de mobilité et de coopération tels qu'Erasmus+ et eTwinning a permis à des milliers d'enseignants et d'élèves roumains d'expérimenter concrètement l'altérité pédagogique, rompant ainsi avec l'insularité provinciale et instaurant une culture de collaboration paneuropéenne au sein même des établissements scolaires.

Toutefois, la diffusion de l'idéal éducatif européen dans le paysage roumain se heurte à de profondes asymétries matérielles et sociales. La principale fracture réside dans l'écart béant qui sépare les grands centres urbains des zones rurales ou des petites villes désindustrialisées. Alors que les lycées d'élite des métropoles

universitaires rivalisent avec les meilleurs standards académiques continentaux et profitent pleinement des synergies transnationales, une partie considérable des écoles rurales demeure confrontée à des déficits d'infrastructures de base, au manque de personnel qualifié et à un taux d'abandon scolaire préoccupant.

Cette disparité socio-spatiale pose un problème direct à l'éthique européenne d'équité et de cohésion. L'éducation européenne risque d'apparaître comme le privilège d'une élite cosmopolite si elle ne s'accompagne pas d'une politique vigoureuse de redistribution des ressources et de justice scolaire. De surcroît, la persistance de pesanteurs bureaucratiques centralisées et la volatilité des réformes ministérielles — souvent interrompues ou contredites au gré des alternances politiques — freinent l'enracinement durable d'une gouvernance scolaire moderne, autonome et décentralisée. L'adoption formelle des directives bruxelloises, parfois qualifiée de « formes sans fond », masque périodiquement une résistance sourde des pratiques pédagogiques traditionnelles face aux méthodes interactives et émancipatrices.

L'éducation européenne ne saurait être réduite à un instrument d'adaptation utilitariste aux exigences du marché du travail continental. Elle relève avant tout d'une éthique politique. Dans un contexte géopolitique régional troublé, marqué par la guerre aux frontières de l'Europe orientale et la résurgence de discours nationalistes, l'école roumaine constitue le rempart fondamental pour la préservation de l'État de droit et de la culture démocratique.

L'enseignement de l'histoire et des humanités y joue un rôle névralgique. Le projet pédagogique européen invite à dépasser les récits exclusivement ethnocentriques pour embrasser une historiographie plurielle, capable d'intégrer le devoir de mémoire — notamment la reconnaissance des tragédies de l'Holocauste et de la répression communiste — tout en valorisant les contributions de la Roumanie au patrimoine intellectuel universel. Il ne s'agit aucunement de dissoudre le sentiment national dans une indifférenciation cosmopolite stérile, mais d'articuler harmonieusement la fierté d'une identité propre avec l'adhésion sans réserve aux valeurs de tolérance, de laïcité républicaine et de respect scrupuleux de la dignité humaine. L'école roumaine a pour mission de démontrer que l'appartenance à l'Europe élargit l'horizon de la patrie sans en renier l'enracinement.

L'éducation européenne dans l'école roumaine demeure un chantier vivant, oscillant entre de spectaculaires réussites d'adaptation et des défis d'équité structurelle non résolus. L'intégration européenne a incontestablement insufflé un dynamisme salutaire, offrant des horizons intellectuels et professionnels inédits aux jeunes générations et imposant des normes élevées d'exigence et de transparence.

Pour que cette promesse émancipatrice atteigne sa pleine plénitude, l'engagement financier et politique de l'État roumain doit s'élever à la hauteur des ambitions affichées. L'école ne pourra accomplir sa mission européenne qu'en revalorisant le statut moral et économique du corps professoral, en éradiquant l'exclusion scolaire qui frappe les périphéries rurales et défavorisées, et en plaçant la pensée critique au-dessus du conformisme programmatique. C'est à ce prix que l'école roumaine cessera d'être un simple réceptacle passif des modèles éducatifs occidentaux pour devenir un foyer actif, vigoureux et original de l'humanisme européen contemporain.

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Eine Erasmus+ Erfahrung in der Türkei – Lernen, Inspiration und neue Chancen für Seniorinnen und Senioren

Meine Erfahrungen als Trainerin in einem Projekt zum lebenslangen Lernen

Von Lăpădat Ana-Maria Cristin

Die Teilnahme an dem Erasmus+Projekt : 2026-1-RO01-KA121-ADU-000416296 in der Türkei in meiner Rolle als Trainerin war für mich eine besondere berufliche und menschliche Erfahrung. Sie bot mir die Möglichkeit, zur Entwicklung der Kompetenzen älterer Menschen beizutragen und gleichzeitig gemeinsam mit ihnen zu lernen. Über die einzelnen Schulungsaktivitäten hinaus stand diese Mobilität für Begegnungen, den Mut, Neues zu entdecken, Kommunikation, Solidarität und die Überzeugung, dass Lernen kein Alter kennt.

Das Schulungsprogramm konzentrierte sich auf die Entwicklung wichtiger Kompetenzen für den Alltag und für eine aktive Teilhabe an der Gesellschaft. Wir beschäftigten uns unter anderem mit Lese- und Schreibkompetenz, Fremdsprachenkommunikation, digitalen Kompetenzen, Unternehmergeist, persönlicher Entwicklung, aktiver Bürgerschaft und kulturellem Bewusstsein.

Ein besonderer Schwerpunkt lag auf der Entwicklung digitaler Kompetenzen. In praktischen Workshops lernten die Teilnehmenden, E-Mail, Messenger-Dienste und Google-Workspace-Anwendungen für Kommunikation und Zusammenarbeit zu nutzen. Außerdem machten sie erste Schritte bei der Erstellung digitaler Inhalte mit Canva und gestalteten Beiträge, Poster und Präsentationsmaterialien.

Wir sprachen über Sicherheit im Internet, den Schutz persönlicher Daten, sichere Passwörter sowie das Erkennen betrügerischer Nachrichten und falscher Informationen. Für viele Teilnehmende bedeuteten diese Aktivitäten mehr als den Erwerb technischer Kenntnisse: Sie waren ein wichtiger Schritt hin zu mehr Selbstständigkeit, Vertrauen in die eigenen Fähigkeiten und Unabhängigkeit.

Ein weiterer wichtiger Bestandteil des Programms war die Förderung unternehmerischen Denkens. Ich ermutigte die Teilnehmenden, ihre eigenen Fähigkeiten, Interessen und Erfahrungen zu erkennen, die Ausgangspunkt für eine persönliche Initiative oder sogar ein kleines Unternehmen sein könnten.

Durch praktische Übungen und Gruppenarbeiten lernten sie das Instrument Business Model Canvas kennen. Sie übten, eine Geschäftsidee zu strukturieren und potenzielle Kundinnen und Kunden, Produkte oder Dienstleistungen, benötigte Ressourcen, Kosten und Einnahmequellen zu bestimmen. Außerdem analysierten sie Beispiele lokaler Initiativen und diskutierten Möglichkeiten, Produkte und Dienstleistungen über soziale Netzwerke und Online-Plattformen zu bewerben.

Besonders wertvoll fand ich, dass die Teilnehmenden dazu angeregt wurden, ihre eigene Lebenserfahrung als wichtige Ressource zu betrachten. Das Alter sollte kein Hindernis für die persönliche oder berufliche Entwicklung sein. Seniorinnen und Senioren können weiterhin einen bedeutenden Beitrag zum wirtschaftlichen und gesellschaftlichen Leben ihrer Gemeinschaft leisten.

In den Workshops zu Beschäftigungsfähigkeit und beruflicher Entwicklung arbeiteten wir daran, Kompetenzen sichtbar zu machen, die im Laufe des Lebens erworben wurden – auch solche, die durch ehrenamtliches Engagement, persönliche Erfahrungen und die Mitarbeit in der Gemeinschaft entstanden sind.

Wir beschäftigten uns mit der Erstellung eines Lebenslaufs im Europass-Format, dem Aufbau eines beruflichen Online-Profils, der Suche nach passenden Stellenangeboten und dem Erkennen gefälschter Anzeigen. Durch Bewerbungsgespräch-Simulationen und praktische Übungen konnten die Teilnehmenden ihre Kommunikation trainieren und ihr Vertrauen in die eigenen Fähigkeiten stärken.

Die zentrale Botschaft dieser Aktivitäten lautete: Jeder Mensch verfügt über Kompetenzen und Ressourcen, die wertgeschätzt und genutzt werden sollten – unabhängig vom Alter oder vom bisherigen beruflichen Werdegang.

Die Erfahrung in der Türkei beschränkte sich nicht auf die Workshops. Der Kontakt mit einer anderen Kultur, das Kennenlernen lokaler Traditionen, die Begegnungen mit Menschen aus der Gastgemeinde und der Austausch von Erfahrungen ergänzten den Lernprozess auf natürliche Weise.

Wir hatten die Gelegenheit, Aspekte des lokalen Kulturerbes kennenzulernen, Traditionen und Bräuche zu entdecken und Gemeinsamkeiten sowie Unterschiede zwischen unseren Kulturen zu besprechen. Diese Momente zeigten erneut, dass kulturelle Vielfalt eine Chance für Begegnung, gegenseitiges Verständnis und persönliche Bereicherung ist.

Darüber hinaus diskutierten wir über europäische Werte, aktive Bürgerschaft, Freiwilligenarbeit, Inklusion und Solidarität zwischen den Generationen. Gemeinsam überlegten wir, wie jede und jeder Einzelne zur Entwicklung der eigenen Gemeinschaft beitragen kann.

Die Arbeit mit Seniorinnen und Senioren hat mir die Bedeutung von Geduld, Empathie und der Anpassung von Lernmethoden an die Bedürfnisse und das Lerntempo jeder einzelnen Person erneut vor Augen geführt. Die schönsten Ergebnisse entstehen, wenn Menschen sich wertgeschätzt fühlen, Fragen zu stellen wagen und jeder kleine Fortschritt wahrgenommen und anerkannt wird.

Ich kehrte von dieser Mobilität mit neuen Ideen, Methoden für meine zukünftige Arbeit, wertvollen interkulturellen Erfahrungen und vor allem mit der Zufriedenheit zurück, zu einem Lernprozess beigetragen zu haben, der das Leben von Menschen positiv beeinflussen kann.

Die Erfahrung in der Türkei hat mir erneut gezeigt, dass Erwachsenenbildung und lebenslanges Lernen entscheidend für eine inklusive, aktive und solidarische Gesellschaft sind. Seniorinnen und Senioren sollten nicht nur als Zielgruppe von Bildungsangeboten betrachtet werden, sondern als Menschen mit Erfahrung, Potenzial und Ideen, die weiterhin zur Entwicklung ihrer Gemeinschaft beitragen können.

Ich nehme aus dieser Erfahrung große Dankbarkeit mit – für die Menschen, denen ich begegnet bin, für die gemeinsam geteilten Erkenntnisse und für die Möglichkeit, Teil eines Projekts gewesen zu sein, das zeigt, dass Bildung Brücken zwischen Generationen, Kulturen und Gemeinschaften bauen kann.

Denn es ist nie zu spät, zu lernen, Neues zu entdecken, kreativ zu sein und etwas Neues zu beginnen!

Branart Article – English Translation

Autumn Painting Activities for Children

Ileana Lungu

1. "Icicles of Color on the Autumn Leaf"

- **Materials:** leaf-shaped paper cutouts, pipettes, thick watercolor, water.
- **Activity:** Children use the pipettes to drop "droplets" of color that run down the surface of the leaf.
- **Link to the theme:** The droplets imitate the flowing colors of changing leaves.
- **Develops:** fine motor skills, hand-eye coordination, observation of autumn phenomena.

2. "Painting with Real Leaves – Autumn Prints"

- **Materials:** assorted leaves, tempera in autumn colors (yellow, orange, brown, red).
- **Activity:** Children paint the leaves and press them onto paper to leave an imprint.
- **Link to the theme:** Children explore shapes and textures typical of autumn.
- **Develops:** observation of nature, creativity, spatial organization.

3. "The Autumn Tree with Fingerprints" (finger painting)

- **Materials:** a tree trunk silhouette drawn on large paper; warm-colored paints.
- **Activity:** Children use their fingers to create the crown of leaves.
- **Link to the theme:** The colorful leaves represent the transition into autumn.

- **Develops:** sense of touch, artistic expression, color recognition.

4. "Painting with Pumpkin – Funny Prints"

- **Materials:** small pumpkins cut in half, tempera, plastic plates.
- **Activity:** Children dip the cut surface into paint and stamp patterns onto paper.
- **Link to autumn:** The pumpkin is a symbol of the season.
- **Develops:** coordination, shape recognition, experimentation.

5. "Autumn Landscape Painted with Sponges"

- **Materials:** sponges cut into the shapes of leaves, clouds, and sun; tempera.
- **Activity:** Children paint an autumn landscape using only sponges.
- **Link to the theme:** colors and visual elements specific to the season.
- **Develops:** creativity, observation of nature, alternative painting techniques.

6. "It's Raining Leaves! – Painting on Transparent Film"

- **Materials:** cling film stretched between two chairs, tempera.
- **Activity:** Children paint falling leaves, creating the impression of a rain of leaves.
- **Link to the theme:** falling leaves, a typical autumn phenomenon.
- **Develops:** spatial orientation, vertical work, expressiveness.

7. "The Autumn Tree with Blown Paint" (straw blowing technique)

The original article gives no description for this activity.

Erasmus+ Mobility in Adult Education – An International Experience in Istanbul

Branart Cultural Association, Craiova, Romania – April 2026

The **Erasmus+** program is one of the European Union's most important initiatives dedicated to lifelong learning, offering opportunities for personal and professional development to people of all ages, including adults from disadvantaged backgrounds. According to the program's official guide, adult education mobilities aim to increase the participation of people with fewer opportunities and to promote social inclusion, diversity, and active citizenship.

In this context, an Erasmus+ mobility with the code 2025-1-RO01-K121-ADU-000329687, held in Istanbul, Turkey, together with the partner organization Gure

Healthy and Natural Life Association, brought together adult participants from several European countries, with the aim of developing social, cultural, and civic skills. The target group consisted mainly of adults with fewer opportunities: people at risk of social exclusion, with limited access to education, or from vulnerable backgrounds.

Objectives of the mobility

- developing intercultural communication skills;
- increasing participants' self-confidence and autonomy;
- promoting inclusion and diversity;
- encouraging active participation in the community;
- discovering European cultural heritage through direct experience.

During the mobility, participants took part in interactive workshops, group activities, cultural visits, and non-formal education methods. The emphasis was on learning by experience, cooperation, and the exchange of good practices among participants from different countries.

Representative activity: "The Treasure Hunt"

One of the most appreciated activities of the mobility was the "treasure hunt," a non-formal learning method frequently used in Erasmus+ projects to encourage active involvement and collaboration among participants.

Description of the activity

The "treasure hunt" was held in central Istanbul and involved dividing participants into mixed teams made up of people of different nationalities. Each team received:

- a map of the area;
- clues in the form of riddles, questions, or tasks;
- objectives to discover (monuments, cultural sites, local symbols).

Participants had to follow the clues, solve challenges, and reach various points in the city. At each location, the teams completed tasks such as:

- creative photographs;
- mini-presentations about the place discovered;
- solving puzzles or cultural questions.

Such activities are known to promote **teamwork, critical thinking, and exploration of the surrounding environment**.

Educational role and impact

The "treasure hunt" is not just a recreational activity but also an educational one, with multiple benefits:

- it facilitates participants' integration and helps break down language barriers;
- it stimulates communication and cooperation in a multicultural context;
- it develops problem-solving skills and creativity;
- it offers the opportunity to learn about local culture in an interactive way.

Experience shows that such activities are extremely effective in diverse groups, helping participants get to know each other better and explore the city in an attractive and dynamic way.

Conclusions

The Erasmus+ mobility held in Istanbul demonstrated the positive impact of non-formal education on adults with fewer opportunities. Through interactive activities such as the "treasure hunt," participants developed their social skills, grew in self-confidence, and felt part of a European community.

Such experiences contribute not only to individual development but also to the promotion of fundamental European values: inclusion, diversity, solidarity, and cooperation.

TEACHER'S GUIDE:

Using and Implementing Artificial Intelligence in Education

- scientific paper -

Căpruciu Marinela Mioara

TABLE OF CONTENTS OF THE MATERIAL

I. THEORETICAL AND METHODOLOGICAL FRAMEWORK

1. The C-R-O-F-E Concept and the Efficient Prompting Formula

2. The 5 Components of the Model (Context, Role, Objective, Format, Constraints)

3. What stays constant and what changes between disciplines

4. 3-step adaptation guide & Reusable C-R-O-F-E Template

II. BANK OF STRUCTURED PROMPTS ACROSS 15 DISCIPLINES

C-R-O-F-E Examples for Middle School, High School and Technological Education (30 Examples)

III. PRACTICAL APPLICATION AND COPYRIGHT

1. Practical mini-activity for the training course (Trainee's Task)

2. Copyright Protection and Intellectual Property

I. THEORETICAL FRAMEWORK: THE C-R-O-F-E MODEL FOR EDUCATIONAL PROMPTING

When using artificial intelligence (LLM) assistants to prepare teaching activities, the quality of the generated result depends directly on the rigor and structure of the instructions provided (the prompt). The C-R-O-F-E Model, designed by trainer Căpruciu Marinela Mioara, offers a practical 5-step methodology that guarantees obtaining teaching resources aligned with the national curriculum, appropriate to the class level and directly usable in classroom activity.

Why is a 5-step prompting model necessary?

Vague prompts (“Make me a worksheet about photosynthesis”) produce generic content, not adapted to the students' level and not anchored in the Romanian curriculum. The C-R-O-F-E structure obliges the teacher to clarify the context, the role of the AI, the pedagogical objective, the desired format and the quality constraints, eliminating hallucinations and reducing lesson preparation time from hours to a few minutes.

