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EDITORIAL

THE FACULTY OF EDUCATIONAL SCIENCES OF "DIMITRIE CANTEMIR" CHRISTIAN UNIVERSITY FROM BUCHAREST – A SCHOOL FOR THE FUTURE

In the period 18-20 April 2013, The Faculty of Educational Sciences within "Dimitrie Cantemir" Christian University was the protagonist of two scientific events on an international scale, which had as a liaison the destiny of the European education today and in the future: the international conference "Education in the Future" and the international workshop within the European project "Connecting Generations", Grundtvig Program, the European Commission.

The international conference "Education in the Future", held between 19-20 April, remains a cornerstone both for the research activity in the field of the educational sciences carried on within the specialized Faculty of our university, as well as an important landmark for our home and international partners who attended this scientific event.

The conference was attended by 13 foreign partners: 7 from Turkey, 2 from Greece, 3 from Italy. A remarkable presence was that of the Prof. PhD. Jukka Kangaslahti from Turku University - Finland who, in December 2012, became a visiting professor at the FES within "Dimitrie Cantemir" Christian University.

Equally important was the participation of our colleagues, academics and researchers, managers in education, both from the Faculty of Educational Sciences and from other UCDC faculties, as well as from other higher education institutions from Bucharest and from the country, such as: the Institute of Educational Sciences, the National School of Political and Administrative Studies (SNSPA), the Academy of Economic Studies (ASE), the Polytechnic University, representatives of the School Inspectorate of the Municipality of Bucharest, the University of Craiova, the University of Pitești, the Faculty of Educational Sciences, the University "Vasile Goldiș" of Arad, the University "Petre Andrei" of Iași, the University „Dunărea de Jos" of Galați.

The topic of the conference also attracted the participation of the colleagues from pre-university education, both from the capital and from the country. The proceedings of the conference were held in Aula Magna, where, in the plenary

session, a panel on the social dimension of the Bologna system was established and then, in parallel specialized sessions: **1st Section: Early Education and Intergenerational Culture;** **2nd Section: the Social dimension of the Bologna System.** A total of 47 papers were submitted in the plenum and in the two sections.

The Conference plenum opened with the presentation of the paper: **Private Universities - Competitiveness and Modernity Poles for Romanian Higher Education**, author: Prof. PhD. Corina Adriana Dumitrescu, founder and rector of the UCDC, who highlighted the role of private education as a viable alternative to the development of the Romanian higher education; her contribution, in conjunction with the founder President of the UCDC, Prof. PhD. Momcilo Luburici, to the development of the Romanian private higher education in the last 23 years is a remarkable one.

Call to Rethinking Education was the paper presented by the author of the concept of reform of the Finnish educational system, Prof. PhD. Jukka Kangaslahti, the outcome of a genuine research work, compatible with the conference profile. "Investment in education" is a key element, concerned not only with management, but also with the real support which should be given to teaching and learning. It is time - Prof. Jukka pointed out - to state unequivocally that "all schools are different and each child is unique."

School, Lifelong Learning - the Present and the Future was the paper submitted by PhD. Renato Luti, academic Coordinator for adult education in Castelnuovo di Garfagnana, Italy. It was an exceptional presentation which underlined the fact that the Italian school system distinguishes between education, learning and professional training. The Italian system does not have a national system for adults and permanent education has no autonomous structures and national standards. Despite this fact, in Italy there are occasions and opportunities for LLL spread: PTC, Permanent Territorial Centers for education and training at adult ages, cultural associations engaged in formal activity and non-formal adult education.

Education in Greece & Living Values, Dionysia Papadopoulou, teacher trainer, instructor in Adult Education, Greece. In an era in which a very widely spoken word is change, the values that the ancient Greeks based their existence on, Truth, Good, and Beauty - remain, however, an unalterable actuality. The education - underlines Prof. Dionysia Papadopoulou - ensures the conditions which promote the values of democracy, the respect for human rights, peace and freedom.

