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TÎRNĂVEANU LUANA ANTONIA

,, On the wings of the educational research"

EDUCATIONAL METHODOLOGY AND RESEARCH BOOK

CONTRIBUTORS:
Prof. Bulc Mihaela
Prof. Purtan Sorina
Patrick Denis Chiroiu
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Review

Ropa Lucian, PhD teacher
"Nicolae Bolcaș" Vocational Pedagogical High School, Beiuș, Romania

The paper „On the wings of the educational research. Educational methodology and research book" is, as its title sustains, a collection of studies from the educational field, which offers to the interested ones, research models in education, but presents, in the same time, the results obtained by the authors in their fields of activity.

This book coordinators have succeeded to reunite within the pages of this volume more valuable studies belonging to authors from Romania, Greece, Pakistan and India. Precisely this aspect makes this book interesting and useful for teachers and for all those interested in the educational field. Browsing this book pages, the reader will be able to learn interesting aspects about different educational systems, from two mainlands and from two completely different worlds (the Christian-orthodox Europe and the Moslem and Hindu South Asia). In a world with too many conflicts (mainly religious and ethnic), the authors of this volume gathered and collaborated in obtaining a very good qualitative material in the educational field.

Teacher Diana Monica Hădărean, the main author of this book, deserves all our appreciation, but also the other five coordinators too (Liana Ioana Clop, dr. Drougas Ag. Vasileios Muhammad Idrees, dr. Ratish Gupta and Luana Antonia Tîrnăveanu), who have made possible the existence of this remarkable intellectual product.

This is not the first collaboration between teacher Diana Monica Hădărean and the teachers from the Asiatic continent, but along the years, she managed to attract in different partnerships other teachers from Romania and from other different countries, for example dr. Drougas Ag. Vasileios from Greece or some reputed University teachers from India.

One of this book great advantages is the fact that it is written exclusively in English, in this case it will have an international diffusion and the results of the researches and studies present in this volume will get to those interested in them.

The book „On the wings of the educational research" includes different studies, as regards the topics and the applied reseach methods. From the problems concerning students with special educational needs, up to educational resources, educational management, IT most updated used techniques and learning online; all these matters, but others too, can be found within the pages of this book.

Diana Hădărean, in her paper „A child like you, I am too ..." offers a successful model, a model applied by her within her classes, with a student who had learning disorders. By working hard and steadily, using the right and suitable teaching-learning methods, she has succeeded in changing that student's destiny, who was on the edge of abandoning school. In the end, that student managed to integrate in the school environment and he also loved school a lot.

A very valuable research was also written by teachers Michael Shabi Nathan and V. Kavitha, from the University College of Engineering Nagercoil from India. The first one is a department manager and the second one is the dean. The study is called *Highly secured and effective keyword search over encryptedcloud data* and it offers solutions regarding secure search of key-words on encripted cloud data.

Dr. Mateen Iqbal, from the University Sargodha from Pakistan has written a very interesting and useful study about learning online during the Covid-19 Pandemic. The paper *Effectiveness of Microsoft Team for online learning during COVID-19 Pandemic* explores the impact of the Microsoft Teams on online classes, in the students' learning process and presents different methods for teaching online, which to assure a qualitative learning.

Muhammad Idrees, a teacher from Pakistan and teacher Diana Hădărean's old collaborator, presents in this book a material about prediction techniques of the criminal and non-criminal activities, based on the Bayes Algorithm and on the data classification techniques. The study is called **Prediction of criminal and non-criminal activities using machine learning techniques and it is very useful for the communities from Pakistan, because it helps a lot forecasting the criminal tendencies within this country, starting with the activity people have on social networks.**

Dr. Pratik Rajan Mungekar, from Mumbai (India) contributes to this book with his paper entitled *Innovative methods of teaching*. The author states in his study that „Education not only offers knowledge, abilities and instills values, but it is also responsible for building the human capital, which generates, stimulates and establishes the technological innovation and economical growth."

Teacher Ismat Mustafa Khan, from OPF Girls College Rawalpindi from Pakistan, in her study *Enlarging the frontiers of learning through educational research*, presents the theoretical aspects of the educational research process and says very beautifully that „only ascertainments based on different researches can offer a real bases for right and wise decisions."

An important part of the volume is represented by the Romanian authors' studies, among which, Adriana Cireş from the Secondary School No. 117 from Bucharest who presents in her paper *How do we help children with ADHD?*, differents methods through which we can help students with ADHD to face properly the school tasks and to progress intelectually. Mrs's Cireş colleague, Adriana Stoica has written in her study about the students with special educational needs at the primary level, where it is very important for the school inclusion to be achieved, based on a very well coherent and coordinated program.