1. The 5 Components of the C-R-O-F-E Model

Component	Name	Pedagogical role & What we specify in the prompt
C	**Context**	Specifies the class, the students' profile, the lesson topic, the available time and the level of preparation.

Component	Name	Pedagogical role & What we specify in the prompt
R	**Role**	Defines the perspective and expertise from which the AI answers (e.g. instructional designer, teacher ex…).
O	**Objective**	Indicates the exact teaching task (e.g. worksheet, assessment test, debate scenario).
F	**Format**	Requests a clear structuring of the answer (e.g. comparative table, numbered list, worksheet with sections).
E	**Examples / Constraints**	Imposes quality conditions (e.g. no unnecessary jargon, adapted to the RO curriculum, grading scheme).

2. What stays constant and what changes between disciplines

WHAT STAYS CONSTANT (THE SKELETON):	WHAT CHANGES (DISCIPLINE SPECIFICS):
• The order of the 5 C-R-O-F-E components. • Rigor and orientation toward the teaching result. • The requirement of adequacy to the students' level. • Limiting hallucinations through constraints.	• The Role: domain expertise (chemist, philologist, etc.). • The Objective: specifics (experiments, analysis, calculation). • Specialist terminology and notations. • Safety norms or technical specifications.

3. 3-step prompt adaptation guide

- **Step 1: Identify the topic and level:** Establish the discipline, the class, the duration and the specifics of the student group.
- **Step 2: Choose the role and objective:** Choose what role you want the AI to have (expert, tutor) and what exact product you want it to create.

- **Step 3: Add the format and constraints:** Ask for a clear structure and set limits (e.g.: no jargon, adapted to the RO curriculum).

REUSABLE C-R-O-F-E TEMPLATE (To copy and adapt directly into the AI):

I am a teacher of [SUBJECT], teaching [CLASS/LEVEL]. I am teaching [LESSON TOPIC]. My students [CLASS SPECIFICS].

Act as [ROLE/EXPERT]. I want you to create [CONCRETE OBJECTIVE/WORKSHEET/TEST/SCENARIO].

Present the result in the form of [FORMAT: TABLE/LIST/STRUCTURE BY SECTIONS].

Respect the conditions: [CONSTRAINTS: difficulty level, grading scheme, adaptation to the RO curriculum].

II. BANK OF STRUCTURED PROMPTS ACROSS 15 DISCIPLINES (30 EXAMPLES)

DISCIPLINE 1: ROMANIAN LANGUAGE AND LITERATURE (Middle School & High School)

Middle School (Grade 7): Explaining literary motifs in a narrative text

C (Context): Grade 7, 25 students, 50-minute lesson. I am teaching literary motifs and the theme of nature.

R (Role): Expert in didactics and Romanian language teacher with vast experience.

O (Objective): A worksheet with a short excerpt and 4 graded literary analysis tasks.

F (Format): Worksheet structured with clearly delimited tasks and a grading scheme.

E (Examples): Clear language, no university-level terms, adapted to the national middle school curriculum.

High School (Grade 12): Comparative analysis of interwar poetry

C (Context): Grade 12, humanities track, Baccalaureate preparation, theme of worldview.

R (Role): Baccalaureate evaluator teacher and expert philologist.

O (Objective): A structured model essay and a self-assessment rubric on 5 writing criteria.

F (Format): Comparative table on the 5 criteria + step-by-step writing guide.

E (Examples): Includes the official benchmarks of Baccalaureate Subject III.

DISCIPLINE 2: MATHEMATICS (Middle School & High School)

Middle School (Grade 7): Practical applications of the Pythagorean Theorem

C (Context): Grade 7, average level. Students need concrete examples from real life.

R (Role): Mathematics teacher passionate about applied learning and problem solving.

O (Objective): 3 problems applied to construction/design + step-by-step solution guidance.

F (Format): Set of numbered problems with a separate section for solutions and descriptive sketches.

E (Examples): Avoid calculations with excessively complex irrational numbers; focus on reasoning.

High School (Grade 11): Calculating derivatives and geometric interpretation

C (Context): Grade 11, real (science) track (M1), consolidation lesson on the notion of tangent.

R (Role): Mathematical analysis teacher and author of problem collections.

O (Objective): A worksheet of exercises differentiated on 3 levels (guided work, independent work, performance).

F (Format): Table with 3 columns corresponding to the 3 difficulty levels + grading scheme.

E (Examples): Include the geometric interpretation for each calculation exercise.

DISCIPLINE 3: BIOLOGY (Middle School & High School)

Middle School (Grade 6): The digestive system and human nutrition

C (Context): Grade 6, 12-year-old students. Topic: digestion and food hygiene.

R (Role): Biologist and health educator.

O (Objective): A role-play game 'The Journey of a Food' + a visual summary diagram.

F (Format): Step-by-step teaching scenario + short questionnaire to check understanding.

E (Examples): Use simple analogies and avoid inaccessible medical jargon.

High School (Grade 12): Genetics and Mendel's laws

C (Context): Grade 12, bilingual/science track, preparation for the Baccalaureate exam.

R (Role): Genetics researcher and high school biology teacher.

O (Objective): 4 monohybrid and dihybrid crossing problems with hybridization crosses and segregation ratios.

F (Format): Problem worksheet with dedicated spaces for solving and a correction grid.

E (Examples): Follow standard international and Romanian notations in genetics.

DISCIPLINE 4: HISTORY (Middle School & High School)

Middle School (Grade 8): The Great Union of 1918 and the European context

C (Context): Grade 8, preparation for the National Evaluation and understanding of historical causes.

R (Role): History teacher and methodologist.

O (Objective): An analysis worksheet of 2 primary historical sources (speech/document) related to 1 December.

F (Format): Source text + 5 questions of critical analysis and historical causality.

E (Examples): Authentic sources, adapted in length for 14-year-olds; questions from simple to complex.

High School (Grade 11): Totalitarianism in 20th-century Europe

C (Context): Grade 11, topic of political regimes in the interwar period.

R (Role): Historian and social sciences teacher.

O (Objective): Comparative table Nazism vs. Communism on 6 criteria (ideology, leader, economy, etc.).

F (Format): Structured comparative matrix + 3 critical debate topics for the class.

E (Examples): Rigorous historical objectivity and references to human rights concepts.

DISCIPLINE 5: GEOGRAPHY (Middle School & High School)

Middle School (Grade 8): The relief and climate of Romania

C (Context): Grade 8. Topic: the major relief units and climatic influences.

R (Role): Geographer and creator of digital teaching materials.

O (Objective): A worksheet with a blank map of Romania and 5 identification/correlation tasks.

F (Format): Set of instructions for students + completion guide for the teacher.

E (Examples): Use the official geographical names from the approved textbooks.

High School (Grade 11): Environmental issues and sustainable development

C (Context): Grade 11. Topic: climate change and its impact on Europe.

R (Role): Expert in environmental geography and ecology.

O (Objective): A case study on a region of Europe + proposals for sustainable measures.

F (Format): Case study sheet structured as: Problem, Causes, Effects, Viable Solutions.

E (Examples): Include recent statistical data and the Sustainable Development Goals (SDGs).

DISCIPLINE 6: PHYSICS (Middle School & High School)

Middle School (Grade 6): Motion and speed of bodies

C (Context): Grade 6, first encounter with physics. Topic: average speed and graphical representation.

R (Role): Physics teacher focused on experiment and intuitive physics.

O (Objective): A simple experiment that can be done at home/in class with a ruler and a stopwatch + data sheet.

F (Format): Laboratory guide in 4 steps: Hypothesis, Materials, Procedure, Conclusions.

E (Examples): No advanced mathematical formulas; emphasis on the physical understanding of the phenomenon.

High School (Grade 10): The laws of thermodynamics and technical applications

C (Context): Grade 10, real (science) track. Topic: heat engines and efficiency.

R (Role): Physicist and thermotechnical engineer.

O (Objective): 3 problems calculating the efficiency of engines + explanatory p-V graph.

F (Format): Worksheet of solved model problems + 2 independent-work problems with answers.

E (Examples): Observe the units of the International System (SI) and rigor in calculations.

DISCIPLINE 7: ENGLISH LANGUAGE (Middle School & High School)

Middle School (Grade 7): Expressing Opinions on Environmental Issues

C (Context): Grade 7, A2-B1 CEFR level. Focus on speaking and vocabulary expansion.

R (Role): EFL Teacher and communicative approach specialist.

O (Objective): A role-play activity card set (4 students) discussing plastic pollution.

F (Format): Prompt cards with target vocabulary, opinion phrases, and sentence starters.

E (Examples): Use clear B1 level English; avoid overly complex idioms or slang.

High School (Grade 11): Academic Writing - Argumentative Essay on AI

C (Context): Grade 11, B2-C1 CEFR level. Writing preparation for Cambridge/IELTS exams.

R (Role): Academic writing tutor and ESL examiner.

O (Objective): An essay outline guide, transition words bank, and a model 250-word essay.

F (Format): Step-by-step writing rubric + checklist for peer editing.

E (Examples): Adhere strictly to Cambridge B2 First / C1 Advanced marking criteria.

DISCIPLINE 8: SOCIAL EDUCATION / CIVIC EDUCATION (Middle School & High School)

Middle School (Grade 6): Children's rights and civic responsibility

C (Context): Grade 6. Topic: the United Nations Convention on the Rights of the Child.

R (Role): Civic culture teacher and human rights activist.

O (Objective): A hypothetical case study from school life + a workshop on negotiating classroom rules.

F (Format): Moral dilemma scenario + team debate worksheet (Right vs. Duty).

E (Examples): Promote empathy, inclusion and mutual respect; friendly language.

High School (Grade 9): Active citizenship and the functioning of democracy

C (Context): Grade 9, Sociology/Civic culture. Topic: Community involvement.

R (Role): Political scientist and social sciences teacher.

O (Objective): Practical project: A local citizens' initiative proposal formulated by students.

F (Format): Project guide in 5 sections: Local Problem, Solution, Budget, Partners, Impact.

E (Examples): Connection to Romanian legislation on transparency and public participation.

DISCIPLINE 9: COMPUTER SCIENCE (High School)

High School (Grade 10): Search and sorting algorithms in C++

C (Context): Grade 10, mathematics-informatics track. Topic: Bubble Sort and Binary Search.

R (Role): Software engineer and computer science teacher.

O (Objective): C++ code commented line by line + tracing on the table of values (trace table).

F (Format): Laboratory worksheet with source code, explanations of O(n) complexity and 2 exercises.

E (Examples): C++11/17 standard, clean code, meaningful variable names, no unusual libraries.

High School (Grade 11): Linear data structures (Stack and Queue)

C (Context): Grade 11, intensive computer science track. Topic: Applicability of stacks and queues.

R (Role): Computer science teacher and olympiad preparation.

O (Objective): 2 practical problems (parenthesized expression evaluation / processor simulation) with C++ solutions.

F (Format): Competition/Baccalaureate-style statement + pseudocode + complete C++ code and verification tests.

E (Examples): Pay attention to memory management and handling of underflow/overflow cases.

DISCIPLINE 10: ICT (INFORMATION AND COMMUNICATIONS TECHNOLOGY) (Middle School & High School)

Middle School (Grade 5): Internet safety and data protection

C (Context): Grade 5, students aged 10-11. Topic: Secure passwords and digital footprint.

R (Role): Cybersecurity expert and ICT instructor.

O (Objective): A guide 'How to build an unbeatable password' + an interactive online questionnaire.

F (Format): Text infographic/rules + 5 security scenarios (True/False).

E (Examples): Language understandable to children, no complex networking technical terms.

High School (Grade 9): Creating HTML5 / CSS3 web pages

C (Context): Grade 9. Topic: Semantic structure of a web page and basic styling.

R (Role): Web designer and ICT teacher.

O (Objective): A mini-project: The personal page of a researcher/artist in HTML5 and CSS3.

F (Format): Commented code template + technical requirements sheet for project completion.

E (Examples): Compliance with W3C standards, well-indented code, organized CSS styles.

DISCIPLINE 11: CHEMISTRY (Middle School & High School [NEW])

Middle School (Grade 8): Types of chemical reactions and balancing equations

C (Context): Grade 8. Topic: Combination, decomposition, substitution and exchange reactions.

R (Role): Chemist and chemistry teacher with an experimental approach.

O (Objective): Worksheet with 10 chemical equations to balance + classification of the reaction type.

F (Format): Table with 4 columns: Reactants, Products, Balanced equation, Reaction type + guidelines.

E (Examples): Verification of compliance with the Law of conservation of mass of substances.

High School (Grade 9): Aqueous solutions, percentage and molar concentration

C (Context): Grade 9, real/technological track. Topic: Preparing solutions in the laboratory.

R (Role): Chemistry teacher and laboratory chemist.

O (Objective): 3 stoichiometric and concentration calculation problems + laboratory procedure sheet.

F (Format): Clearly separated calculation steps + occupational safety sheet for handling acids.

E (Examples): Compliance with ISO safety standards in the chemistry laboratory.

DISCIPLINE 12: TECHNOLOGICAL OPERATIONS IN THE TEXTILE AND LEATHER INDUSTRY (Technological High School [NEW])

Technological High School (Grade 9): Identification and characterization of textile fibers

C (Context): Grade 9, professional training field Textile/Leather.

R (Role): Textile engineer and master instructor.

O (Objective): A technical sheet for identifying fibers (natural vs. synthetic) by burning and solubility.

F (Format): Technological laboratory sheet with observation table and mechanical-textile characteristics.

E (Examples): Technical terminology according to STAS/SR EN; emphasis on health and safety standards.

Technological High School (Grade 11): Technology of cutting and assembling articles

C (Context): Grade 11, technician qualification in the textile/leather industry. Topic: Spreading and cutting.

R (Role): Technologist engineer in clothing and footwear manufacturing.

O (Objective): The technological phase of cutting and assembling for a product (e.g. a jacket or footwear).

F (Format): Technological route sheet with stages, equipment used, parameters and possible defects.

E (Examples): Specific material consumption norms and optimal fitting on the pattern.

DISCIPLINE 13: RELIGION (Middle School & High School [NEW])

Middle School (Grade 6): Gospel parables and moral values

C (Context): Grade 6. Topic: The Parable of the Good Samaritan and acts of love for one's neighbor.

R (Role): Religion teacher and theologian with empathetic pedagogy.

O (Objective): A reflective reading sheet + 3 situations anchored in current school life.

F (Format): Parable text + comparative table 'The Samaritan's Attitude vs. My Behavior'.

E (Examples): Respect for freedom of conscience, message focused on kindness, support and tolerance.

High School (Grade 10): Christian ethics, faith and social responsibility

C (Context): Grade 10. Topic: Bioethics, environmental protection and philanthropy in the contemporary world.

R (Role): Religion teacher and moral philosopher.

O (Objective): An ecumenical and civic debate guide regarding the role of the church in helping the community.

F (Format): Pro/con debate structure with theological, moral and social arguments.

E (Examples): Promoting interfaith dialogue and respect for diversity.

DISCIPLINE 14: MUSIC / MUSIC EDUCATION (Middle School & High School [NEW])

Middle School (Grade 5): Elements of musical language and active listening

C (Context): Grade 5. Topic: Rhythm, melody and the instruments of the symphony orchestra.

R (Role): Music teacher and children's choir conductor.

O (Objective): A music listening worksheet on a famous work (e.g. 'The Four Seasons' by Vivaldi).

F (Format): Listening guide in 4 steps: Tempo, Instruments heard, Emotional state, Drawing/Composition.

E (Examples): Use of accessible and evocative musical language without excessive theory.

High School (Grade 9): Musical genres and styles - Analysis of a work

C (Context): Grade 9, Culture and music. Topic: From Baroque to Modern Music/Film music.

R (Role): Musicologist and music education teacher.

O (Objective): A comparative analysis between a classical piece and a contemporary film soundtrack.

F (Format): Stylistic analysis table on criteria: Harmony, Instrumentation, Dynamics, Impact.

E (Examples): Choosing musical examples of recognized artistic value.

DISCIPLINE 15: PHYSICAL EDUCATION AND SPORT (Middle School & High School [NEW])

Middle School (Grade 6): Development of motor skills and applied course

C (Context): Grade 6. Topic: Reaction speed, coordination and teamwork.

R (Role): Physical education teacher and sports coach.

O (Objective): A dynamic applied course with 6 work stations and a relay adapted to the gSlide space.

F (Format): Lesson organization sheet by stages (Warm-up, Course, Recovery) + safety measures.

E (Examples): Guaranteeing protection against injuries and dosing of physical effort.

High School (Grade 10): Collective game tactics in basketball / volleyball

C (Context): Grade 10. Topic: Attack and defense systems in the game of basketball.

R (Role): Physical education teacher and sports referee.

O (Objective): A tactical sheet with game schemes (2-on-1 attack, man-to-man defense) and tasks by position.

F (Format): Explanatory diagram of the court + sheet with individual and collective tasks.

E (Examples): Adapting tasks for girls and boys, ensuring the participation of all students.

III. PRACTICAL APPLICATION AND COPYRIGHT

PRACTICAL MINI-ACTIVITY FOR THE TRAINING COURSE (Trainee's Task):

1. Choose a lesson that you will be teaching next week.
2. Transform a simple prompt (e.g. 'Make me a worksheet about X') into a structured C-R-O-F-E prompt.
3. Run the prompt in an AI assistant (ChatGPT, Claude, Gemini) and analyze the quality of the result.

4. Upload to the portfolio on Google Classroom, comparatively: the initial prompt vs. the C-R-O-F-E prompt.

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Culture and Sport: The Interwoven Dynamics of the Body, the City, and the Collective Imagination

Priescu Cristian Florin

This article offers a critical analysis of the fundamental interrelationship between culture and sport, two spheres too often separated by a traditional academic dichotomy that opposes intellect to the body. Drawing on the philosophical legacy of Antiquity, sociological theories of embodiment, and the contemporary dynamics of globalization, this study demonstrates that sport constitutes a total social fact and a key vehicle for cultural production. Far from being merely an expenditure of physical energy or a commodified form of entertainment, sporting practice shapes

aesthetic representations, crystallizes modern mythologies, and serves as a laboratory for democratic citizenship. The article also examines the tensions inherent in hyper-commercialization and media spectacularization, which threaten the ethical and emancipatory potential of athletic performance. Finally, we argue for renewed convergence between public policies in education and culture, recognizing bodily movement as an essential grammar of modern humanism.