The Current Education System and the Factors that Integrate Generations

in Turkey, Ayca Kaldirimci, Teacher at Şehit Kemal Secondary School in Izmir, Turkey. The author made an interesting presentation of the Turkish educational system, focusing on formal education. Filling the gaps between generations, connecting seniors and youngsters engage educational and cultural factors, both formal and informal.

*Other papers presented in the plenum of the conference: **Dimensions of the Pedagogical Culture of the Teacher**, Prof. PhD. Sorin Cristea, University of Bucharest, **Educational Policies of the Past in the Future**, prof. PhD. Nicolae Sacaliş, “Dimitrie Cantemir” Christian University.*

A special note to the plenary session was conferred by the presence and speech of the Minister of Health, Senior Lecturer PhD. Eugen Nicolaescu, who pointed out the role of school in the evolution of a state, and the climax was the presence and the speech of the Foreign Minister of Romania, Lecturer PhD. Titus Corlăţean, who underlined the role of intercultural education in the communication among the countries of the world.

*The plenum of the conference ended with the launch of the book: **Methodological Aspects of Teaching and Learning**, published at Prouniversitaria Publishing House in February 2013, a collective research work of the teaching staff from the Faculty of Educational Sciences, coordinated by the Dean of the Faculty; scientific referrers: Prof. PhD. Emil Păun and Prof. PhD. Sorin Cristea, University of Bucharest. The book presentation was made by Prof. PhD. Sorin Cristea who highlighted the scientific value and the original contribution to the specialized literature, based on the extensive research conducted in the field and the considerable teaching experience of the authors.*

*In the 1st Section: **Early Education and Intergenerational Culture**, scientific referrers: Prof. PhD. Jukka Kangaslalhti and Prof. PhD. Emil Păun and convenors: Prof. PhD. Emil Păun and Lecturer PhD. Marin Tudor, the following papers were presented: **Educational Occurrences of Paideia Clubs in Intergenerational Culture**, Professor PhD. Octavia Costea, “Dimitrie Cantemir” Christian University, Bucharest; **Parent Education - Education Partnership Essential Components**, Lecturer PhD. Camelia Stănculescu, the Academy of Economic Studies; **School and Professional Orientation**, teacher Monica Popa, Teacher Florentina Stavri, Secondary School no. 56, Bucharest; **Perspectives of Mathematics Study in the School of the Future**, Lecturer PhD. Costel Chiteş, “Dimitrie Cantemir” Christian University, Bucharest; **The Importance of Preschool Education in Child Development**, Florentina Burlacu, graduate of*

“Dimitrie Cantemir” Christian University, Bucharest; **The Role of Moral Concepts Shaping on Pre-school Children’s Emotional Development**, Teacher Alina Cîrjă, “Romanian-Finnish School”, Bucharest; **Preschool Learning Mediation. Museum Experience**, Lecturer PhD. Florentina Bucuroiu, Faculty of Educational Sciences, University of Pitești; **School, Family and Community - the Convergence Axis of Education**, PhD. Maria Crăciun, Technical College “Costin D. Nenițescu”; **Formal Education and Trainers’ Training**, Senior Lecturer PhD. Simona Marin, “Dunărea de Jos” University, Galați; **Family-School Partnerships: information and approaches for educators**, Lecturer PhD. Mihaela Sterian, Lecturer PhD. Mihaela Mocanu, “Dimitrie Cantemir” Christian University, Bucharest; **Inclusive Education in Kindergarten**, Lecturer PhD. Conona Petrescu, “Dimitrie Cantemir” Christian University, Bucharest; **Collaborative Learning in Kindergarten Activities**, Ioana Lazlo, Inspector - Preschool Education, Sector 6; **Interactive Learning Methods in Preschool Education**, Nicoleta Dumitrescu, Inspector - Preschool Education, Sector 6; **Classroom Management as an Educational Science**, Senior lecturer PhD. Gabriela Cristea, “Spiru Haret” University, Bucharest; **First seven years... at home?**, Scientific researcher Monica Cuciureanu, Institute for Educational Sciences, Bucharest;