Loredana Olteanu and Lorian Olteanu, from the Secondary School Cislău, from Buzău county, have written about the educational resources offered by the Internet, which in the current context, are more and more used, leading to significant transformations of the traditional educational process.

Aurelia Moldoveanu and Elena Stoica, teachers at the Secondary School Cislău and Secondary School Pănătău, both in the Buzău county, have written a material about the educational management, presenting very well structured examples and testimonials about the leadership levels and management styles.

Liana – Ioana Clop, teacher at the Technical Highschool „Ioan Ciordaş, from Beiuş, in her study *You can always find the best solution. A case study about teaching grammar*, presents real examples within her classes, of different methods for teaching English grammar successfully to highschool students.

Devoted teachers to their career are also the teachers Alina Deak and Ștefan Tiberiu Deak, from the Secondary School Dumbrava from Timiş county. In their paper *The project – alternative method*, they relate very clearly what a project is, as an alternative and active learning method for students.

We highly recommend this book to all the teachers from Romania and from other countries too. Definitely, by reading this book pages, *On the wings of the educational research. Educational methodology and research book*, every teacher will become better in his/her work.

Little words for great works
Foreword

Alina Lazea, PhD teacher
"Nicolae Bolcaş" Vocational Pedagogical High School, Beiuş, Romania
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Sciences, University of Oradea, Oradea, Romania

On the Wings of Educational Research. Educational Methodology and Research Book – a title that immediately catches the eye, a title underlined by the sintagma *international book*; a book that is intended for those who are interested in self-development, in learning-from-others, in discovering new ways of empowering their teaching methods and in becoming true professionals.

A research book in the field of study of education is meant to point out findings and good examples of teaching tools and methods. It is supposed to serve as a collection of works that would help teachers in their daily practice, that would allow them to find new, and probably better ways to understand a subject or an experience, be it in school, social or private life.

This being said, the hereby presented volume is definitely serving its purposes. Its authors deliver interesting articles: they have made sure their writings bring new ideas; ideas that are documented and of real importance. The fields investigated by these studies are broad enough to stir the interest of professionals in sciences of education, teacher training, computer science, behaviorisms, citizenship or environmentalists. Taken all as one, *On the Wings of Educational Research* is indeed a book that can be read and used as reference in a multitude of ways. Its pages allow the reader to have a most pleasant reading time finding new concepts and opinions that could or could not be used in their future activities in school, or on the contrary, the printed lines could arouse questions that would make the reader seek further information on the topic. It allows a variety of lecture keys that are to be analyzed making use of the specific and properly defined keywords and acknowledges the findings of the research studies it holds on its pages.

The topics tackled are of update and highly interesting: concept of educational research, children with SEN, children with ADHD, apps designed to support learning, apps that can predict different behavior patterns, Internet seen as a source of learning tools, grammar teaching in secondary/third language classes, alternative teaching methods (school projects, Erasmus+ projects, Dale's Cone of Experience), career counseling and teaching/self-learning methods, inclusive education, efficient management in education. There are also testimonies of real icons of our presents world, people that stood by their fellows and brought a change, made things better, or teachers that worked alongside their students to show that cooperation is a powerful weapon, but also the trigger for great things.

Furthermore, the coordinators brought together teachers from different parts of the world, bringing between the covers of this book, different cultures, religions, customs and teaching practices that are specific to a certain part of the world, but that can be easily adapted elsewhere, too. They have designed the concept of this book to suit the newest trends in education: internationalization/globalization and cooperation within not only teachers, but schools/communities and also nations. Working together and sharing examples of good practices in education is one of the most important aspects of an education that is both, efficient and of quality, setting the grounds for a safe and secure future for the youngest generations.

It is easy to say: "Oh! I know this! Why should I use my time in reading about something I have already encountered?". But, take a spare moment of your precious time and find the opinion of others experiencing It! You may be surprised to find out that there is another useful and surprising way to understand the same experience. It may be helpful for you as a person, and for you as a teacher. This is also the case of this collective volume *On the Wings of Educational Research. Educational Methodology and Research Book (International book)*; it is worth spending a couple of hours browsing its pages and getting in touch with the works and findings of dedicated teachers to their students and to their community (community seen as professional, organizational, and even social).