For centuries, an intellectual tradition shaped by Cartesian dualism maintained a rigid hierarchy between the works of the mind and the exercise of the body. Within this reductive paradigm, "high culture"—associated with literature, the visual arts, and philosophical speculation—was treated as sacred, while sport was often relegated to the status of a minor recreational activity, or even suspected of promoting physical alienation or anti-intellectualism.

Yet treating sport and culture as two sealed-off worlds reflects a profound misunderstanding of anthropological and social dynamics. Sport does not merely exist on the periphery of the cultural field: it is a culture in its own right, an elaborate system of signs, values, rituals, and narratives that structure our societies. As Marcel Mauss theorized so masterfully, the uses of the body are among humanity's earliest cultural techniques. The sporting gesture thus emerges as a "total social fact," in which the symbolic, aesthetic, political, and economic dimensions of an era intersect simultaneously. In a contemporary world searching for shared points of reference, examining the resonances between culture and sport is essential to understanding the state of our social bonds and the transformations of citizenship.

Historical Foundations: From Ancient Harmony to the Coubertin Ideal

The symbiosis between physical education and cultural fulfillment found its foundational expression in classical Greece. The ideal of kalokagathia proposed an inseparable harmony between the beautiful (kalos) and the good (agathos), refusing to separate athletic excellence from moral and intellectual elevation. The Panhellenic Games were not simply physical competitions; they were sacred festivals at which gymnastic contests alternated with poetic, theatrical, and philosophical competitions. The stadium and the agora shared the same ambition: to form a complete citizen, capable of reflective judgment as well as defending the city-state.

Western modernity, through the humanist rediscovery of Antiquity and then the Olympic revival initiated by Pierre de Coubertin in the late nineteenth century, sought to reactivate this fundamental alliance. Although marked by the ideological contradictions of its time, Coubertin's project conceived of Olympism not as a catalogue of quantifiable achievements, but as a philosophical doctrine founded on the celebration of effort, respect for one's opponent, and spiritual elevation through art. In this original vision, sport was to remain inseparable from artistic creation, a conviction embodied in the art competitions that accompanied the modern Olympic Games until the middle of the twentieth century. Although this formal institutionalization declined, sport's fundamentally aesthetic dimension has continued to haunt the imaginations of writers, painters, and filmmakers, who see the sporting arena as the tragic theater of the human condition.

Sport as Symbolic and Aesthetic Language

Far from being a purely mechanical demonstration, sport unfolds as a true poetics of movement. The perfect athletic gesture—whether the clean line of a stride, the trajectory of a ball, or a gymnast's precarious balance—shares with dance and choreography the same pursuit of grace, tempo, and formal economy. It evokes a purely aesthetic emotion in the spectator, an experience of awe that literary theorists readily compare with Aristotelian catharsis.

Moreover, contemporary sport functions as a great myth-making machine in a disenchanted modern world. In his pioneering analyses, Roland Barthes highlighted how major popular competitions, such as the Tour de France, reactivate the narrative structures of Homeric epics. The modern athlete becomes a tragic or providential hero whose triumphs and failures embody the community's cardinal virtues and weaknesses: courage, self-transcendence, vulnerability, and destiny. Through the drama of uncertainty it stages, sporting spectacle offers a shared framework for understanding, a common narrative immediately accessible across linguistic and generational barriers.

Sociology of the Body and Republican Inclusion

From a sociological perspective, sport is a powerful indicator of class structures, gender representations, and processes of socialization. Pierre Bourdieu's

work demonstrated precisely how sporting preferences are embedded in an individual's "habitus," reflecting participants' cultural and economic capital. The choice of a discipline, one's relationship to the suffering or aestheticized body, and the social conventions surrounding participation are never neutral: they express the symbolic hierarchies of the social world.

Nevertheless, sport possesses a distinctive emancipatory virtue that few other institutions can match. In often-fragmented urban settings, the sports field, dojo, or athletics track functions as a space for integration and democratic mixing. The universality of the rules of play establishes a formal equality at the starting line, where merit and individual or collective effort theoretically take precedence over determinants of origin. The values of fair play, solidarity through effort, and respect for shared rules provide an invaluable introduction to civic life. Sport teaches younger generations to experience rules not as arbitrary constraints, but as the very condition of the freedom to play and coexist peacefully with others.

Contemporary Excesses: Commercialization and Disembodiment

It would nevertheless be illusory to ignore the pathologies that today threaten to annihilate sport's humanist potential. The massive intrusion of financial capitalism, the hypertrophy of media broadcasting rights, and the logic of profit have profoundly altered the very essence of sporting spectacle. Reduced to a globalized consumer product, elite sport is exposed to cynicism: corruption scandals, chemical and technological doping, the commercial exploitation of popular passions, and geopolitical instrumentalization through the phenomenon known as "sportswashing."

When the imperative of profitability takes precedence over the ethics of play, sport ceases to be a living culture and becomes an industry of collective anesthetization. The standardization of formats and advertising saturation tend to drain competition of its dramatic substance and popular authenticity. Moreover, the transformation of supporters into passive consumers, glued to digital screens and bombarded with algorithmic analyses, threatens to erase the visceral, festive, and unifying dimension that formed the beating heart of stadiums and terraces.

Toward a New Humanism of Movement

Preserving the integrity of sport and reaffirming its status as a shared cultural good requires renewed critical and institutional commitment. Public policy can no longer treat the ministries of Culture and Sport as separate entities, placed side by side merely for administrative convenience. It is imperative to restore the organic links between artistic creation, intellectual reflection, and physical education.

Rehabilitating sport as a fundamental part of culture means reinvesting in community and club-based sport, promoting physical education grounded in emancipation and cooperation rather than solely in the pursuit of measurable performance, and supporting initiatives that bring the arts and athletic practices into dialogue. The moving body is not the opposite of thought: it is its sensory vehicle, its material grounding, and its most immediate expression. By reconciling culture and sport within a shared vision of human dignity, we restore to democracy one of its most universal instruments for cultivating empathy, living together, and shared human flourishing.

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Education and Culture Through Europe: The Architecture of Shared Identity and Democratic Resilience

Scredeanu Irina Mihaela

The construction of modern Europe has long been accompanied by an underlying philosophical paradox. Although institutional diplomacy and economic integration have successfully established a unified market and an intricate supranational legal architecture, economic consolidation in the absence of cultural and pedagogical convergence remains fundamentally fragile. As early architects of continental reconciliation intuitively recognized, a community founded solely on tariffs, monetary mechanisms, and administrative directives cannot foster enduring civic allegiance.

Europe is, above all, a historic dialogue—an ongoing intellectual and artistic encounter shaped by shared philosophical inquiry, artistic achievements, and agonizing historical ruptures. Within this matrix, education and culture do not function as ornamental adjuncts to policy; rather, they serve as the structural pillars upon which continental solidarity and democratic stability are anchored. In an era marked by democratic backsliding, societal polarization, and the resurgence of parochial nationalism, interrogating the role of educational frameworks and cultural exchange across Europe ceases to be a merely speculative endeavor. It emerges instead as an urgent civilizational imperative.

The roots of European educational thought are deeply intertwined with the classical philosophical tradition. From the Greco-Roman conception of *paideia*—the holistic cultivation of the individual for meaningful participation in the *polis*—to the Renaissance revival of the *studia humanitatis*, learning in Europe was traditionally understood as a moral and civic enterprise. The medieval university system, pioneered by institutions such as Bologna, Paris, Salamanca, and Oxford, embodied an inherently cosmopolitan spirit. Long before the codification of modern border controls or formal diplomatic protocols, scholars moved freely within a shared continental network, communicating through a common scholarly language and participating in what was conceptualized as a universal commonwealth of letters (*res publica literaria*).

Crucially, this intellectual unity was never predicated upon forced cultural homogenization. The defining hallmark of European civilization has always been its polyphonic nature: an enduring, productive tension between rooted regional identities and universalist ethical aspirations. European culture derives its richness precisely from its internal diversity—manifested in regional idioms, artistic traditions, architecture, and folklore—held together by common commitments to human dignity, rational inquiry, and fundamental liberties.

Educational systems across the continent serve as the primary mediators of this delicate duality. By imparting an appreciation of localized heritage alongside the broader intellectual history of Europe, pedagogical institutions endow students with a layered civic consciousness. They nurture an intimate affinity with one's immediate community alongside an active, ethical responsibility toward the wider European collective.

Over the past three decades, the historical tradition of cross-border scholarship has been deliberately revitalized and democratized through multilateral policy instruments, chief among them the Bologna Process and the Erasmus+ programme. The creation of the European Higher Education Area (EHEA) achieved far more than technical comparability among academic degrees and credit transfer systems; it engineered an unprecedented cultural and sociological transformation.

Pedagogical mobility transcends the simple acquisition of academic credentials in a foreign institution. It functions as an experiential apprenticeship in alterity. When students and researchers are immersed in distinct academic environments and cultural contexts, theoretical understanding gives way to lived intercultural competence. Experiencing different didactic traditions, grappling with unfamiliar languages, and navigating everyday social customs dismantles cognitive provincialism and uncritical stereotypes at their root.

Empirical research in contemporary sociology demonstrates that transnational academic mobility fosters a distinct European civic identity—one that does not displace national or local loyalties, but rather broadens and enriches them. Furthermore, international research collaborations and joint educational curricula dismantle academic insularity, ensuring that knowledge production remains an open, borderless endeavor dedicated to the public good.

Notwithstanding these considerable achievements, European education currently confronts acute ideological and structural pressures. A pervasive challenge is the systematic drift toward an instrumentalist, technocratic vision of learning. Under the intensifying demands of global market competition, educational policy at both national and European levels has increasingly prioritized short-term economic utility, hyper-specialized technical training, and immediate vocational employability. Consequently, the humanities, the arts, and foundational civic education have been progressively marginalized.

While scientific expertise and technological proficiency are essential for Europe's sustainable growth and strategic autonomy, technical training devoid of humanistic inquiry produces proficient specialists who may nevertheless remain critically unequipped to evaluate democratic norms, ethical complexities, and historical precedents. In an era dominated by algorithmic echo chambers, digital fragmentation, and state-sponsored disinformation campaigns, the analytical instruments cultivated by history, philosophy, literary studies, and the social sciences constitute the ultimate cognitive defense of free societies. A society that neglects historical consciousness and textual hermeneutics leaves its democratic institutions defenseless against populist demagoguery and political manipulation.

Concurrently, the rapid digitization of cultural heritage presents both profound opportunities and subtle risks. The extensive digitization of European archives, library holdings, and museum collections has democratized access to intellectual treasures on a scale unprecedented in human history. Yet, digital mediation must not be allowed to replace tactile, community-grounded cultural participation. Educational institutions must ensure that the engagement with culture remains active, participatory, and critical, rather than passive consumption mediated through digital screens.

Europe today occupies a complex sociopolitical landscape characterized by shifting demographics, migration flows, and internal ideological debates. In this context, education serves both as a diagnostic mirror and as a constructive laboratory for democratic pluralism. A resilient educational framework does not seek social harmony through the erasure of cultural difference; instead, it provides a structured civic space wherein differences are acknowledged, contextualized, and engaged

within the non-negotiable parameters of fundamental human rights, pluralism, and the rule of law.

Intercultural education across European schools is fundamentally a matter of institutional resilience. When school curricula incorporate multiple historical perspectives, multilingual competence, and diverse artistic expressions, they cultivate what Paul Ricœur conceptualized as "linguistic hospitality"—the ethical willingness to receive the language and perspective of the other into one's own frame of reference. By guiding young citizens to navigate moral complexity, historical nuance, and divergent viewpoints, education fosters intellectual humility and mutual respect, which remain the most potent bulwarks against radicalization and authoritarian temptation.

The enduring future of Europe will ultimately be determined not solely in economic councils, regulatory agencies, or parliamentary chambers, but in school classrooms, university auditoriums, public libraries, and community cultural centers. While economic and administrative systems provide the institutional machinery of the continent, it is culture that supplies its memory and ethical compass, and education that equips successive generations with the discernment and civic courage to shape its future.

To secure a cohesive and resilient democratic society, European leaders and academic authorities must recommit to a comprehensive, humanist educational vision. This requires defending the essential role of the liberal arts alongside scientific disciplines, guaranteeing that transnational educational mobility is accessible to all socioeconomic strata, and treating cultural literacy as a cornerstone of democratic citizenship. Only by cultivating the critical intellect and cultural imagination of its citizens can Europe ensure that its historical legacy remains not a passive monument to the past, but an active, emancipatory dialogue for the future.

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Interdisciplinary Strategies for Using Digital Technologies in the School Environment

Căpruciu Marinela Mioara

Executive Summary: Integrating Information and Communication Technology (ICT) into teaching practices enhances student motivation, improves instructional efficiency, and builds essential 21st-century digital competencies across interdisciplinary subjects.

1. Introduction & The Importance of ICT in Schooling

The significance of new technologies in education has been broadly recognized in recent decades as a central theme across all levels of educational discourse—

including curriculum development, instructional practice, teacher training, institutional growth, educational policy, and system administration.

Methods based on ICT have diversified significantly, becoming more efficient and engaging for both teachers and students. Surveys among Romanian students indicate that over 90% believe that those without computer and Internet access at school will face long-term social and professional disadvantages.

2. Pedagogical Objectives & Modern Teaching Frameworks

Instructional activities designed and executed by educators must be structured to be instructive, attractive, and highly effective. Learning should occur with pleasure and the intrinsic joy of knowledge acquisition. To achieve these goals, teachers must focus on:

- **Modern Pedagogical Integration:** Continuously improving teaching methodologies and adopting digital tools directly in the classroom.
- **Effective Assessment Design:** Designing digital diagnostic, formative, and summative evaluation methods that offer real-time feedback.
- **Active Student Engagement:** Encouraging students to adapt their learning attitudes toward societal shifts and future professional demands.

3. Virtual Classrooms & Google Ecosystem Capabilities

A single institutional Google Account grants access to a unified ecosystem of educational tools, including Gmail, Blogger, Google Sites, Google Apps for Education (GAFE / G Suite / Google Workspace for Education), Google Docs, Sheets, Forms, and Google Drive storage.

Google Classroom acts as the central hub for workflow management. It enables teachers to easily share resources, automatically generate an individual editable copy of a document for each student, and automatically create structured folder hierarchies in Google Drive.

Key administrative and privacy features include institutional domain security (preventing personal accounts from accessing school workspaces), cross-device accessibility (desktops, tablets, smartphones), real-time Q&A interaction, and automated parent/guardian progress summaries.

4. Step-by-Step Guide for Creating a Google Virtual Classroom

The implementation of a virtual classroom follows a structured 6-stage methodological process:

Stage	Phase Name	Actionable Instructional Protocol
Stage 1	**Access & Sign-In**	Access https://classroom.google.com, click Sign In, and log in using institutional Google credentials.
Stage 2	**Class Creation**	Click the '+' icon (Create or join a class), specify the Class Name (e.g., Grade 10) and Section/Subject Name.
Stage 3	**Theme & Customization**	Select a theme image or upload a custom header photo, complete the 'About' section, and upload foundational materials.
Stage 4	**Stream & Assignments**	Manage the central Stream feed (Announcements, Assignments, Questions). Monitor 'Upcoming' tasks for scheduled deadlines and tests.
Stage 5	**Student Enrollment**	Invite students by entering their email addresses or by distributing the unique Class Code for direct student self-enrollment.
Stage 6	**Evaluation & Data Export**	Collect student submissions, grade online, and export grade rosters directly into Google Sheets for archival and reporting.

5. Key Digital Platforms for Interdisciplinary Learning

Utilizing educational applications across diverse digital platforms incurs no additional institutional costs, as core services are provided free of charge for accredited educational institutions. The main platforms highlighted in school practices include:

- **MOODLE Platform:** A comprehensive Course Management System (CMS) designed for institutional e-learning and structured academic administration.
- **Google Classroom:** A streamlined workflow and class management platform optimizing teacher-student interaction and document sharing.
- **Kahoot!:** A game-based learning and technology platform for formative assessment, quizzes, and real-time classroom participation.
- **Scratch:** An educational visual programming language providing interactive resources for computer science and cross-curricular STEM topics.
- **Minecraft Education:** A game-based learning environment fostering problem-solving, collaboration, and coding capabilities.

6. References & Resource Links

• *Google Classroom Official Support Guide: https://support.google.com/edu/classroom/*

• *Google for Education Productivity Tools: https://edu.google.com/products/productivity-tools/classroom/*

• *Google K-12 IT Team Resources & Deployment Planning: https://edu.google.com/k-12-solutions/it-guide/*

• *EDU APPS SRL – Innovative Educational Solutions: https://www.eduapps.ro/*

My Week in Craiova – Roxana's Erasmus+ Story

Roxana Drăgoi

Why I said yes to UNITED

I work with young people, and every day I see how much of their energy, focus and real-life connection goes into a screen. So when I read about **UNITED – Youth Workers United: Defeat Digital Addiction**, an Erasmus+ training that uses sport and physical activity to bring young people back to each other, I knew I wanted to be part of it.

From 28 August to 3 September 2026, I took part in the training in Craiova, together with youth workers from Romania, Bulgaria, Turkey, Portugal, Spain and Cyprus. The project was coordinated by Asociația Culturală Branart, and I joined it from the Romanian side.

The project at a glance

Before the week began, I read through the project description, and it helped me understand how much thought was behind every session.