In 2nd Section: **the Social Dimension of the Bologna Process**, scientific referrers: Professor PhD. Sorin Cristea and Prof. PhD. Nicolae Sacaliș and convenors: Senior Lecturer PhD. Gabriela Pohoăță and Lecturer PhD. Conona Petrescu, the following papers were presented: **Some Considerations on the Axiological Education in Globalization**, Senior lecturer PhD. Gabriela Pohoăță, “Dimitrie Cantemir” Christian University, Bucharest; **Community Development through Education**, Lecturer PhD. Vali Ilie, Teaching Staff Training Department, University of Craiova; **Formal Education – an Investment for Labor Market**, Lecturer PhD. Magdalena Pruneanu, Faculty of Educational Sciences, University of Pitești; **Culture of Difference – Culture of Tolerance in School**, Lecturer PhD. Ionuț Vlădescu, “Petre Andrei” University, Iași; **Education – Progress Factor**, Lecturer PhD. Mihaela Daniela Cîrstea, “Dimitrie Cantemir” Christian University, Bucharest, Teacher Laurențiu Valentin Cîrstea, Secondary School no. 195, Bucharest; **Intercultural Education**, Teacher Daniela Varvaruc, Technological Service - “St. Andrew” High School, Ploiești, Prahova; **Challenges and Benefits of Intercultural Education**, Lecturer PhD. Mihaela Pricope, Polytechnic Institute, Bucharest; **The Intercultural Dimension of**

Modern Education, Senior lecturer PhD. Florentina Alexandru, “Dimitrie Cantemir” Christian University, Bucharest; **Global Education: the Intercultural Dimension**, Junior lecturer Cristina Rhea, “Dimitrie Cantemir” Christian University, Bucharest; **Human Capital Development - European Standards and National Realities**, Lecturer PhD. Iuliana-Marinela Trașcă, “Dimitrie Cantemir” Christian University, Bucharest; **The Meanings and Pertinence of a Philosophy of Education in the Future**, Senior lecturer PhD. Iuliana Paștin, “Dimitrie Cantemir” Christian University, Bucharest. **Computer and Social Knowledge**, PhD. Alexandru Aurel Dumitru, “Dimitrie Cantemir” Christian University, Bucharest; **Psychoanalysis in University**, Lecturer PhD. Gabriel Balaci, “Vasile Goldiș” West University, Arad; **Emotional Intelligence and Teacher’s Changing Roles**, Lecturer PhD. Mihaela Mocanu, Lecturer PhD. Mihaela Sterian, “Dimitrie Cantemir” Christian University, Bucharest; **Emotional Intelligence between Science and Art**, Lecturer PhD. Tudor Marin, “Dimitrie Cantemir” Christian University, Bucharest; **Connecting Education Requirements to the Individual Psychological Peculiarities and to the Students’ Age**, Lecturer PhD. Maria Condor, “Dimitrie Cantemir” Christian University, Bucharest; **Theoretical and Practical Considerations on Teaching Psychiatry in Colleges of Psychology and Educational Science**, Senior lecturer PhD. Simona Trifu, University of Bucharest, Alina Uta, clinician psychiatrist, “Prof. Dr. Alex. Obreja” Clinical Hospital of Psychiatry, Dr. Monica Boer, “Prof. PhD. Alex. Obreja” Clinical Hospital of Psychiatry; **Economic Education between Formal, Non-Formal and Informal**, Lecturer PhD. Monica Elisabeta Păduraru, The Academy of Economic Studies, Bucharest; **Educational Paradigms**, Lecturer PhD. Andrei Găitănanu – SNSPA; **The Role of Values in the Third Millennium Economist’s Training**, Researcher PhD. Ghenadie Ciobanu, The National Research Institute for Labor and Social Protection, Bucharest; **The Impact of the Bologna System on Japanese Studies in Romania**, Lecturer PhD. Magdalena Ciubancan, “Dimitrie Cantemir” Christian University, Bucharest;

From the papers presented at the conference, a selection was made for the publication in the current issue of *Euromentor Journal*.