On the Wings of Educational Research is a title that is definitely going to set the path for other future collaborative works of teachers and specialists in Education worldwide, underlining the good in every aspect of a teaching activity.

On the Wings of Educational Research is a book that should be on the bookshelves of teachers that are keen on learning from others, on cooperation and on sharing good practices.

A CHILD LIKE YOU, I AM TOO …
-a research in the educational domain

Teacher Hadarean Diana, Vocational Pedagogical Highschool "N. Bolcas, Beius, Bihor
Teacher Clop Liana Ioana, Technical Highschool "I. Ciordas", Beius, Bihor, translator

A child like you, I am too … would be the cry of a child having learning disabilities, a child who, from different reasons, is different from the others. This child also wants to learn, to play, wants the same things as the other children of his age.

Children with disabilities represent one of the pupil categories present within a school. It is very important how we deal with the learning and education quality concerning these pupils and also with their recovery. *Children with disabilities* are part of the category of children with CES (special educational requirements), and by disabilities we refer to students having learning problems, attention deficit, behavior disorders. *Children from disadvantaged environments* are those from families who do not care at all about education, children do not go to kindergarten and there are a lot of gaps between them and other children.

These children are usually rejected by the others, teachers and pupils, they are marginalized, rejected by the society, they need a special and adapted curriculum, therapy programs, logopedic treatment, additional help and support from their teachers and classmates, those with emotional disorders have to be identified as quickly as possible, they have to go to the school psychologist, psychiatrist and the therapy has to be done early. Things to be taken into account: creating an affective – positive atmosphere around these children, stimulating their self – confidence and their motivation for learning, encouraging their classmates' support and cooperation, forming their classmates' positive attitude towards the situation.

I have chosen this subject for my research paper because I was very impressed by a pupil of mine, from the class I teach, a child who came into my class in the first grade, namely P. D. S. A.. In the preparatory class, he abandoned school because he could not adapt to school requirements, he was diagnosed with dyslexie, disgraphie and Asperger disorder. I am quite sure that by moving him to my class, in the first grade, at the Vocational Pedagogical Highschool "N. Bolcas", with my help, with his mother's help, with the teacher of Romanian's help, taking into account his dyslexie, teacher who helped a lot with the pupil's therapeutic lecture, this special child will achieve amazing progress.

The research methodology

Introduction

Our research was achieved at the Vocational Pedagogical Highschool **Nicolae Bolcas**, from Beius, within the class I taught at that moment, the third grade. One of the main reasons for this research was to include in my class a child with disabilities, with a special situation: the pupil P.D.S.A., a very good example of a disabled pupil's successful integration within the mass education. Being very deeply

emotionally impressed by this special case, I have decided to achieve both a group research concerning the effect certain special activities can have on the way in which children with disabilities are received and accepted by their classmates, and a particular case study of the mentioned subject, starting from the "official" profile made by the school psychologist, a profile that I constantly tried to complete and improve with obtained information during the following school years 2015-2017, 2017-2018, 2018-2019.

For this research, we have the following objectives:

O1. Learning the way in which pupils from the mass education relate with those integrated with disabilities

O2. Studying the way in which certain remedial activities improve the relationship between pupils from the mass education and those with disabilities

O3. Learning about the way in which therapeutic stories modify the disabled pupils' emotional status

The research assumption:

From the conducted research, the following assumption could be elaborated:

- The activities into the Romanian language lead to the improvement of the way in which pupils integrated with disabilities are perceived by their classmates from the mass education.

To demonstrate this theory, we wanted to set off a psychopedagogical research which has as its main objective proving the efficiency of the didactic activities in raising the integration and learning degree of the pupils with disabilities.

Instruments:

In order to establish the integration level of the pupils from the third grade, I have chosen to use an easy questionnaire created especially for this research. It contains four questions, each of them requesting an answer from negative to positive („at all", „little", „suitable", „so so", „much", „very much").

The questions were the following:

1. Do I feel well when I come to school and there are students with disabilities in my class?
2. Do I like what I do at school together with these children?
3. Do I try helping my classmates with problems?
4. Do I get along well and am I a friend with my classmates who have learning disorders?

The questionnaire was applied in 2 different moments: February 2016, before the activities started and for the post-test phase in May 2016.

Participants: At this study, 2 classes, from Vocational Pedagogical Highschool „N. Bolcas", from Beius, participated, the first grade B and the third grade B, 60 pupils, 2 with learning difficulties and 2 with CES (special educational requirements). 38 were girls, namely 62% and 22 were boys, namely 38 %, as the chart below shows.