Project	Youth Workers United: Defeat Digital Addiction – Reconnect, Engage & Support Youth through the Power of Physical Activity (UNITED)

Action	Erasmus+ KA153 – Training for Youth Workers
Grant agreement	2026-1-RO01-KA153-YOU-000391290
Project duration	1 June – 31 December 2026
Training	28 August – 3 September 2026, Craiova, Romania (7 days)
Participants	About 36 youth workers over 20 years old
Budget	EUR 36,917, of which EUR 10,800 for transport
Coordinator	Asociația Culturală Branart, Romania

The partner organisations come from five other countries: JEAD from Portugal, Gure Sağlıklı ve Doğal Yaşam Derneği from Türkiye, Learning Center for Youth from Cyprus, Sega Association from Bulgaria and Blue Beehive from Spain.

Project objectives

The project starts from a simple observation: technology addiction is taking away young people's energy, their interest in traditional social activities and, as the project description notes, it affects the pleasure centre of the brain. Its objectives respond to this in three ways.

1. **Equip youth workers.** Give professionals the skills to help young people reduce screen time and rediscover the joy of physical activity and real, face-to-face interaction.
2. **Create lasting local impact.** Build support systems in the six partner countries that make it easier for young people to access sport and keep a healthy balance between technology and the other parts of their lives.
3. **Raise awareness.** Draw attention, locally and across Europe, to the negative effects of technology addiction.

The project also supports the four shared Erasmus+ priorities: inclusion and diversity, digital transformation, environment and climate change, and participation

in democratic life. For me, this was clear in practice, not only on paper, as the next sections show.

The programme, day by day

The training used non-formal education: role-plays, group work, simulations, debates and group reflection after each activity. Each day had a theme, and each theme led naturally into the next. Here is how the week went for me.

Day 1 (28 August) – Arrival and introduction

- 10:00–11:00 Welcome games
- 11:00–11:30 Presenting the project in the context of the Erasmus+ programme
- 11:30–12:00 Youthpass presentation and Erasmus+ overview
- 12:00–13:00 NGO Fest in the Online World
- 14:00–16:00 Icebreaker: "Screen vs. Reality"
- 16:00–18:00 Role-play: "Stories from Steve Jobs"
- 20:00+ Intercultural evening – intercultural dialogue

The first day was about meeting each other and setting the tone. The welcome games broke the ice quickly, and the intercultural evening gave us the chance to talk with people from all the partner countries.

Day 2 (29 August) – Communication

- 10:00–11:00 Communication skills with tech-dependent youth and the role of the youth worker in counselling
- 11:00–12:00 Workshop: "Screen-Free Messages"
- 12:00–13:00 The Socialisation Chain
- 14:30–16:00 Debate: "Sensitive Dialogue"
- 16:00–17:00 Role-play: "Empathy through Sport"
- 16:00–18:00 Communication Plan

On the second day we focused on how to talk with young people who spend most of their time online. The debate and the empathy role-play reminded me that listening comes before advice.

Day 3 (30 August) – Overcoming digital addiction through physical exercise

- 10:00–11:00 Overcoming digital addiction through physical exercise

- 11:00–12:00 Screen Breaks
- 12:00–13:00 Sport vs. Digital
- 14:00–16:00 Anti-Addiction Sport Circuit
- 16:00–17:00 Technology–Life Balance
- 17:00–18:00 The Benefits Tree
- 20:00+ Intercultural evening

This was the heart of the project. We moved, played and tested activities that youth workers can use directly with young people, and the Benefits Tree helped us put into words what sport gives us beyond fitness.

Day 4 (31 August) – Local and international cooperation in sport

- 10:00–11:00 Local and international cooperation in sport
- 11:00–11:30 Sports Networks
- 11:30–12:00 International Pass
- 12:00–13:00 Local Support Network
- 14:30–16:00 Cross-Cultural Sports Exchange
- 16:00–18:00 Cooperation Platform
- 20:00+ Free social evening

On the fourth day we thought about how organisations in different countries can support each other. The cross-cultural sports exchange showed me how much we can learn from each other's traditions.

Day 5 (1 September) – Raising awareness in communities

- 10:00–11:00 Raising awareness in communities
- 11:00–11:30 Anti-Screen Campaigns
- 11:30–12:00 Sports Flash Mob
- 12:00–13:00 Awareness Campaign
- 14:30–16:00 Debate
- 16:00–18:00 Impact Map

The fifth day moved from ourselves to our communities. We designed anti-screen campaigns, took part in a sports flash mob and mapped the impact we want to have back home.

Day 6 (2 September) – Sustainability

- 10:00–11:00 Green Sports Ideas
- 11:00–11:30 Eco Disconnect
- 11:30–12:00 Evaluating the Impact of Sport
- 12:00–13:00 Sustainable Scenarios
- 14:30–16:00 Continuation Plan

On day six we linked sport with care for the environment and asked how our ideas can continue after the training ends. The continuation plan made the project feel like a beginning, not an ending.

Day 7 (3 September) – Reflection and farewell

- 10:00–11:00 Sports Memory
- 11:00–11:30 Active Thanks
- 11:30–12:00 Personal Action Plan
- 12:00–13:00 Gallery of Success
- 14:30–16:00 The Reconnection Circle
- 16:00–18:00 Project Brochure
- 20:00+ Final evening: traditional games and dances

The last day was for reflection. We wrote our personal action plans, shared what we were proud of in the Gallery of Success and closed the week in The Reconnection Circle, followed by an evening of traditional games and dances.

My highlights of the week

We started with welcome games and the icebreaker "Screen vs. Reality", and by the evening of the first day, at the intercultural evening, the group already felt like a team. The role-play "Stories from Steve Jobs" made us think about how technology shapes our lives.

The next days were about practical tools. We worked on how to talk with tech-dependent young people, tried the "Screen-Free Messages" workshop and practised empathy through sport. I especially liked the Anti-Addiction Sport Circuit and the sessions on screen breaks and technology-life balance, because they showed that movement can be the answer, not only the topic.

Later in the week we looked at the bigger picture: sports networks and cooperation across borders, a sports flash mob, anti-screen campaigns and ideas for greener, more sustainable activities. Working in mixed teams, across languages and with the help of translation apps, taught us a lot about listening to each other.

One of the best parts was sharing traditions. We played inclusive games together and talked about sports from our countries, such as Romania's *oina*, Bulgarian wrestling, Turkish oil wrestling, Cypriot *tavli*, Portuguese *jogo do pau* and Basque pelota. The week closed with an evening of traditional games and dances.

Learning outcomes and Youthpass

The training was designed so that by the end of the week we could:

- identify signs of technology addiction in young people;
- apply evidence-based communication strategies;
- facilitate physical activity programmes;
- create peer support networks;
- develop action plans for our communities.

The four shared priorities of Erasmus+ were part of daily life, not only of the agenda. We worked in teams mixed by country, age and background, which built empathy and intercultural communication (inclusion and diversity). We used digital tools only when they helped us connect, for example translation apps to cross language barriers (digital transformation). We used natural light, reusable cups and bags, and sorted waste for recycling (environment and climate change). And we practised listening to opinions different from our own and reaching agreement together (democratic life).

At the end, each participant can describe this learning in a Youthpass certificate. It confirms the project details, describes the project and includes a personal reflection on the key competences we developed, such as multilingual, digital, personal and social, citizenship, and cultural awareness and expression. For me, this reflection is as valuable as the certificate itself, because it makes me notice how much I learned in only seven days.

What I am taking home

I leave Craiova with a personal action plan, new friends in six countries and a clear idea of how to help young people reduce screen time through sport, play and real conversation. I also leave with my Youthpass, which lets me put into words what I learned, from communication and teamwork to digital balance and cultural awareness.

Back in Romania, I want to share these activities with the young people and colleagues I work with, and keep in touch with the network we built during the week. Thank you to Asociația Branart and to every partner organisation for this experience, and to the Erasmus+ programme for making it possible.

OBJECT-ORIENTED PROGRAMMING

Căpruciu Marinela Mioara

Objects and classes

Objects. Classification, identity, state, behavior.

In the world we live in, we are used to calling ***objects*** those *entities characterized by mass, that is, **matter**, such as buildings, animals, plants. By extension, other objects without mass can be defined, which are rather concepts than physical entities, like mathematical formulas. Also by extension, objects may belong to a virtual world*, such as events that may take place, for instance pressing a key, the occurrence of an explosion or the balancing of an account.

Definition

The ***object*** is the basic concept in object-oriented programming (OOP – **O**bject **O**riented **P**rogramming), which associates data together with the operations needed to process it. The data is structural information described by a set of attributes of the object, and the operations act on the attributes of the object and, possibly, on other objects. The object-oriented model is based on the object and can be illustrated as in Figure 1.

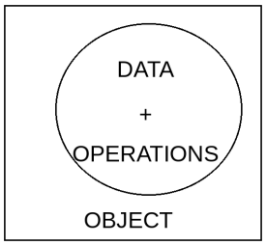


Figure 1. The object-oriented model

An object is characterized by *state*, *behavior* and *identity*.

State refers to the data elements contained in the object and the values associated with them. These form the attributes that describe the properties of an object.

For example, the attributes of a "book" object may be title, author, publisher, number of pages, year of publication, ISBN and price; the state of a book could then be the following:

title = Poems author = Mihai Eminescu	publisher = Polirom number of pages = 125	year of publication = 2007 ISBN = 973–567–545–1 price = 25

Behavior is determined by the operations the object can perform. The operations are deduced from the actions the object has to carry out.

For example, the "book" object must provide access to the title, author, year of publication, etc., that is, provide information about the state of the object. In addition, the state of the object can be changed by modifying the price or

other attributes, a group of information such as title, author and publisher may be requested, a VAT calculation can be made, etc.

get_title, get_author, change_price, compute_VAT, display_information

Identity is an identifier – OID (Object IDentifier) – that uniquely characterizes the object, making it possible to build references to the object and to distinguish all objects in an unambiguous way, independent of their state. Thus, two objects whose attributes have identical values can be treated distinctly.

For example, the objects:

OID: book1 title = Poems author = Mihai Eminescu publisher = Polirom number of pages = 125 year of publication = 2007 ISBN = 973–567–545–1 price = 25	OID: book2 title = Geniu Pustiu author = Mihai Eminescu publisher = Polirom number of pages = 140 year of publication = 2005 ISBN = 973–565–545–2 price = 20	OID: book3 title = Great Expectations author = Charles Dickens publisher = Univers number of pages = 225 year of publication = 2005 ISBN = 971–267–441–1 price = 35

Classification of objects involves identifying categories of objects while omitting details considered insignificant, in order to obtain a similarity effect when characterizing the objects.

For example, we can classify the book object by publisher, year of publication, etc. Suppose we add an attribute for the genre of the book; then we can have the objects literature_book, scientific_book, children_book, etc.

 **Definition**

The ***class*** is the basic concept in OOP that brings together a collection of objects sharing the same list of informational and behavioral attributes. A *class* will contain

the definitions of the data and operations that characterize the objects of a certain category.

For example, the class *books*, the class *students*, the class *teachers*, the class *buildings*, the class *materials* etc.

- Object classes may have similarities or differences, owing to data and operations that are or are not common.
- For example, between the class *students* and the class *teachers* there may be one or more identical data items, such as: *name, age, school* etc. Between the class *students* and the class *buildings*, the data item *number of floors* appears only in the class buildings.

The data defined in a class are also called *attributes*, and the operations are also called *methods* or *member functions*. Attributes and methods form the *members* of a class. Each class will have an *identity* or *name*.

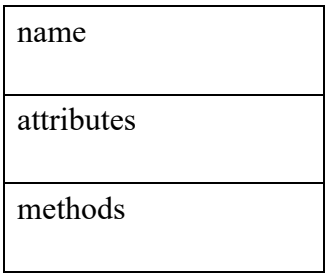


Figure 2. Graphical representation of the concept of class

- For example, we can have the class *books*:

name	books
attributes	title, author, publisher, publication_year, ISBN, price
methods	get_title, get_author, change_price, display_information

Building computer objects starting from classes is called *instantiation* or *exemplification*. The *object* will be an instance of a class. The differences between objects of the same class materialize as differences between the values of the

attributes. Also, for each object the type of the class it comes from is specified. Several instances can be created for one class.

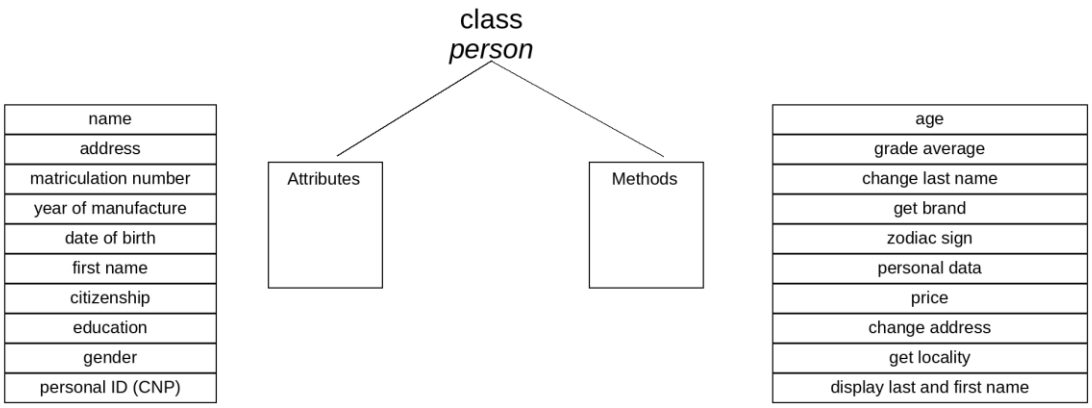
– For example, we have 3 instances of the class *books*, according to the different values given to the attributes, as follows:

attributes	title	Poems	Geniu Pustiu	Great Expectations
	author	Mihai Eminescu	Mihai Eminescu	Charles Dickens
	publisher	Polirom	Polirom	Univers
	publication year	2007	2005	2003
	ISBN	973–567–545–1	973–565–545–2	971–267–441–1
	price	25	20	35

– Defining a class means creating a new data type, which can then be used to declare objects of this type. The class is the programming element that allows us to transcribe a concept from real life into a programming language as faithfully as possible. It allows defining both the data relating to an entity and the actions associated with it, through methods.

Identifying attributes and methods

Select the attributes and methods for the class *person* from the 2 proposed lists (the one on the left for attributes, the one on the right for methods).



OOP principles

Abstraction.

Definition

Abstraction is the process by which only some of the aspects of a problem, considered essential – depending on the intended purpose – are isolated and retained, the others being ignored.

At the level of programming languages, abstraction means a certain kind of closeness to human language and, through it, to human thinking.

Abstraction is the process of simplifying complex reality by modeling classes that are as general as possible and as close as possible to the problem being addressed.

Encapsulation. Building and operating with objects.

Definition

Encapsulation is the principle based on combining the data with the operations on them within an object, and on the property of objects of hiding their own data and operations from other objects.

Within an object, some of the operations and/or data may be private to that object and inaccessible to anything outside it. In this way, an object has a significant level of protection that prevents accidental modification or incorrect use of the object's own parts.

Access to the attributes of an object is done only by calling its methods through *interfaces* or *messages*, any other object not even knowing that the attributes of the object in question exist. The methods form the *interface of the class*, and *messages* are requests addressed to the object to return a value or to change its state.

From the perspective of encapsulation, a class, regardless of the language in which it will be implemented, must have 2 mandatory sections, *private* and *public* (Figure 3).

CLASS	
Private attributes and methods	} private section – provides the implementation
Public methods	} public section – forms the interface

Figure 3. The mandatory components of a class from the perspective of encapsulation

For example: the class *stack* (as a dynamic structure)

attributes: top, maximum size	} private section
methods: push, pop, empty, full	} public section

From the perspective of the keywords, *combination* and *hiding*, on which the principle of encapsulation is based, we can see the advantages in the following table:

ENCAPSULATION = COMBINATION + HIDING	
COMBINATION – ADVANTAGES • clearly defines which data structures are handled and which are the legal operations on them • adds modularity to the program • lowers the risk of the data being altered by "weak" programs • facilitates information hiding	HIDING – ADVANTAGES • safer and more reliable programs • frees the user classes from worrying about how the data are handled • prevents errors caused by user classes that handle the data using "weak" code
ENCAPSULATION (COMBINATION + HIDING) – ADVANTAGES • combination + information hiding = data protection • prevents errors by limiting access to data	

• ensures program portability

• facilitates the use of exceptions

• the interface of a class = the operations with which a class can handle the data

Inheritance.

Definition

Inheritance is the principle by which a new class, called the **derived class** (subclass), takes over the attributes and methods of an existing class, called the **base class** (superclass), and may add new members or change the behavior of the inherited ones.

Between the derived class and the base class there is an "*is-a*" relationship: a student *is a* person, a children's book *is a* book. Inheritance allows **code reuse** (common members are defined only once, in the base class), **avoidance of duplication** and the **hierarchical organization** of classes, from general to particular.

For example, the class *person* can be specialized into the classes *student* and *teacher*:

Class	**Attributes**	**Methods**
person **(base class)**	name, age, school	display_information
student **(derived class)**	inherits: name, age, school adds: class, grade_average	inherits: display_information adds: compute_average
teacher **(derived class)**	inherits: name, age, school adds: subject, teaching_degree	inherits: display_information adds: teach

The same principle can be applied to the class *books* from the previous example: the classes *literature_book*, *scientific_book* and *children_book* inherit the attributes *title,*

author, publisher, publication_year, ISBN, price and the methods of the class *books*, and the class *children_book* may add, for example, the attribute *recommended_age*.

Access specifiers

To control what can be accessed from a class, object-oriented languages use access specifiers (in C++: *public*, *protected*, *private*). A *protected* member behaves like a *private* one with respect to the outside, but is visible in the derived classes.