The conference provided the participants with an opportunity of analyzing and problematizing some challenges the school from everywhere and from Romania is facing nowadays. From the general ones, the most significant are: globalization, cognitive society and its requirements, mass education and school democratization, school and the world of work (entrepreneurial paradigm and slippages of the market economy logic in education), diminution of the state's

role in education, diversification of the educational field and of the social educational sources, offensive of the pragmatic and commercial values over the humanistic ones in education.

Among the customized challenges of our country (and not only) we can mention: the crisis of educational ends, discontinuous and contradictory educational policies, incoherent speech on the social role of school, degradation of the school's social status and the identity crisis of the teaching profession, school culture anomie (inconsistency of the values) in the school system.

It is obvious that we cannot talk about education in the future, we cannot hope of "rethinking education" without a lucid radiography of the current school. We hope that the ideas presented in the conference will become reflection themes for a new approach of education, of the decisions that will underlie appropriate and consistent educational policies.

The contribution of the Faculty of Educational Sciences within UCDC to the European project Connecting generations, with partners from 7 European countries: Hungary, Italy, Greece, Poland, England, Slovenia, Turkey, within the international workshop held between 18-20 April, consists of the five Paideia clubs of the students and professors' Forum of this faculty. They explore new values of the European concept of Paideia, which signifies, at present, lifelong learning and Agora forms of learning whose ethnic, spiritual and cultural values are handed down from one generation to another as a form of continuity of mankind' memory.

Four concepts underlie the development of this project: 1. Paideia club; 2. intergenerational learning chain; 3. preparing children for life; 4. cultural, spiritual and economic values.

In our vision, The Paideia clubs are: local initiative space, space for learning and creativity; intergenerational and social synergy (parents and children learn, create and are entrepreneurs together); universal and national values: ethos, nobility, freedom, brand and local entrepreneurship.

The perception of the attendees from Italy, Turkey, Greece, was one of enthusiastic appreciation of the exceptional originality and pragmatic activity and willingness to cooperate for the transfer of these good Paideia practices to other European countries.

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INTERCULTURAL EDUCATION AND TRANSCULTURAL EDUCATION

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Abstract: *It suffices to replace the concept of “disciplinary paradigm” (Thomas Kuhn, 1962) with that of “cultural paradigm” in order to realize that the limits of communication between scientists are valid for the communication between any human groups – since any group can be considered a cultural or sub-cultural community (ethnic communities, religious communities, social communities, professional fellowships, political parties etc.)*

The globalization of contemporary society generates multiple interethnic and interracial contacts in which the general-semiotic component becomes a sine qua non condition of efficient communication; in return, the absence of this communicational competence leads to the blockage of communication between natives and non-natives, opening the way towards interethnic conflicts, religious wars or clashes of civilizations (Huntington). So, as we believe, the intercultural perspective must be urgently adopted in order to improve dysfunctions, to reduce the areas of insecurity and also to enhance communication, taking into account that we are witnessing a real explosion of contacts between peoples and cultures, between cultural paradigms.

The concept of transcultural competence determines qualitative clarifications that lead to the increase of the communication capacity between individuals, beyond natural, cultural and linguistic borders. As we believe, intercultural communication must be based on the communicative action that requires an explicit relation between “knowing” and “doing” in a intercultural communication situation. This paper is referring to the transcultural competences, a concept which implies the dialectic relation between personality and society (culture).