Graph 1: girls percentage, boys percentage, participants in the study

All the pupils participated to the organized activities, all the teachers who taught those 2 classes agreed with the activities. In the second semester of the school year 2015-2016, during my pedagogical internship, I had certain activities for one of the classes mentioned above, and during these activities I offered, each time, a few extra moments for having special pleasant activities and games for these special pupils, in order to make school more attractive to them, for a better cooperation between them and the others.

Stories suggested by me: *The little house with surprises, Let's have some guests!, What I like, what I do not like, My friends, "Cobolzii" get into the ground – therapeutic story. (cobolzii, characters from Harry Potter).*

I had 5 such activities with stories within each class mentioned above, a few minutes each time, during the Romanian classes together with the teacher of Romanian. Before analyzing the data obtained through the questionnaire, I truly can say that the pupils' reaction was a very positive and strong one, they were very opened and positive to stories, special connections between the pupils with disabilities and the others were created, they all became more sociable and cooperative.

The research results and discussions:

For the pre-test phase, I gave the participants the questionnaire mentioned in the previous chapter, in February 2017, in order to establish the initial satisfaction level towards school and the way in which all the pupils within a class are friends and cooperative with the pupils with disabilities. The obtained results were: 160 answers for "so so" and "very much", which represents more than half from the whole number of answers, a significant number of pupils like coming to school, especially girls here, they also like what they do at school, they are satisfied, they like their classmates, no matter if they have some disorders or not. But, it can be noticed that girls are the most sensitive and receptive to everything.

After developing the mentioned activities, I sustained again the same test in May, pretty close to the end of the school year, maybe that is why, the obtained results then were better. It could be noticed a significant improvement regarding the results as it follows. The number of the answers given by the girls is very satisfactory, all the answers given by all the pupils in the post-test are very good, a significant number of pupils love school, they get along well and very well with their classmates, so the gap between the 2 tests is higher.

Schools should accept all children, regardless their physical, intellectual, social, emotional, linguistic status. I am talking here about children with disabilities, talented children, children coming from remote isolated rural areas, from nomad populations, from linguistic, ethnic or cultural minorities and from other marginal groups or areas.

From the questionnaire results, it can be noticed that school represents a place where children come with great pleasure. Here, all pupils are supported and helped in order to be successful, they are all in the middle of the activities, no matter if they have some problems or not, being normal or with disabilities or learning problems.

Equal opportunities or chances principle will definitely be respected here, reciprocal respect principle also, equality in choosing their toys, even if there is the risk of damaging them, equality in showing their feelings and emotions, even if they are not suitable to a certain moment, equality in playing within the same playground, even if they might get dirty or dirty their classmates' clothes.

Children with special educational needs are part of our community, they have needs as we have, they need us, as teachers "to come out into their path".

Generally, persons with special needs have fewer assertion possibilities and a lower lifestyle standard.

Our mission is to offer all children the possibility to form their competencies, to create the right atmosphere for them to express these competencies, to feel the joy of their childhood and to discover the surrounding world. We have the opportunity to offer those around us equal chances, through education, care and love.
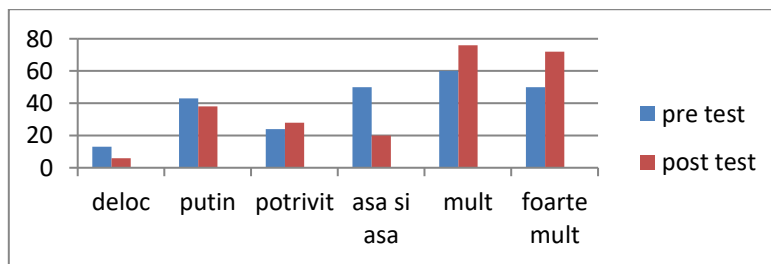
In tabel pre-test
Post-test

At all/ little/suitable/so so/much/very much

Graph 2: *the difference between pre-test and post-test between the participants*
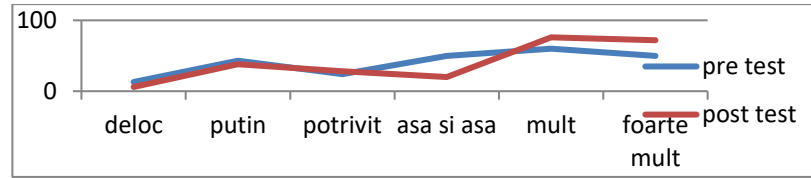
Graph 3: *comparaison between the pre-test and post –test moments*

Case study:

I have studied the personalized intervention program for the pupil P.D.S.A. and taking into account all the data provided by our school psychologist, I have started my own research, in order to get more extra useful information about this child.