Specifier	Inside the class itself	In a derived class	Outside the class
public	yes	yes	yes
protected	yes	yes	no
private	yes	no	no

Inheritance can be **single** (a derived class has only one base class) or **multiple** (it has several base classes). C++ allows both variants; Java allows multiple inheritance only through interfaces.

Polymorphism.

Definition

Polymorphism (from Greek: *poly* = many, *morphe* = form) is the ability of objects from different classes, related through inheritance, to respond differently to the same message (method call).

For example, the method *display_information* exists both in the class *book* and in the derived class *children_book*. For an ordinary book the title, author, publisher, year and price are displayed, while for a children's book the recommended age is displayed as well. The program calls the same method, and the version that is executed depends on the real type of the object.

There are two forms of polymorphism:

	Overloading	Overriding
What it means	Several methods with the same name and different parameter lists, in the same class	The derived class redefines an inherited method, keeping its name and parameters
Type of polymorphism	at compile time (static)	at run time (dynamic)
When the version is chosen	at compile time, according to the number and type of the arguments	at run time, according to the real type of the object
In C++	same function name, different parameters	*virtual* methods in the base class, redefined in the derived class (*override*)

Example of overloading in C++ (the same method *add*, but with different parameter types):

```
class Calculator {
public:
   int    add(int a, int b)       { return a + b; }
   double add(double a, double b) { return a + b; }
};
// Calculator c;  c.add(2, 3);  -> 5      c.add(2.5, 1.5);  -> 4
```

Constructing and destroying objects

Creating an object (instantiation) is accompanied by the call of a special method, the **constructor**, and when the lifetime of the object ends, the **destructor** is called.

	Constructor	Destructor
Role	initializes the attributes of the object at the moment of creation	releases the resources occupied by the object (dynamically allocated memory, open files)
Name	the same as the name of the class	the name of the class preceded by ~
Return type	none (not even void)	none
Parameters	may have parameters; can be overloaded	has no parameters; is unique in a class
Call	automatic, when the object is declared / created	automatic, when the object is destroyed
Variants	default (no parameters), with parameters, copy	—

Relationships between classes

In a real application, classes are not independent. The most common relationships are:

Relationship	Control question	Example	UML notation
Association	Does it *use* / *know* an object of another class?	student – teacher (a teacher teaches students)	simple line
Aggregation	Does it *have an* object that can also exist independently?	class school – students (a student exists without the school too)	empty diamond at the "whole" class
Composition	Does it *have an* object without which it cannot exist (shared life cycle)?	book – chapters (if the book disappears, so do its chapters)	filled diamond at the "whole" class

Relationship	Control question	Example	UML notation
Inheritance	Is it a *particular case of* another class?	student – person	arrow with empty head toward the base class

Representing a class in UML

UML (*Unified Modeling Language*) is the standard language for modeling classes and the relationships between them. A class is represented by a rectangle with three compartments: the name, the attributes and the methods. The visibility of the members is indicated by signs: + public, − private, # protected.

Book
− title: string − author: string − publisher: string − publicationYear: int − price: double
+ getTitle(): string + getAuthor(): string + changePrice(newPrice: double): void + computeVAT(percent: double): double + displayInfo(): void

Figure 4. The class *Book* in UML notation

Implementation example in C++

The following program defines the class *Book* (private attributes, public methods, constructor), the derived class *ChildrensBook* (inheritance and overriding of the method *displayInfo*) and creates three objects.

```
#include <iostream>
#include <string>
using namespace std;


class Book {
private:                        // private section
   string title, author, publisher;
   int publicationYear;
   double price;
public:                         // public section = interface
   Book(string t, string a, string p, int year, double pr)
      : title(t), author(a), publisher(p), publicationYear(year), price(pr) {}
   string getTitle() const { return title; }
   string getAuthor() const { return author; }
   void changePrice(double newPrice) { if (newPrice > 0) price = newPrice; }
   double computeVAT(double percent) const { return price * percent / 100; }
   virtual void displayInfo() const {
      cout << title << ", " << author << ", " << publisher << ", "
           << publicationYear << ", " << price << " lei" << endl;
   }
   virtual ~Book() {}                 // destructor
```

```
};

class ChildrensBook : public Book {       // inheritance
private:
    int minimumAge;
public:
    ChildrensBook(string t, string a, string p, int year, double pr, int age)
        : Book(t, a, p, year, pr), minimumAge(age) {}
    void displayInfo() const override {   // overriding
        Book::displayInfo();
        cout << "Recommended age: " << minimumAge << "+ years" << endl;
    }
};

int main() {
    Book book1("Poems", "Mihai Eminescu", "Polirom", 2007, 25);
    Book book2("Geniu pustiu", "Mihai Eminescu", "Polirom", 2005, 20);
    ChildrensBook book3("Stories", "Ion Creanga", "Univers", 2010, 30, 6);

    Book* list[] = { &book1, &book2, &book3 };
    for (Book* b : list)
        b->displayInfo();                 // polymorphism

    book1.changePrice(27);
```

```
    cout << "VAT (10%): " << book1.computeVAT(10) << " lei" << endl;
    return 0;
}
```

Program output:

```
Poems, Mihai Eminescu, Polirom, 2007, 25 lei
Geniu pustiu, Mihai Eminescu, Polirom, 2005, 20 lei
Stories, Ion Creanga, Univers, 2010, 30 lei
Recommended age: 6+ years
VAT (10%): 2.7 lei
```

Remarks: (1) the attributes are *private*, so they can be modified only through the public methods (encapsulation); (2) the method *changePrice* checks the received value, which would not have been possible if the attribute *price* had been public; (3) the three objects are instances (*book1*, *book2*, *book3*) with distinct identities; (4) the call *b->displayInfo()* executes the version appropriate to the real type of the object (polymorphism), because the method is declared *virtual*.

Recap: the principles of object-oriented programming

Using the OOP principles brings advantages such as: modeling that is close to reality, code reuse, modularity, data protection and easier maintenance of large programs.

Principle	**Main idea**	**Keywords**	**Example**
Abstraction	only the aspects essential to the problem being addressed are retained	model, simplification, class	the class *book* keeps the title and author, but not the color of the cover

Principle	Main idea	Keywords	Example
Encapsulation	data and operations are combined in an object, and the details are hidden	private / public, interface	the attribute *price* is private; it is modified through *changePrice*
Inheritance	a class takes over the members of another class and extends them	base / derived class, "is-a"	*student* inherits from *person*
Polymorphism	the same message produces different behaviors	overloading, overriding, *virtual*	*display_information* for *book* and *children_book*

Exercises and review questions

1. For each of the classes *student*, *automobile* and *bank_account*, determine at least four attributes and three methods.

2. From the list: *book, Mihai Eminescu, "Poems", class students, student Ion Popescu, 25 (price)*, state which are classes, which are objects (instances) and which are values of attributes.

3. Determine the truth value of the statements:

a) Two objects that have the same attribute values have the same identity.

b) The attributes of a class are, as a rule, declared in the private section.

c) An object can be created before its class is defined.

d) In a derived class, the *private* members of the base class can be accessed directly.

e) Polymorphism allows the same message to produce different behaviors, depending on the object that receives it.

4. (Encapsulation) Define in C++ the class *BankAccount* with the private attribute *balance* and the public methods *deposit*, *withdraw* (which does not allow

withdrawing an amount greater than the balance) and *displayBalance*. Explain why the attribute *balance* is not declared public.

5. (Inheritance and polymorphism) Define the base class *Vehicle* (attributes: *brand, maximum_speed*; method *describe*) and the derived classes *Automobile* (additional attribute *number_of_doors*) and *Bicycle* (additional attribute *number_of_gears*). Override the method *describe* in both derived classes.

6. (Project assignment) Model a school library through the classes *Book*, *Reader* and *Loan*. Draw the UML diagram and specify the type of each relationship (association, aggregation, composition, inheritance).

Answers and hints

Ex. 2: classes – *book*, *students*; objects (instances) – "Poems", student Ion Popescu; attribute values – Mihai Eminescu (author), 25 (price).

Ex. 3: a) F; b) T; c) F; d) F; e) T.

Ex. 4: *withdraw* checks the condition *amount* <= *balance* before subtracting; the attribute *balance* is private so that it is modified only through the methods of the class, which guarantee that the balance remains correct (encapsulation).

Ex. 6: *Loan* is associated with *Book* and with *Reader*; the relationship between *Reader* and *Loan* can be modeled as an association (1 – *).

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Un pont entre technologie, éthique et éducation au XXIe siècle

Murea Ioana Silvia

Dans le paysage éducatif actuel, en constante mutation, l'ouverture à l'innovation et aux nouvelles technologies est devenue une nécessité fondamentale. Du 20 au 24 avril 2026, j'ai participé à une formation internationale intitulée « AI Ed: Empowering the 21st Century Teacher » (L'IA dans l'éducation : autonomiser l'enseignant du XXIe siècle), qui s'est tenue à Caldas da Rainha, au Portugal. Le programme, organisé par l'Associação Edu2Grow, a rassemblé des enseignants venus de sept pays européens : la Roumanie, l'Italie, la France, la Grèce, le Portugal, la Serbie et la Finlande. Encadrés par une équipe de formateurs dévoués — Alexandros, Ricardo, Victoria et Silvia —, les participants ont vécu bien plus qu'une simple session de formation : il s'agissait d'une véritable expérience de développement professionnel, de dialogue interculturel et d'exploration de l'avenir de l'éducation.

Lors de la première journée, les échanges ont porté sur l'éthique de l'utilisation de l'IA, la sécurité des données des élèves, les risques liés aux algorithmes biaisés, ainsi que sur les manières dont la technologie peut favoriser un engagement numérique actif chez les jeunes. La journée s'est conclue sous le signe de l'échange culturel, avec un déjeuner interculturel célébrant la diversité européenne à travers des traditions partagées et un dialogue ouvert. Afin de mieux appréhender les outils disponibles, nous avons mené des analyses comparatives concrètes de divers modèles linguistiques, en identifiant les atouts spécifiques de chacun pour optimiser le travail quotidien des enseignants. Plus tard dans la journée, nous nous sommes penchés sur la transformation des cours traditionnels en

expériences interactives. Nous avons examiné comment intégrer des supports vidéo interactifs en classe et comment les outils numériques peuvent faciliter la préparation des cours ainsi que l'élaboration de méthodes d'évaluation des élèves.

Grâce à la narration numérique et aux techniques d'apprentissage visuel, nous avons découvert comment les stimuli visuels et les expériences directes peuvent servir de point de départ à des leçons marquantes. Cette approche permet aux élèves de saisir des concepts complexes en établissant un lien émotionnel et visuel avec le sujet étudié, stimulant ainsi leur curiosité naturelle et leur sens de l'observation.

La quatrième journée a été consacrée aux méthodes d'apprentissage actif, offrant aux enseignants des outils concrets pour placer l'élève au cœur de son propre parcours éducatif. Nous avons exploré la création, en toute simplicité, de supports variés — tels que des résumés clairs, des quiz numériques stimulants, des cartes mentales collaboratives, des podcasts et des formats multimédias — conçus pour favoriser l'inclusion de chaque élève, quel que soit son style d'apprentissage.

La dernière journée de la période de mobilité a été l'occasion de faire le bilan et de mener une réflexion approfondie. Nous avons passé en revue les progrès réalisés durant le programme de formation, rempli des outils d'évaluation et défini des stratégies pour diffuser les acquis au sein de nos établissements d'origine.

Au cours de ces journées intensives, j'ai acquis une perspective totalement renouvelée sur le rôle de l'éducateur à l'ère numérique. Parmi les principaux acquis professionnels, il y a :

- La maîtrise pédagogique de l'intelligence artificielle
- La création de ressources engageantes et inclusives
- Une culture de l'éthique et de la sécurité numérique
- Une ouverture européenne

L'expérience de mobilité internationale à Caldas da Rainha a confirmé que l'intelligence artificielle ne remplace pas le rôle essentiel de l'enseignant ; elle le renforce, au contraire, grâce à des méthodes interactives, à l'éthique, à l'empathie et à la créativité. On est prêt à inspirer les élèves et à transformer le processus éducatif en une aventure tournée vers l'avenir.

The Development of Critical Thinking in Adolescents

Cone-Onete Dana

We all know how important it is for young people to stay safe and savvy online. With the rise in "fake news", experts have warned us to check sources carefully, pay attention to manipulative headlines and think twice about the stories we share with friends.

Like everybody else, you have probably heard of some tips many times. But you will not truly become a media literate until you take the time to develop critical thinking.

Media literacy affects the way we look at and perceive the world. For many students, it all starts at school, when you constantly have to write research papers for competitions. First, you have to carefully check all the facts because you need to be ready for anything when it comes to defending your paper.

Here are some ways that you can do:

- **Online games**

Online games – the simplest way. Maybe you are sceptical about them, or you play every night. It doesn't matter, because you can always join.

There are lots of games like this – you can easily find them on your own. Of the most popular are:

- (In)corruptibility – how to fight corruption and how critical thinking skills are needed for that;
- Mission Media Literacy – helps adults check whether they are able to resist fake news and prejudices;
- The Adventures of Literatus – demonstrates how to search for information and distinguish fake news from real news;
- NABU Investigating – how to fight corruption and uncover real facts.

- **Books**

There are a lot of books about critical thinking, and you can decide whether to read them all. You can read Hans Rosling's *Factfulness*, which teaches you to read

between the lines and discuss misconceptions about the world. Another good option is Daniel Kahneman's *Thinking Fast and Slow*, where you will learn how our irrationality affects our actions.

A good idea is to read the reviews before the book itself. Pay attention not to how many stars a book is given, but to the impression that it left on readers.

- **Internships at fact-checking initiatives**

Internships can make you look at the world in a new way. Initiatives, organisations and projects that are often looking for volunteers include VoxCheck, StopFake, And, if there is no vacancy available, just email them – they will hear you. After all, there is much more fake news than people ready to unravel it.

- **Generating your own content**

Another option is to create your own fact-checking platform or media literacy blog. In this way, you will realize several goals simultaneously:

- join the process of change;
- independently investigate fake news and distinguish it much better;
- gain an opportunity for self-expression and new social contacts.

Self-study really helps you learn to read the texts that lie beyond the first page of the search engine, and you forget about prejudices and stereotypes. Of course, a big blog will need the help of at least one other person. For example, if you don't know how to design a webpage or if you have difficulty editing text. But, like this, you will also be able to find new friends, because there are more future change-makers nearby than you think.

- **Conferences and webinars on media literacy**

This is necessary if you are used to learning from someone and not on your own.

There are so many webinars now that there are plenty to choose from, and most of them are available for free. In addition, at the end of some online courses, they open a set of internships at the organisations that created them, so you are able to master some practical skills later on.

For instance, start with YNGO PLUS, a youth organisation that runs informal educational projects for young people. Sometimes they hold webinars on media literacy and critical thinking, so feel free to join them on social media and stay tuned.

Developing critical thinking in today's adolescents involves teaching them how to question information, evaluate sources, and navigate a fast-paced digital world.

Actionable Strategies to Foster Critical Thinking

- **Ask Open-Ended Questions:** Instead of asking questions that require a simple "yes" or "no," ask teens *"What makes you say that?"* or *"What is another way to look at this?"* to trigger deeper analysis.
- **Promote Media and Digital Literacy:** Teach adolescents how to "spot the trick" in online content, advertisements, and social media algorithms. Guide them to check author credentials, look for underlying biases, and cross-reference claims with reliable sources.
- **Encourage Debate and Multi-Perspective Exploration:** Have teens argue both sides of an issue—even a topic they do not personally agree with. This builds intellectual flexibility and helps them understand that complex problems rarely have a single answer.
- **Use Real-World Problem Solving:** Involve adolescents in discussing or tackling actual challenges (such as community issues, environmental impact, or budget planning). Asking *"What happens next if we choose option A versus option B?"* reinforces long-term consequence mapping.
- **Model the Thought Process Out Loud:** Adults and educators can verbalize how they make tough decisions—including how they evaluate conflicting information and admit when they were wrong—providing a tangible roadmap for self-reflection.
- **Incorporate Strategy Games and Puzzles:** Employ chess, logic puzzles, or collaborative strategy games that require planning several steps ahead and adapting when a strategy fails.

Develop critical thinking and don't let fake news flood the world!

TEACHER'S GUIDE:

AI tools by category – what we choose and what we avoid in the classroom

Căpruciu Marinela Mioara

Introduction

This guide organizes the 60 tools from a popular infographic ("The Ultimate List of 60 AI Tools You Need in 2026") into categories and looks at them from a teacher's perspective: what they help us with, how we can use them in class, and which risks must be avoided. Most of the tools on the list are made for marketing, business or content creators, not for schools, so the guide evaluates them with that reservation in mind.

How to read the recommendation levels:

- **Recommended** – used by the teacher, with content verification, useful in many school situations.
- **Use with caution** – useful in specific situations, but with risks related to content, copyright or personal data; usually used by the teacher, not by students.
- **Not recommended in class** – high risk or little school utility.