Keywords: *cultural paradigm, intercultural communication, intercultural communication ethics, transcultural competence, transcultural education.*

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Paradigms – the deepest obstacles of intercultural communication

The uncertainty regarding the possibility of having an authentic intercultural communication took shape following the emphasis put on some objective limits of the language's capacity of functioning as universal currency, limits that render communication either an impossible act or an incomplete act. This is discouraging given that these limits do not belong to the interlocutors but rather to *language itself*, as they derive from the nature of knowledge. What are these limits, how do they act and how can they be overcome? These are some questions that we should answer in our quest for a rational answer to the fundamental question: *Is intercultural communication possible?*

A good guide in studying these mechanisms is the concept of "cultural paradigm", used more and more often in the last four decades both in the social philosophy and in anthropology, psychology and sociology. It was borrowed from the philosophy of science, where it has been enforced by the American philosopher Thomas S. Kuhn. For him, the core concept in describing the dynamics of science is the one of *paradigm*, and the criterion that tells science from non-science apart is the *settlement of issues*.

Paradigms are patterns of scientific practice that can be encountered in the classical scientific papers and especially in textbooks and treatises; they underlie the instruction of a disciplinary group (physicians, chemists, etc.). On their basis, the instructor learns to formulate and resolve new problems. Paradigms are, therefore, "exemplary scientific achievements that, for a while, supply pattern problems and solutions to a community of practitioners"¹.

The fact that the members of a community of researchers share the same paradigm accounts for the fact that they communicate almost perfectly and without major impediments. This does not happen, however, with researchers that share different paradigms because *paradigms are incommensurable* (they cannot be compared as there is no common "measurement unit"). The incommensurability of paradigms stems from the following: i) They imply incompatible presuppositions regarding the basic entities of the studied domain and their behavior; ii) They presuppose different criteria of defining "real" problems and

¹ Thomas Kuhn, *Structure of Scientific Revolutions*, Scientific and Encyclopedic Press, Bucharest, 1976, p. 14.

“legitimate” solutions; iii) The *observations* performed by the researchers regarding the same realities are also *incommensurable*.

How can we explain the incommensurability of the observations? Although they look in “the same direction and from the same angle” (Kuhn), although the constitution of the sensorial apparatus is the same, researchers will perceive different things. This happens due to the tacit knowledge included in paradigms; it interposes in the stimuli – perception circuit. According to Ferdinand de Saussure², “the linguistic sign unites, not a thing and a name, but a concept and a sound-image [*emphasis added* D.B.]. The significant is no longer the object, but the concept which we know it is a cultural construction, not an observational (empirical) given thing. In the triadic model of Ch. S. Peirce, between the “representant” and “object” intervenes the “interpretant” which, as we have seen, is subject to the pressure of the social context, materialized in norms and conventions that vary from culture to culture³.

It thus appears a “rupture of communication” (Kuhn); the advocates of a paradigm cannot persuade the advocates of a rival paradigm regarding the superiority of their point of view and they will not be able to understand and accept the point of view of others. The arguments of the two parties shall be circular (they can be understood and accepted only by researchers that *already* work in the same paradigm).

It suffices to replace the concept of “disciplinary paradigm” with that of “cultural paradigm” in order to realize that the limits of communication between scientists are valid for the communication between any human groups – since any group can be considered a cultural or sub-cultural community (ethnic communities, religious communities, social communities, professional fellowships, political parties, etc.) We observe that the relationships between groups having different cultures are governed by Kuhn’s observations regarding “disciplinary groups”:

- i) the advocates of a rival paradigm speak of different things even when they look “from the same angle” and “in the same direction”;
- ii) the competition between rival paradigms is not settled through arguments or through the recourse to “facts”;
- iii) the advocates of rival paradigms disagree regarding the “really important problems”;

² Ferdinand de Saussure, *Course in General Linguistics* (Published by Charles Bally and Albert Riedlinger), edition supervised by Tullio Mauro, Polirom, Iași, 1998.

³ C. S. Peirce – *Collected Papers*, Cambridge, Mass., Harvard University Press, 1931.