The diagnostic provided by the first psychologist who saw the child at the beginning of the school year 2015 – 2016 was: affective disorders – Asperger syndrome, dyslexie, disgraphie.

Formulating the research topic, the research methodology

The research topic would be the subject P.D.S.A, a pupil in the third grade, aged 9 and more precisely, the way in which an integrated pupil, correctly, within a normal class, can evolve in a pretty quick way, by having the support of some perseverant, patient, well-prepaired, from a psycho-pedagogical point of view, teachers.

Used methods: case study, observation, interview, semi-structured interview and non-structured interview.

The research design:

Place, period, research stages

Our research was achieved at Vocational Pedagogical Highschool "Nicolae Bolcas" from Beius, Bihor county, a small city situated in the north-west of Romania.

The research was realized within the class I teach, because I was deeply impressed emotionally by this pupil, the subject of case study, in the school year 2017-2018 and it lasted for a year.

> **The actual case study**

> ➢ **The initial stage**

I have studied the personalized intervention program (P.I.P.) for the pupil P.D.S.A. and taking into account all the data provided, I have started my own research, in order to get more extra useful information about this child.

The diagnostic provided by the first psychologist who saw the child at the beginning of the school year 2015 – 2016 was: affective and emotional disorders, dyslexie, disgraphie.

Through PIP, it was followed:

- To recover the dysfunctional aspects regarding the conscious reading;
- To involve the pupil in pleasant activities in order to stimulate him;
- To develop his reading abilities for words and sentences;
- To enrich, clarify and activate his vocabulary;
- To develop his personal and social autonomy;
- To develop his orientation capacity and environment accommodation;
- To present some therapeutic stories and the messages of the stories about states of being and feelings.

Our pupil's progress was real because he was able to participate to different school contests in the second semester, obtaining even prizes.

> **The case study results:**

A teacher who can teach diferentially can allow most of his students to learn and to have success. Indeed, for a long time, it was thought that learning and school success depend on talent and individual

and personal capacities. It was thought that some students were born talented, while others not. A teacher can define and determine the success of most of his students if he knows how to adapt his teaching methods and the teaching environment taking into account all the relevant and individual characteristics and talents for a special learning subject. As a consequence, we have to teach diferentially because it is essential to allow all students to learn and to develop themselves in the best way possible.

The results were very promising, a child on the edge of abandoning school, emotionally unstable, managed to integrate himself and got to love school. All his classmates accepted him.

We are confident and very content with the results obtained within the class, we are very satisfied by our pupil's wonderful transformation. We are also very pleased about our teaching work and our intention by presenting this real case study was to share with the others from our experience.

Highly secured and effective keyword search over encrypted cloud data

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Abstract—
Cloud computing economically enables the paradigm of data service outsourcing. However, to protect data privacy, sensitive cloud data have to be encrypted before outsourced to the commercial public cloud, which makes effective data utilization service a very challenging task. Although traditional searchable encryption techniques allow users to securely search over encrypted data through keywords, they support only Boolean search and are not yet sufficient to meet the effective data utilization need that is inherently demanded by large number of users and huge amount of data files in cloud. In this paper, we define and solve the problem of secure ranked keyword search over encrypted cloud data. Ranked search greatly enhances system usability by enabling search result relevance ranking instead of sending undifferentiated results, and further ensures the file retrieval accuracy. Specifically, we explore the statistical measure approach, i.e., relevance score, from information retrieval to build a secure searchable index, and develop a one-to-many order-preserving mapping technique to properly protect those sensitive score information. The resulting design is able to facilitate efficient server-side ranking without losing keyword privacy. Thorough analysis shows that our proposed solution enjoys "as strong- as-possible" security guarantee compared to previous searchable encryption schemes, while correctly realizing the goal of ranked keyword search. Extensive experimental results demonstrate the efficiency of the proposed solution.

Index Terms—cloud computing, confidential data, searchable encryption, ranked search

I. INTRODUCTION

Cloud Computing is a used to describe a new class of network based computing that takes place over the Internet. It is basically a step on from Utility Computing. It ia a general computing and it has a

collection of integrated and networked hardware, software and Internet infrastructure. It uses the Internet for communication and transport that provides hardware, software and networking services to clients. These platforms hide the complexity and details of the underlying infrastructure from users and applications by providing very simple graphical interface or API. This kind of platform provides on demand services that are always on, anywhere, anytime and anyplace.