Summary by category

Category	**Examples from the list**	**Usefulness at school**	**Level**
Chatbot	Claude; Intercom Fin, Botsify	General assistants for lesson design, problems, feedback; Fin and Botsify are for customer support or for building bots	Recommended (general assistants); use with caution (the rest)
Writing	Jasper, Copy.ai, Writesonic, Sudowrite, Rytr	Text drafts, announcements, letters to parents, rewriting exercises	Use with caution
Image	Midjourney, Ideogram, Stable Diffusion,	Illustrations, posters, motivational images	Use with caution

	Leonardo AI, Recraft		
Video	Pictory, Synthesia, Runway, HeyGen, VEED	Short video lessons, avatar explanations, flipped classroom	Use with caution
Voice	ElevenLabs, Murf AI, Descript, Speechify, WellSaid	Reading texts aloud for accessibility, audio materials, foreign languages	Recommended (accessibility); use with caution (voice cloning)
Slides	Slidesgo, Presentations.ai	Lesson presentations, a first draft of a visual aid	Recommended
Productivity	Motion, Taskade, Grammarly	Planning, organization, proofreading of texts	Recommended, without personal data
Agents	ChatGPT Agent, Pi AI, AutoGPT, AgentGPT, Zapier Agents	Automation of the teacher's repetitive tasks	Use with caution; not for students
Coding	GitHub Copilot, Tabnine, Qodo	Computer science: code examples, tests, explanations	Recommended, with rules
SEO	Frase, Alli AI, Page Optimizer, NeuronWriter	Optimizing a school website or blog	Not a priority
Detector	Originality.ai, GPTZero, Copyleaks, Sapling AI	Indications of AI-generated text	Not recommended as proof
Humanizer	(I cannot read the examples in the infographic)	Rewrite AI text so that it is not recognized	Not recommended in class

Writing and Chatbot

Chatbot (Claude, ChatGPT, Gemini and other general assistants)

- **What they do:** they converse, explain, generate texts, problems and lesson plans, give feedback, and check a line of reasoning.
- **In class:** designing a lesson (ERR or 5E), generating problems at different levels, solutions with deliberate mistakes for students to discover, step-by-step hints, assessment rubrics. The same prompt can be given to two chatbots, and students compare the answers.
- **Warning:** they can be confidently wrong, especially in mathematics and with quotations; check every result on paper before it reaches students. Intercom Fin and Botsify are tools for customer support or for building bots and are not designed for school.

Writing (Jasper, Copy.ai, Writesonic, Sudowrite, Rytr)

- **What they do:** they generate marketing texts, articles, stories; Sudowrite is geared toward creative writing.
- **In class:** announcements for the school website, texts for invitations and notices, drafts of letters to parents; in Romanian language class, exercises such as "rewrite in a different register" or "find the weaknesses of the generated text".
- **Warning:** a general chatbot covers largely the same needs, so a separate account is rarely worth it. The generated style is uniform and "advertising-like"; do not ask students to copy it. Students must not submit generated texts as their own work.

Image and Video

Image (Midjourney, Ideogram, Stable Diffusion, Leonardo AI, Recraft)

- **What they do:** they create images, illustrations and logos from a text description; Recraft and Ideogram are known for text in images and vector graphics.
- **In class:** illustrations for stories and history lessons, posters, covers, motivational images; students can compare the written description with the resulting image and discuss what was lost (an exercise in precision of language).

- **Warning:** do not use image generators for exact mathematical or scientific figures (graphs, geometric drawings, diagrams): they are approximate and may contain errors. For these, use GeoGebra or a diagram you make yourself. Check the licence of the images, and avoid real people and content that is inappropriate for students' age.

Video (Pictory, Synthesia, Runway, HeyGen, VEED)

- **What they do:** they turn a text into a video, create avatars that "speak", and edit and subtitle films.
- **In class:** flipped classroom (a 3–5 minute explanation that students watch at home), remedial materials, video chapter summaries, subtitles for accessibility.
- **Warning:** what the avatar says must be checked word by word (misread formulas, numbers, names). Do not create avatars based on a person's face or voice without their written consent, especially students. Inform students that the material is generated.

Voice and Slides

Voice (ElevenLabs, Murf AI, Descript, Speechify, WellSaid)

- **What they do:** they turn text into natural-sounding voice, transcribe and edit audio, and read documents aloud.
- **In class:** accessibility (worksheets read aloud for students with reading difficulties or visual impairments), audio material for revision, pronunciation in foreign languages, school podcasts.
- **Warning:** do not clone a person's voice without consent; check the pronunciation of technical terms and formulas (a mathematical expression read incorrectly can be misleading). The text entered into these tools must not contain personal data.

Slides (Slidesgo, Presentations.ai)

- **What they do:** they generate a presentation from the given topic or text, with a proposed design and structure.

- **In class:** a first draft of a lesson aid, revision presentations, attention-grabbing slides. Students can critique a generated presentation: what is missing, what is wrong, what is not essential.
- **Warning:** generated presentations often have too much text and unverified claims; review every slide. Gamma and Canva (mentioned in your course) do the same thing and fit well into ERR/5E projects.

Productivity, Agents and Coding

Productivity (Motion, Taskade, Grammarly)

- **What they do:** they plan tasks and calendars (Motion, Taskade), and proofread and improve texts (Grammarly).
- **In class:** planning the semester, the task list of the methodological committee, proofreading texts in English or administrative documents.
- **Warning:** these tools store your content; do not enter grades, names or data about students. Grammarly works best for English; check what features it has for Romanian.

Agents (ChatGPT Agent, Pi AI, AutoGPT, AgentGPT, Zapier Agents)

- **What they do:** they carry out multi-step tasks (search, fill in, send messages, connect applications) without you directing every step. Pi AI is more of a personal conversational assistant; AutoGPT and AgentGPT are experimental projects.
- **In class:** only for your own repetitive tasks: sorting forms, document summaries, reminders, automating a report.
- **Warning:** agents act on your behalf, so they can send wrong messages or access accounts. Do not connect them to the grading platform or to the email containing student data. They are not for underage students. Check whether Pi AI is still available and in what form.

Coding (GitHub Copilot, Tabnine, Qodo)

- **What they do:** they autocomplete code, explain snippets, and generate tests.

- **In class (computer science):** students receive generated code containing a bug and debug it; they compare their solution with the assistant's; they first write the algorithm on paper, then check it. For the teacher: generating test sets for problems.
- **Warning:** generated code can be wrong or insecure. The rule "you think first, then check with AI" keeps the student in an active role. Check each tool's terms for the conditions for students and teachers (some offer educational plans; confirm on the website).

SEO, Detector and Humanizer

SEO (Frase, Alli AI, Page Optimizer, NeuronWriter)

- **What they do:** they optimize texts for search engines.
- **In class:** low utility; relevant only if the school has a website or blog that you want to make easier to find.
- **Warning:** they are not a priority for teaching activity.

Detector (Originality.ai, GPTZero, Copyleaks, Sapling AI)

- **What they do:** they estimate how likely it is that a text was generated by AI.
- **In class:** at most as a starting point for a conversation with the student.
- **Warning:** the results are not reliable and can give false positives (a student-written text flagged as "AI") or false negatives. Do not use a detector as proof to accuse or grade a student. Safer options are: asking the student to explain the work orally, to do part of it in class, and to show their drafts. Under the AI Act, AI systems used to evaluate students are subject to closer scrutiny under EU regulations; check the school's rules.

Humanizer

- **What they do:** they rewrite an AI-generated text so that it is not recognized by detectors. I cannot read the names of the examples in the infographic, as they are covered by text.
- **In class:** they do not fit in a project about responsible use, because their purpose is to hide the origin of the text.

- **Warning:** they often come up in discussions about plagiarism; it is useful to know they exist so you can discuss transparency with students. Instead of using them, ask students to declare where and how they used AI.

Tools from the course that are not on the list

The guide and the course activities also mention other tools, closer to a teacher's needs than many on the list of 60:

- **Canva** (Magic Design): posters, worksheets, flashcards, infographics; good for visual materials.
- **Gamma:** presentations generated from a text, with automatic design.
- **MagicSchool:** a platform for teachers, with tools for lesson plans, rubrics and feedback.
- **Quizgecko:** generates tests and quizzes from a text; check every question and answer before giving them to students.

As with the rest, check the current status and terms of use on the official website.

Rules for responsible use

1. **No personal data.** Do not enter students' names, grades, photos or voices into public tools. Anonymize every example.
2. **Age and terms.** Many tools have a minimum age or require parental consent for minors. Read the terms; if the students are minors, the tool is used by the teacher or only under the permitted conditions.
3. **Check everything.** Any generated material is a draft. In mathematics and the sciences, solve and check on paper before giving it to students.
4. **Transparency.** Tell students when and how you used AI, and ask the same of them.
5. **Copyright and voice.** Check the licence of images and texts; do not clone a person's voice or face without written consent.
6. **Detectors are not proof.** Do not grade or accuse a student on the basis of an AI text detector.
7. **The student thinks first.** The rule "paper first, then AI" keeps the student in an active role.

8. **Equal access and a non-AI option.** Not all students have an account or a device. Prepare a version of the task without AI.

9. **School rules.** Check the school's policy and the guidance of the ministry or the county school inspectorate on the use of AI.

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BRIDGING THEORY AND PRACTICE: THE PARAMOUNT IMPORTANCE AND NECESSITY OF ECONOMIC EDUCATION

CROITORU GEORGETA

In an increasingly complex, globally integrated, and data-driven society, economic literacy is no longer a niche requirement reserved solely for corporate executives or financial analysts. Instead, it has emerged as a fundamental life skill and a prerequisite for active citizenship. Within the pre-university and technical education frameworks, studying economic disciplines-ranging from foundational microeconomics and consumer protection to marketing, financial management, and

business ethics-serves a dual purpose: fulfilling an immediate educational necessity and cultivating long-term personal and societal resilience.

1. Defining the Core Distinction: Importance vs. Necessity

To fully appreciate economic education, one must distinguish between its broad **importance** and its immediate **necessity**:

- **The Importance:** Economic education expands intellectual horizons. It provides students with a holistic understanding of how societies allocate scarce resources, how global supply chains operate, and how fiscal policies influence national stability. It fosters critical thinking, analytical reasoning, and strategic decision-making.
- **The Necessity:** In daily life, economic decisions are unavoidable. Every individual-regardless of their career path-must manage personal budgets, evaluate consumer credit, navigate contractual terms, decode market signals, and safeguard their rights against deceptive commercial practices. Economic knowledge is therefore a practical necessity for daily survival and independence.

2. Key Pillars of Secondary Economic Education

The study of economic disciplines in pre-university education bridges academic concepts with practical life applications across several vital areas:

A. Consumer Empowerment and Legal Protection

Understanding market mechanics requires a thorough grounding in consumer rights. Educating students on regulatory frameworks (such as warranty laws, 14-day online return periods, and data protection regulations like GDPR) transforms passive buyers into vigilant, informed consumers. Furthermore, in an era dominated by e-commerce, recognizing manipulative user interfaces-such as *Dark Patterns* (false urgency timers, hidden fees, or trick questions)-is an indispensable protective skill.

B. Financial Literacy and Risk Management

Evaluating financial instruments is one of the most critical practical applications of economic education. Students learn to look beyond nominal interest rates and analyze comprehensive metrics like the **Effective Annual Percentage Rate (EAPR / DAE)**:

$$\mathbf{DAE = (1 + i/n)^n - 1}$$

Understanding how compound interest, hidden fees, and inflation erode purchasing power prevents young adults from falling into predatory debt traps and encourages prudent wealth management.

C. Entrepreneurial Mindset and Business Ethics

Economic disciplines instill an entrepreneurial spirit by teaching market research, supply and demand dynamics, product positioning, and ethical communication. Students learn that long-term business sustainability relies not merely on short-term profitability, but on maintaining consumer trust, ensuring product safety, and respecting corporate social responsibility.

3. Practical Integration and Experiential Pedagogies

The true value of economic instruction is realized when abstract theories are transformed into practical experiences. Modern vocational and general secondary education utilizes active, non-formal teaching methodologies to embed these competencies:

Pedagogical Approach	**Practical Implementation**	**Student Skill Developed**
Simulated Enterprises / Smart Labs	Running virtual businesses, managing mock e-commerce	Technical proficiency, financial reconciliation, and operational agility.

Pedagogical Approach	Practical Implementation	Student Skill Developed
	stores, and processing digital transactions.	
Case Studies & Role-Playing	Analyzing real-world commercial disputes, evaluating label compliance, or simulating contract negotiations.	Problem-solving, legal reasoning, and assertive communication.
Experiential Fact-Checking	Scanning products for food safety traceability, calculating unit prices, and verifying commercial claims.	Critical consumer judgment and analytical vigilance.

4. Societal and Economic Impact

On a macro level, integrating robust economic education into pre-university curricula generates widespread societal benefits:

1. **Enhanced Workforce Readiness:** Vocational and technical students graduate with job-ready skills tailored to market demands, reducing the transition time between education and employment.
2. **Economic Resilience:** A financially literate population makes informed borrowing, saving, and investing decisions, stabilizing local economies and mitigating systemic financial crises.

3. **Fostering Innovation:** Understanding market gaps and consumer behavior encourages young innovators to launch sustainable startups, driving local employment and regional development.

5. Conclusion

The study of economic disciplines stands at the intersection of academic rigor and practical survival. While its **importance** lies in shaping analytical, informed citizens capable of understanding global market forces, its **necessity** is proven daily in the choices individuals make-from signing an employment contract to securing a loan or defending consumer rights online. By prioritizing experiential learning, digital integration, and ethical business frameworks, pre-university education empowers the next generation to navigate an uncertain economic future with confidence, competence, and integrity.

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Best Practices in Vocational Student Training Through Internships in European Projects

CROITORU GEORGETA

FIELD: Vocational Education and Training (VET) / European Educational Projects

1. INTRODUCTION

Vocational Education and Training (VET) across Europe is experiencing a transformative evolution, driven by the need to align educational outcomes with international labor market standards and technological advancements. Within this framework, **European mobility projects—primarily funded through the Erasmus+ program**—serve as a vital catalyst for institutional modernization and pedagogical innovation.

Work-based learning and international internships provide secondary VET students with immersive professional experiences that extend far beyond classroom instruction. By conducting practical training within European companies, students acquire technical expertise, language fluency, and intercultural competencies. This paper examines key best practices in planning, implementing, and evaluating European internship projects to highlight their role in elevating the quality of VET pathways.

2. CONCEPTUAL AND REGULATORY FRAMEWORK

European VET internships are anchored in established quality control mechanisms and credit transfer systems recognized across the European Union.

Core Foundation Pillars:

- **Learning Outcomes Architecture:** Internships are structured around predefined Units of Learning Outcomes (*knowledge, skills, and autonomy/responsibility*), ensuring objective assessment and academic transferability.
- **ECVET and Europass Recognition:** Competencies acquired abroad are validated and documented through the *Europass Mobility Certificate*, offering clear proof of international professional experience.
- **Public-Private Transnational Partnerships:** Strong cooperation between the sending VET school, intermediate host organizations, and receiving companies ensures alignment between training goals and workplace realities.

3. EXEMPLARY BEST PRACTICES IN EUROPEAN VET INTERNSHIPS

A. Transparent and Competence-Based Student Selection

- **Sub-optimal Approach:** Selecting participants solely based on overall academic grades or subjective teacher nominations.
- **European Best Practice:** Implementing a multidimensional selection procedure based on a **professional portfolio**, a simulated job interview (conducted in the target foreign language), and practical skills demonstrations. Evaluating motivation, adaptability, and teamwork ensures high engagement and success rates during the mobility.

B. Comprehensive Pre-Departure Preparation

- **Sub-optimal Approach:** Dispatching students abroad with minimal linguistic or cultural briefing.
- **European Best Practice:** Conducting structured pre-departure training modules encompassing technical terminology in the foreign language, health and safety regulations at work, digital tools, and intercultural awareness workshops to mitigate culture shock.

C. Continuous Monitoring and Mentoring

- **Sub-optimal Approach:** Entrusting student supervision entirely to the host company without ongoing institutional oversight.
- **European Best Practice:** Appointing dedicated tutors from both the host enterprise and the sending VET institution. Utilizing digital logbooks (*online training diaries*) and weekly feedback sessions allows supervisors to monitor skill acquisition in real time and address learning gaps proactively.

D. Systemic Dissemination and Knowledge Transfer

- **Sub-optimal Approach:** Archiving mobility reports without integrating the acquired practices into the school’s daily curriculum.
- **European Best Practice:** Organizing post-mobility dissemination events where returning students act as "peer mentors." Beneficiaries showcase advanced techniques, software, or customer service standards observed abroad to their classmates and local business partners.

4. MULTI-LEVEL IMPACT OF INTERNATIONAL INTERNSHIPS

Impact Dimension	Practical Outcomes of European Mobilities
Professional Competencies	Direct hands-on experience with cutting-edge equipment, modern software, and industry standards.
Transversal Skills	Increased self-reliance, adaptability, cross-cultural teamwork, and confident communication in foreign languages.
Graduate Employability	Europass Mobility holders gain a significant competitive edge, being perceived by employers as proactive and job-ready.
Institutional Development	Upgrading teaching methodologies, strengthening ties with international businesses, and fostering an open, European school ethos.

5. CONCLUSION

Implementing best practices in European internship projects demonstrates that international mobility is a highly effective driver of VET reform. By bridging theoretical education with practical application in European enterprises, VET institutions empower students with both specialized technical skills and essential global mindsets. Sustained success relies on rigorous project management, strong transnational partnerships, and the continuous commitment of educators to embed these international standards into their everyday teaching practices.

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THE VITAL ROLE OF SOCIAL EDUCATION IN PRE-UNIVERSITY SCHOOLING

MOICEANU IZABELLA-MARIA

In an increasingly complex, digitalized, and interconnected global society, education can no longer be limited to the acquisition of traditional academic concepts. While mathematics, sciences, and literacy form the foundational baseline of formal education, **Social Education** serves as the essential bridge connecting classroom knowledge with real-world citizenship, emotional intelligence, and democratic engagement. Within the pre-university framework-spanning primary, lower secondary, and upper secondary education-social education plays a transformative role in shaping well-rounded, responsible, and empathetic individuals.

1. Fostering Civic Responsibility and Democratic Values

At its core, social education introduces young learners to the principles that govern a healthy, equitable society. By learning about human rights, the rights of the

child, non-discrimination, and rule of law, students transition from passive observers to active citizens.

Understanding rights and responsibilities from a young age empowers students to:

- **Exercise Active Citizenship:** Comprehend how democratic institutions work and appreciate the value of voting, community involvement, and constructive dialogue.
- **Uphold Human Dignity:** Recognize diversity, promote inclusion, and actively oppose marginalization, racism, and discrimination within their peer groups and broader communities.
- **Practice Environmental and Financial Stewardship:** Understand how individual consumption, civic duties, and economic choices directly impact environmental sustainability and social equity.

2. Developing Critical Thinking and Digital Literacy

In the modern digital era, pre-university students are exposed to an unprecedented volume of information. Without proper guidance, young minds are particularly vulnerable to misinformation, echo chambers, and online manipulation.

Social education equips students with the critical tools necessary to navigate this landscape:

- **Media Literacy & Fact-Checking:** Students learn to evaluate information sources critically, identify biased narratives, and distinguish verified facts from misleading claims or *fake news*.
- **Ethical Digital Citizenship:** By exploring topic areas like digital rights, privacy (GDPR principles), and online ethics, social education teaches students to communicate responsibly, preventing cyberbullying and protecting online security.
- **Deconstructing Commercial Manipulations:** Students learn to recognize unethical marketing practices and deceptive user interfaces (*Dark Patterns*), transforming them into conscious, critical consumers.

3. Cultivating Emotional Intelligence and Conflict Resolution

Academic success is deeply intertwined with emotional well-being and social stability. Pre-university education represents a crucial developmental stage where personality, self-esteem, and interpersonal habits are formed.

Through experiential learning techniques—such as role-playing, debates, and group simulations-social education addresses key socio-emotional skills:

- **Empathy and Perspective-Taking:** Stepping into the shoes of others allows students to develop emotional maturity and tolerance.
- **Constructive Conflict Resolution:** Students learn to negotiate, manage disagreements peacefully, and communicate assertively without resorting to verbal or physical aggression.
- **Teamwork and Collaboration:** Interactive social activities teach students how to cooperate toward common goals, respecting different skill sets and viewpoints.

4. Bridging the Gap Between School and Real Life

One of the primary challenges in contemporary pedagogy is keeping students engaged by demonstrating the real-world relevance of what they learn. Social education directly addresses this challenge by grounding classroom activities in daily life scenarios.

Dimension	**Practical Classroom Integration**	**Impact on Pre-University Students**
Consumer Rights	Analyzing real-world case studies, product return policies, and contractual terms.	Empowers students to make safe, informed purchasing decisions.
Financial Literacy	Simulating personal/family budgets, credit scenarios, and savings plans.	Prevents impulsive debt habits and encourages long-term financial planning.

Dimension	Practical Classroom Integration	Impact on Pre-University Students
Community Action	Designing mini-projects, volunteering initiatives, or environmental campaigns.	Instills a sense of agency, demonstrating that young people can effect positive local change.

5. CONCLUSION

Social education in pre-university schooling is not merely an auxiliary subject; it is the cornerstone of modern educational reform. By equipping students with democratic awareness, critical thinking, emotional resilience, and practical life skills, social education prepares young people to face 21st-century challenges with confidence and integrity. Investing in quality social education means investing in a more cohesive, resilient, and humane society-where knowledge is paired with social responsibility for the common good.

Curriculum Reform and Digitalization in Pre-University Education

MOICEANU IZABELLA-MARIA

FIELD: Educational Sciences / School Management & Curriculum Development

1. INTRODUCTION

Pre-university education across Europe and globally is undergoing a profound structural transformation driven by rapid technological advancements, evolving labor market demands, and the imperative to foster lifelong learning skills. Within this dynamic context, **curriculum reform and digitalization** are no longer complementary options, but rather fundamental pillars for modernizing educational systems.

Shifting away from traditional, rote-learning models, contemporary educational policies emphasize competence-based frameworks, critical thinking, and digital fluency. This paper explores the synergy between comprehensive curriculum restructuring and the strategic integration of digital technologies in pre-university education, examining their impact on teaching methodologies, student outcomes, and institutional governance.

2. THE PARADIGM SHIFT IN CURRICULUM REFORM

Modern curriculum reform is characterized by a transition from content-heavy syllabi to a flexible, **learning-outcomes-based architecture**.

Key Principles of Modern Curricula:

- **Competence-Based Approach:** Curricula are structured around defined learning outcomes—integrating knowledge, skills, and autonomy/responsibility—ensuring that students acquire transferable competencies applicable to real-world scenarios.
- **Interdisciplinarity and Flexibility:** Breaking down rigid disciplinary silos, modern programs encourage cross-curricular connections (e.g., merging STEM education with economic literacy and civic responsibility).
- **Local and Regional Responsiveness:** Empowering educational institutions to adapt a portion of the curriculum to local socio-economic realities and community needs through specialized elective modules and partnerships.

3. DIGITALIZATION AS A CATALYST FOR EDUCATIONAL INNOVATION

Digitalization in pre-university education extends far beyond the mere acquisition of hardware or the digitization of textbooks. It entails a systemic pedagogical transformation that redefines how learning environments operate.

Core Dimensions of Educational Digitalization:

1. **Smart Learning Environments and Virtual Simulations:**

Integration of interactive digital platforms, virtual laboratories, and simulation software that enable experiential learning, particularly in technical, scientific, and economic disciplines.

2. **Formative Assessment and Data-Driven Feedback:**

   Digital assessment tools provide immediate diagnostics, allowing teachers to identify learning gaps in real time and tailor remediation strategies to individual student needs.

3. **Digital Citizenship and Information Literacy:**

   Preparing students to navigate the digital landscape safely, critically evaluate online sources, recognize disinformation (*fake news*), and understand digital rights and data protection (e.g., GDPR principles).

4. CHALLENGES AND STRATEGIC SOLUTIONS

Challenges in Implementation	Strategic Solutions & Opportunities
Digital Divide: Disparities in infrastructure and internet access between urban and rural schools.	Targeted national and European funding (e.g., post-pandemic recovery funds) for technological equity and infrastructure upgrading.
Teacher Professional Development: Resistance to change and varying levels of digital literacy among educators.	Continuous, practice-oriented in-service training programs focused on pedagogical integration of digital tools rather than technical skills alone.
Pace of Technological Change: Curricula becoming obsolete faster than official revision cycles permit.	Creating flexible, modular curricular frameworks that can be updated rapidly in collaboration with industry and tech experts.

5. CONCLUSION

Curriculum reform and digitalization represent two interdependent vectors shaping the future of pre-university education. While curriculum reform defines *what* competencies are necessary for modern citizenship and employability, digitalization provides the dynamic tools and environments required to cultivate them effectively. Successful implementation relies on strategic foresight, continuous professional support for teachers, and a commitment to inclusive, high-quality education that bridges traditional academic rigor with 21st-century realities.

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The Practice Firm (Simulated Enterprise): A Bridge to the Labor Market

TOTÎLCĂ ADRIANA

DRĂGOI ANA - MARIA

FIELD: **Vocational and Technical Education (VET) / Business & Economic Studies**

1. INTRODUCTION

Modern Vocational and Technical Education (VET) faces a continuous challenge: ensuring that academic instruction translates directly into practical employability. In economic and business education, traditional theoretical lectures are often insufficient to equip students with the dynamic, real-world skills required by modern enterprises.

To bridge this gap between theory and practice, the **Practice Firm (*Firma de Exerciţiu*)** methodology has emerged as one of the most effective pedagogical tools in pre-university vocational schooling. Operating as a simulated, interactive learning environment, the Practice Firm mirrors real business operations, enabling students to develop essential technical competencies, financial acumen, and soft skills before entering the labor market.

2. THE CONCEPT AND METHODOLOGICAL FRAMEWORK OF THE PRACTICE FIRM

A Practice Firm is a simulated company run by students under the supervision of a teacher/facilitator. Although no real money or physical goods are exchanged, the firm operates according to authentic market mechanisms, legal frameworks, and business procedures.

Core Operational Pillars:

- **Interdepartmental Structure:** Students are assigned roles across standard corporate departments (Human Resources, Accounting, Marketing,

Purchasing, Sales, and Logistics), exposing them to the holistic workflow of an enterprise.

- **Simulated Business Network:** Practice Firms trade with other simulated enterprises at national and international levels through specialized practice firm networks and virtual platforms.
- **Real-world Documentation:** Students prepare real administrative and financial documents, including business plans, job descriptions, purchase orders, invoices, bank transfers, and marketing campaigns.

3. LINKING PEDAGOGY TO THE LABOR MARKET

The Practice Firm serves as an active bridge to the professional workforce by shifting the educational focus from passive learning to experiential practice.

A. Developing Technical and Functional Skills

Working in a Practice Firm allows students to apply theoretical knowledge from subjects like accounting, marketing, and commercial law to realistic scenarios:

- **Financial & Accounting Management:** Calculating unit costs, managing mock budgets, understanding taxation, and analyzing key financial indicators like the Effective Annual Percentage Rate (**EAPR / DAE**) in credit simulations.
- **Marketing & Digital Commerce:** Designing promotional materials, conducting market research, and identifying ethical vs. unethical practices—such as recognizing online manipulative user interfaces (*Dark Patterns*) and ensuring compliance with data privacy standards (GDPR).
- **Administrative Compliance:** Drafting contracts, managing personnel files, and implementing consumer protection guidelines in line with current legislation.

B. Cultivating Transversal (Soft) Skills

Employers increasingly prioritize transversal competencies alongside technical knowledge. The Practice Firm environment naturally fosters:

- **Teamwork & Leadership:** Collaborative problem-solving within departments and interdepartmental coordination.
- **Assertive Communication & Negotiation:** Conducting business correspondence, negotiating with suppliers, and pitching to prospective clients.
- **Critical Thinking & Problem Solving:** Resolving operational bottlenecks, handling simulated customer complaints, and adapting to shifting market conditions.

4. IMPACT AND COMPARATIVE ADVANTAGES

Dimension	**Traditional Classroom Instruction**	**Practice Firm (Firma de Exercițiu)**
Student Role	Passive listener / Information recipient	Active employee / Decision maker
Teacher Role	Primary lecturer / Evaluator	Facilitator, mentor, and consultant
Assessment	Written exams and theoretical tests	Competency-based, portfolio, and performance evaluations
Workforce Readiness	High theoretical understanding; low practical agility	High operational agility, familiarity with corporate workflows, and confidence

5. CONCLUSION

The Practice Firm is far more than an interactive classroom exercise; it is a strategic bridge that connects secondary vocational education with the demands of the modern labor market. By replicating authentic corporate structures and market dynamics, it empowers students to transition seamlessly from school to work as confident, skilled, and business-literate professionals. Investing in practice-firm networks, digital tools, and mentor training ensures that pre-university technical

education remains dynamic, relevant, and aligned with international economic standards.

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Curriculum Reform and Digitalization in Pre-University Vocational and Technical Education

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FIELD: Vocational and Technical Education (VET) / Educational Management & Curriculum Development

1. INTRODUCTION

Pre-University Vocational and Technical Education (VET) is undergoing a major structural transformation driven by green and digital economic transitions, as well as updated national educational frameworks. Within this evolving ecosystem, aligning technological curricula with modern labor market demands is no longer merely a pedagogical goal, but a core institutional necessity.

Curriculum reform in technical secondary education aims to shift learning paradigms from static content acquisition toward a **learning-outcomes model (knowledge, practical skills, and autonomy/responsibility)**. In parallel, digitalization is reconfiguring traditional learning environments by introducing interactive tools, Open Educational Resources (OER), and smart laboratories (*Smart Labs*) to train future technicians and specialists.

2. THE CURRICULAR RESTRUCTURING IN TECHNICAL EDUCATION

The curricular reform in technical high schools and vocational institutions is anchored in updated Professional Training Standards (*Standarde de Pregătire Profesională - SPP*) and national frameworks.

Key Principles of Technical Curricular Reform:

- **Competence and Outcome-Based Focus:** Curricula are structured around *Units of Learning Outcomes (ULO / URÎ)*, facilitating objective formative assessments and standardized professional certification.
- **Flexibility via Locally Developed Curriculum (CDL):** Schools maintain autonomy to design CDL modules in direct partnership with local economic partners, tailoring educational offers to regional workforce requirements.
- **Work-Based Learning (WBL) Integration:** On-the-job practical training and internships conducted at partner companies serve as the central pillar of student qualification.

3. DIGITALIZATION AS A VECTOR OF TECHNICAL INSTRUCTION

Digitalization in technical education extends beyond acquiring hardware; it represents the pedagogical integration of technology into teaching, learning, and assessment.

Practical Dimensions of Digitalization in Technical Disciplines:

1. **Smart Labs and Virtual Simulations:**

   Utilizing economic simulators, e-commerce platforms, accounting software, and interactive tools for real-world business scenario testing (e.g., verifying labels, analyzing barcodes, utilizing Online Dispute Resolution platforms, and managing commercial transactions).

2. **Digital Assessment and Rapid Feedback:**

   Implementing digital diagnostic tools using objective and semi-objective item types. Immediate data feedback allows educators to identify learning gaps and calibrate individualized learning pathways.

3. **Identifying Digital Commercial Practices (*Dark Patterns* & GDPR):**

   In services and commerce modules, digital instruction equips students to identify manipulative user interfaces (*Dark Patterns* such as fake urgency timers or forced recurring fees) and adhere to European data protection standards (GDPR).

4. CHALLENGES AND STRATEGIC OPPORTUNITIES

Challenges in Implementation	**Strategic Opportunities & Solutions**
Rapid technological turnover in industry versus national curriculum updating cycles.	Annual revision of Locally Developed Curriculum (CDL) modules in partnership with local enterprises.

Challenges in Implementation	Strategic Opportunities & Solutions
Continuous professional development needs for teachers in advanced digital skills.	Active participation in continuous training programs and European mobility partnerships (Erasmus+).
Infrastructure disparities between urban and rural technical institutions.	Targeted funding via national recovery frameworks (PNRR) for equipping technical laboratories and workshops.

5. CONCLUSION

Curriculum reform and digitalization are complementary processes redefining pre-university technical education. Digitalization provides the tools necessary to deliver a dynamic, competence-based curriculum, linking classroom instruction directly to modern economic standards. Strategic planning, teacher facilitation, and strong partnerships with business environments remain essential for successful implementation.

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The First Day of an Erasmus+ Work Placement
PREPARING BUSINESS STUDENTS TO COMMUNICATE IN ENGLISH

Claudia Vasilică

On the first day at the host company, a student may understand that they need to fill in an order form and still be unsure about one detail. Does the deadline refer to sending the form or delivering the goods? A quick question to the mentor can prevent an error on the form. This scenario is the starting point for a language preparation activity I propose for business students about to take part in an Erasmus+ work placement.

The activity is designed for a single English lesson with Year 10 students working at approximately B1–B2 level. Students simulate a meeting with their workplace mentor, complete an order form based on the instructions they receive and write an end-of-day email. The form is partially completed so that students have a concrete reason to ask for information.

Keywords Erasmus+, English for business students, work placement, role-play.

Language Preparation Before the Placement

The Erasmus Quality Standards call for participants to be prepared for the practical, professional and cultural aspects of their stay and to receive language support suited to their needs (European Commission, 2020, Section IV). For business students, one practical way to prepare is to practise what to say when they are given an office task and need more information.

I chose an order form because students may recognise this type of document from their vocational classes. The challenge comes when they have to connect what they hear with what they write down. For example, delivery may be scheduled for a particular date while the draft form is due that same day. If students confuse the two,

the error shows up on the form and gives the teacher a concrete point to address in feedback.

The Companion Volume of the Common European Framework of Reference for Languages includes asking for clarification among its interaction strategies. At B1, learners can ask for details or further explanation. At B2, they can ask follow-up questions to check the meaning of a message or resolve an ambiguity (Council of Europe, 2020, p. 89). In the simulation, students use these strategies when they ask for the delivery date and check when the form is due.

Learning Objectives
By the end of the lesson, students should be able to introduce themselves briefly in a professional setting, ask a precise question, restate an instruction in their own words and leave their mentor a written message that explains the status of the task and the next step.

The final eight minutes are for peer review. The student who played the mentor checks the form against the mentor slip. They then read the email and identify which information they could use straight away and which detail needs to be clearer. Each student revises one entry on the form or one sentence in the email.Model Dialogue and Email for Class Discussion

The examples below use the details from Version A. The teacher can share them after the simulation so that students can compare their own wording with a possible response.

First Day Dialogue

Mentor Good morning. I'm Alex, your mentor. Your first task is to prepare the order form for River Lane Café. Please email me the draft by 3 p.m. today.

Trainee Good morning. I'm Mara. I study business at school, and I've practised filling in order forms. Could you confirm the delivery date, please?

Mentor The delivery is scheduled for 18 March. We're still waiting for the customer to confirm the address.

Trainee Just to check, should I email you the draft by 3 p.m. even if the address is still pending?

Mentor Yes, please. Mark the address as pending in the draft and ask me for it in your end-of-day email.

The question about the delivery date elicits new information. The second question confirms an instruction the mentor has already given and clarifies what to do if the address is still unknown. After reading the dialogue, students can locate the two deadlines on the form and explain why they need to record them separately.

Model Email to the Mentor

Subject River Lane Café order draft

Dear Alex,

I emailed you the draft order form this afternoon. I entered the customer name, the quantity of 12 desk organisers and the delivery date of 18 March. The delivery

address is still marked as pending. Could you please confirm the address when you have it? Once I receive it, I'll update the form and send you the final version.

Kind regards,
Mara

The message lets the mentor identify the order straight away and see which information they need to provide. As part of the review, the teacher can ask students to compare the model subject line with a more general one such as "Order form" and discuss when including the customer's name makes a difference.Assessment and Adaptation for Work Placements

Feedback focuses on what the mentor can do with the information they receive. The teacher can share the following criteria before the simulation and use them afterwards for a brief self-assessment.

Professional introduction. The student says what they study and mentions a skill relevant to the task.

Clarification and confirmation. The student asks for the delivery date and checks aloud when the draft is due.

Order form. The student distinguishes between the delivery date and the deadline for the draft, records both accurately and marks the address as pending.

Email. The message identifies the document, reports the status of the task, asks for the address and specifies the next step.

Feedback can identify one change the student can make immediately. For example, "You've got the delivery date right. In the last field, add the time you'll send the draft." If an email simply says "I need more information," the teacher can ask the student to identify the missing detail and rewrite the request as a question.

Differentiated Support

For students who are hesitant to speak, the teacher can provide three sentence starters and allow a minute to rehearse before the dialogue. For students who handle the conversation easily, the mentor can announce a change in the quantity ordered. The trainee confirms the figure, updates the order form and mentions the change in the email.

Using the Simulation Before Departure

If the host organisation has shared details of the work students will do, the teacher can choose a document similar to the ones they will use. For a retail placement, the same simulation could begin with checking a delivery. For an office placement, it could involve arranging a meeting. In either setting, students practise a response they may need on the first day. They ask for the missing detail, confirm the instruction and make a note of what they need to do.

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YOUR FIRST DAY AT THE HOST COMPANY

Work in pairs. Follow the instructions for your role. In round one, use Version A. Then swap roles and use Version B.

Role Card for the Trainee

Introduce yourself. Say what you study and name one skill you can use at work. Ask for the delivery date and check when you should email the draft. Mark the delivery address as pending if your mentor cannot confirm it.

Role Card for the Mentor

Welcome the trainee and ask them to prepare the order form. Say when you need the draft. Give the delivery date only when asked. The delivery address is still unconfirmed. Ask the trainee to request it in their end-of-day email.

Order Form

Field	Version A	Version B
Customer	River Lane Café	Maple Corner Bookshop
Product and quantity	12 desk organisers	20 display stands
Delivery date		
Delivery address		
Next step and deadline		

Useful Expressions

I study business at school, and I've practised filling in order forms.
Could you confirm the delivery date, please?
Just to check, should I email you the draft by …?
I've filled in the order details. Could you confirm the delivery address?

End-of-Day Email

Write 50–70 words to your mentor about the order you handled as the trainee. Include a subject line, say what you completed, ask for the delivery address and explain what you will do once you have it.

Mentor Slips

Teacher copy. Cut out the two lines and hand each slip to the mentor for the relevant round.

Version A Delivery date – 18 March. Draft due by 3 p.m. today.

Version B Delivery date – 21 March. Draft due by noon tod

BRIDGING CULTURES: THE EVOLUTION AND IMPACT OF YOUTH COMMUNICATION IN ERASMUS+ PROJECTS

In an increasingly interconnected global landscape, communication serves as the fundamental currency of cross-border collaboration. Within the framework of the European Union's **Erasmus+ program**, communication extends far beyond the mechanical exchange of words. For young participants in VET mobilities, youth exchanges, and international internships, engaging in an Erasmus+ project offers a transformative environment where communication becomes a tool for personal empowerment, intercultural empathy, and professional growth.

1. Navigating Linguistic Diversity: From Anxiety to Fluency

One of the initial challenges faced by young participants in European mobility projects is overcoming the language barrier. While English frequently serves as the primary *lingua franca*, participants rarely share a uniform level of language proficiency.

- **Overcoming the "Fear of Making Mistakes":** The informal, immersive nature of Erasmus+ activities breaks down traditional classroom inhibitions. Youth learn that functional communication prioritizes mutual understanding and clarity over perfect grammatical syntax.
- **Expanding Technical and Vocational Lexicons:** For VET students undergoing practical training abroad, communication includes acquiring specialized, industry-specific terminology in foreign languages—ranging from economic metrics to technical terms in marketing, logistics, or engineering.
- **Multilingual Flexibility:** Daily interactions in a multicultural cohort naturally encourage participants to pick up basic phrases in the host country's language and fellow participants' native tongues, building multilingual agility and respect for linguistic diversity.

2. Developing Non-Verbal and Intercultural Intelligence

Communication is deeply rooted in cultural context. In an Erasmus+ project, where youth from diverse socio-cultural backgrounds live and work together, non-verbal cues and cultural nuances play a central role.

- **Decoding Non-Verbal Cues:** Body language, facial expressions, eye contact, and physical proximity vary significantly across European cultures. Young people learn to interpret these non-verbal signals accurately, reducing misunderstandings.
- **Cultivating Active Listening and Empathy:** Working in international teams demands heightened active listening. Participants learn to suspend judgment, listen with intent, and validate different perspectives-foundational skills for emotional intelligence and intercultural dialogue.
- **Adapting Communication Styles:** Youth naturally develop behavioral flexibility, learning when to adopt an assertive, direct tone in collaborative tasks and when to employ softer, indirect approaches to maintain group harmony.

3. Digital Communication and Modern Media Practices

Erasmus+ projects are deeply intertwined with 21st-century digital realities. Young participants leverage modern communication channels to document their progress, collaborate remotely, and share project outcomes.

Digital Communication Dimension	**Practical Implementation**	**Skill Developed**
Collaborative Remote Work	Utilizing shared workspaces, cloud tools, and project management applications.	Digital teamwork and asynchronous communication efficiency.
Social Media & Content Creation	Creating vlogs, podcasts, and digital stories to	Creative storytelling, media literacy, and

Digital Communication Dimension	Practical Implementation	Skill Developed
	document mobility experiences.	target audience awareness.
Data Ethics & Digital Safety	Respecting privacy guidelines (GDPR) and practicing responsible online engagement.	Digital citizenship and ethical online communication.

4. Building Transversal Skills for Future Employability

The communication dynamic established during an Erasmus+ mobility mirrors the requirements of the modern international workplace. Employers value returnees not only for their technical know-how, but primarily for their soft skills.

1. **Assertiveness and Conflict Resolution:** Living and completing project deliverables with international peers inevitable presents minor conflicts. Learning to negotiate solutions constructively fosters maturity and workplace readiness.
2. **Public Speaking and Presentation Agility:** Dissemination workshops, mid-term reviews, and final project showcases require participants to present their achievements confidently in front of diverse audiences.
3. **Professional Networking:** Youth build lasting international networks, discovering how to maintain professional connections across borders via platforms like LinkedIn or European youth networks.

5. Conclusion

Communication within Erasmus+ projects represents a micro-model of European integration in action. By stepping out of their comfort zones, young people transform linguistic diversity from a potential barrier into a catalyst for connection. Through active listening, digital collaboration, and intercultural empathy,

participants do not merely learn how to speak a foreign language-they learn how to connect, collaborate, and thrive in an inclusive, globalized world.

THE PIVOTAL ROLE OF READING IN YOUTH DEVELOPMENT

TOTÎLCĂ MARIA-LELIA

In an era characterized by rapid technological advancement, short-form digital media, and constant connectivity, the traditional act of reading often faces fierce competition for the attention of young people. However, far from being an obsolete pastime, **reading remains a fundamental engine of intellectual, emotional, and social development** for youth. Within both pre-university education and personal growth, cultivating a sustained habit of reading is not merely an academic advantage—it is a vital life skill that shapes cognitive architecture, emotional resilience, and civic engagement.

1. Cognitive Fortification and Intellectual Growth

The cognitive benefits of reading during formative years are profound and well-documented. Unlike passive consumption of visual media, reading requires active mental engagement, forcing the brain to process, decipher, and contextualize complex abstract symbols.

- **Vocabulary Expansion and Linguistic Fluency:** Continuous exposure to diverse literary genres enriches a young person's lexicon, sharpening both written and verbal expression. This linguistic precision enables clearer self-articulation and enhances academic performance across all disciplines.
- **Focus, Attention Span, and Mental Discipline:** In a world dominated by instant gratification and fragmented digital streams, long-form reading acts as cognitive weight training. It builds sustained attention, improves working memory, and develops the mental stamina required for deep analytical work.
- **Critical Thinking and Problem-Solving:** Engaging with narrative arcs, non-fiction arguments, or philosophical essays forces young readers to

analyze cause-and-effect relationships, question assumptions, and evaluate evidence—foundational elements of critical thinking.

2. Emotional Intelligence and Empathy

Beyond cognitive gains, reading plays a transformative role in nurturing emotional maturity. Literature serves as a psychological mirror and a window into human experience.

- **Perspective-Taking and Empathy:** When reading fiction, young individuals step into the shoes of characters from vastly different backgrounds, cultures, historical eras, or life circumstances. This immersion fosters deep empathy, teaching youth to navigate complex human emotions and respect diverse viewpoints.
- **Stress Reduction and Emotional Regulation:** Immersing oneself in a compelling book offers a healthy mechanism for stress relief. It allows young readers to step away from daily pressures, process their own internal anxieties through relatable narratives, and build emotional resilience.

3. Fostering Imagination and Creative Vision

Imagination is the catalyst for innovation, artistic expression, and problem-solving in adulthood. Reading provides the raw material for creative thought by prompting the mind to build vivid mental imagery, imagine alternate outcomes, and explore hypothetical worlds.

- **Unlocking Creative Potential:** Unlike film or video, where visual elements are predetermined, reading requires the mind to construct scenes, voices, and emotions independently, sharpening creative visualization.
- **Cultivating Intellectual Curiosity:** A single book can ignite a lifelong passion for science, history, business, or the arts, guiding career choices and encouraging continuous, self-directed learning.

4. Bridging Educational Methodologies and Youth Engagement

To ensure that reading does not become a burdensome obligation, educators and mentors utilize modern, active strategies to integrate reading into daily life:

Strategy	Practical Implementation	Youth Impact
Interactive Book Clubs & Debates	Organizing collaborative discussions around contemporary youth themes or classic literature.	Enhances peer interaction, public speaking, and argumentation skills.
Cross-Curricular Reading	Integrating historical novels, scientific biographies, and economic case studies into core subjects.	Demonstrates the real-world interconnectedness of knowledge.
Digital & Accessible Libraries	Utilizing audiobooks, e-readers, and open-access digital repositories alongside physical texts.	Accommodates diverse learning styles and makes literature accessible everywhere.

5. Conclusion

Reading is the cornerstone upon which personal autonomy, intellectual depth, and social consciousness are built. As young people navigate an increasingly complex global landscape, the ability to read deeply, think critically, and empathize genuinely will define their success and well-being. By nurturing a love for reading-both in the classroom and at home-society equips its youth with an enduring light to navigate the challenges, opportunities, and responsibilities of the 21st century.

Supporting Seniors During an Erasmus+ Mobility in Antalya: A Journey Towards Active and Healthy Ageing



Ana - Maria Drăgoi

An Erasmus+ mobility in Antalya, Turkey, brought together senior participants for five days of learning, physical activity, cultural exchange and social connection. Organised by Branart Cultural Association, the programme promoted active and healthy ageing through inclusive educational activities and international cooperation.

As an accompanying person, I had the opportunity to support a group of older adults during this Erasmus+ mobility, organised under project number **2026-1-RO01-KA121-ADU-000416296**.

The activities were hosted by **Güre Healthy and Natural Life Association** in Antalya, Turkey, with a focus on well-being, lifelong learning and active ageing.

My main responsibility was to ensure that every participant could engage fully, comfortably and safely in the programme, regardless of age, physical abilities, health conditions or previous experience.

Throughout the five days, the participants took part in wellness sessions, educational workshops, adapted physical activities, nature walks and cultural visits.

The programme also reflected four important Erasmus+ priorities: **inclusion and diversity, digital transformation, environmental sustainability and international cooperation.**

A Welcoming and Inclusive Start to the Erasmus+ Mobility

The first day focused on creating a welcoming, accessible and supportive environment for all participants.

Following registration, the host organisation introduced its activities, objectives and involvement in European cooperation through Erasmus+.

Interactive ice-breaking activities, including name games, paired interviews and *Find Someone Who*, encouraged participants to communicate, share experiences and build new relationships.

To overcome potential language barriers, instructions were presented visually and in clear, simple English. I provided translation and individual support whenever necessary, particularly for participants who felt less confident communicating in a foreign language.

Together, the group established basic principles of mutual respect, inclusion, cooperation and personal safety.

The day concluded with a gentle seaside walk and stretching exercises, allowing participants to relax and become familiar with their new surroundings.

Promoting Active and Healthy Ageing Through Practical Learning

Physical well-being was an essential part of the Erasmus+ mobility programme.

Each morning began with activities adapted to older adults, including guided breathing exercises, gentle yoga, tai chi, stretching and coordination exercises.

The sessions were designed to accommodate different levels of mobility and physical fitness. Participants were encouraged to remain active at their own pace, without pressure or unnecessary physical strain.

Three educational workshops formed the foundation of the learning experience.

Active and Healthy Ageing: Developing Everyday Healthy Habits

The first workshop encouraged participants to reflect on their daily routines and identify opportunities to improve their physical well-being.

Through practical demonstrations and group discussions, they explored simple exercises for balance, posture, flexibility and mobility.

Each participant selected two realistic healthy habits to introduce into their daily life.

The workshop demonstrated that maintaining an active lifestyle does not necessarily require intensive exercise. Small, consistent changes can contribute to better physical well-being and greater independence.

Nutrition and Well-being: Healthy Choices and Sustainable Habits

The second workshop focused on balanced nutrition, affordable healthy meals and environmentally responsible food choices.

Working in small groups, participants explored ways to prepare nutritious meals using local and seasonal ingredients.

They also discussed practical methods for reducing food waste and shared traditional recipes from their home countries.

The exchange highlighted the relationship between healthy eating, personal well-being and sustainable consumption.

Social Connection and Mental Well-being Among Older Adults

The third workshop addressed the importance of social relationships and emotional well-being in later life.

In a supportive and non-judgemental environment, participants shared experiences related to friendship, loneliness, social participation and community involvement.

They practised relaxation techniques and created personal *social connection maps*, identifying family members, friends, organisations and community groups that could provide support.

The activity encouraged participants to recognise the value of maintaining meaningful relationships and remaining socially active.

Between workshops, adapted physical activities such as aqua fitness, walking football and balance games promoted cooperation, enjoyment and group interaction.

Discovering Antalya Through Nature, Culture and Sustainability

The Erasmus+ mobility also provided opportunities to explore Antalya’s natural environment and cultural heritage.

A guided nature walk included relaxation breaks and discussions about the positive relationship between outdoor activities and personal well-being.

Participants were encouraged to respect the environment, avoid littering and reflect on the importance of protecting natural spaces.

On the fourth day, the group took part in a guided cultural visit to Antalya, using public transport instead of private vehicles.

This approach supported the programme's environmental sustainability objectives while offering participants an opportunity to experience local life.

Following the visit, participants shared photographs, videos and personal impressions through the project's digital platform.

A dedicated cultural exchange session allowed the participating organisations to present traditional practices and approaches to healthy ageing from their respective countries.

These discussions encouraged mutual understanding and generated ideas for future cooperation within the Erasmus+ network.

My Role as an Accompanying Person: Supporting Inclusion and Participation

As an accompanying person during the Erasmus+ mobility, my responsibilities extended beyond travel assistance and daily organisation.

I acted as a link between the senior participants, the host organisation and the educational programme.

My role included supporting participants with travel arrangements, schedules, orientation and communication.

I also helped overcome language barriers through translation and explanations adapted to individual needs.

During physical activities, I worked alongside the facilitators to support safe participation and ensure that individual mobility needs and limitations were respected.

Particular attention was given to participants who required additional assistance or encouragement.

An important part of my work involved supporting the use of digital tools.

Participants were introduced to the online programme agenda, a shared digital journal for recording reflections and the final online evaluation form.

For some seniors, these activities represented their first experience with such digital platforms.

Watching their confidence develop throughout the programme was one of the most rewarding aspects of the mobility.

The experience also helped me strengthen my own professional skills.

I learned new approaches to adapting educational activities for older adults, encouraging people who face social or health-related barriers and facilitating communication across different languages and cultures.

Most importantly, I witnessed how an inclusive learning environment can help older adults gain confidence, build friendships and discover new interests.

Lifelong Learning and Digital Inclusion for Senior Participants

One of the most valuable lessons of this Erasmus+ mobility was the importance of lifelong learning.

Education does not end with retirement, nor should age become a barrier to acquiring new knowledge and skills.

Throughout the programme, senior participants demonstrated curiosity, motivation and a willingness to explore unfamiliar activities.

Digital learning was particularly relevant.

By using online agendas, shared journals and evaluation tools, participants had opportunities to improve their digital confidence in a practical and supportive environment.

These experiences illustrated how adult education can contribute to greater independence, social participation and inclusion.

They also reinforced the importance of designing educational programmes that respond to the needs and abilities of older learners.

Turning the Erasmus+ Experience into Everyday Action

The final day focused on reflection, evaluation and the practical application of the knowledge gained during the mobility.

Each participant developed a personal action plan containing realistic goals related to physical activity, nutrition and social participation.

The plans were shared with another participant, allowing everyone to exchange feedback and encouragement.

Participants also received certificates and Europass Mobility documents recognising their learning experiences.

The group was introduced to opportunities for maintaining contact with partner organisations and continuing its involvement in Erasmus+ activities.

Returning home, participants expressed their intention to share the knowledge and practices acquired in Antalya with their families, friends and local communities.

This transfer of experience represents an important part of the programme's longer-term educational value.

Conclusion: Erasmus+ Creates Learning Opportunities at Every Age

Accompanying senior participants during this Erasmus+ mobility in Antalya was both a professional learning opportunity and a meaningful personal experience.

The five-day programme demonstrated the value of combining physical activity, healthy nutrition, social connection, digital learning and cultural exchange.

It also highlighted the importance of accessible educational environments where older adults feel respected, supported and encouraged to participate.

For me, the experience reinforced a simple but powerful message: **learning, personal development and meaningful social connections remain possible at every stage of life.**

I returned home with new professional skills, valuable international connections and a deeper appreciation of the motivation, resilience and enthusiasm demonstrated by the seniors I accompanied.

Above all, this Erasmus+ mobility confirmed that active and healthy ageing is not only about maintaining physical well-being. It is also about remaining curious, connected and engaged in the world around us.