Cloud Computing has been envisioned as the next- generation architecture of IT Enterprise. Normally it moves the application software and databases to the centralized large data centers. The management of the data and services may not be fully trustworthy. This paradigm brings about many new security challenges which have not been well understood. Cloud storage enables users to remotely store their data and enjoy the on demand high quality cloud applications without the burden of local hardware and software management. Cloud computing provides convenient on-demand network access to a shared pool of configurable computing resources that can be rapidly provisioned and released with minimal management effort or service provider interaction. The concept of cloud computing fills a perpetual need of IT. A way to increase capacity or capabilities on the fly without investing in new infrastructure, training, new personnel or licensing new software. Cloud computing encompasses any subscription-based or pay-per-use service that, in real time over the internet, extends its existing capabilities. Several trends are opening up the era of Cloud Computing which is an internet-based development and use of computer technology.

Although traditional searchable encryption schemes allow a user to securely search over encrypted data through keywords without first decrypting it, these techniques support only conventional Boolean keyword search[1], without capturing any relevance of the files in the search result. When directly applied in large collaborative data outsourcing cloud environment, they may suffer from the following problems. For each search request, users without pre-knowledge of the encrypted cloud data have to go through every retrieved file in order to find ones most matching their interest, which demands possibly large amount of post processing over-head .Next, invariably sending back all files solely based on presence or absence of the keyword further incurs large unnecessary network traffic, which is absolutely undesirable in today's pay-as-you-use cloud paradigm. In short, lacking of effective mechanisms to ensure the file retrieval accuracy is a significant drawback of existing searchable encryption schemes in the context of Cloud Computing.

In this paper we propose a ranked search which greatly enhances system usability by returning the matching files in a ranked order regarding to certain relevance criteria (e.g., keyword frequency), thus making one step closer toward practical deployment of privacy-preserving data hosting services in the context of Cloud Computing. To achieve the design goals on both system security and usability, we propose to bring together the advance of both crypto and IR community to design the ranked searchable symmetric encryption (RSSE) scheme, in the spirit of "as-strong-as-possible" security guarantee.

Specifically, we explore the statistical measure approach from IR and text mining to embed weight information (i.e., relevance score) of each file during the establishment of searchable index before outsourcing the encrypted file **III.** collection. As directly outsourcing relevance scores will leak lots of sensitive frequency information against the keyword privacy, we then integrate a recent crypto primitive order-preserving symmetric encryption (OPSE) and properly modify it to develop a one-to-many order-preserving mapping technique for our purpose to protect those sensitive weight information, while providing efficient ranked search functionalities.

II. ENCRYPTION

Encryption is a process of converting data into code which is called as ciphertext. It is used to help the server to encrypt the document using any encryption algorithm and to convert the encrypted document to the File with activation code and then activation code send to the user for download. To protect data privacy and combat unsolicited accesses, sensitive data has to be encrypted before outsourcing so as to provide end-to-end data confidentiality assurance in the cloud and beyond. However, data encryption makes effective data utilization a very challenging task given that there could be a large amount of outsourced data files.
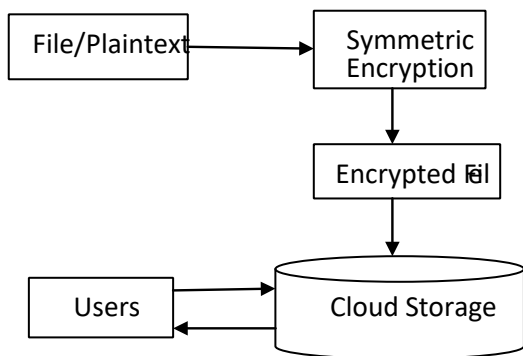
Fig 1: Process of encrypting and storing cloud data

Besides, in Cloud Computing, data owners may share their outsourced data with a large number of users, who might want to only retrieve certain specific data files they are interested in during a given session. One of the most popular ways to do so is through keyword-based search. Such keyword search technique allows users to selectively retrieve files of interest and has been widely applied in plaintext search scenarios. Unfortunately, data encryption, which restricts user's ability to perform keyword search and further demands the protection of keyword privacy, makes the traditional plaintext search methods fail for encrypted cloud data.

SEARCHING ON ENCRYPTED DATA

Cloud computing is very popular. It is dangerous to upload plain data. The solution to the problem is to encrypt these data before outsourcing. The main goal is to make the cloud be able to do keyword search but learn nothing about the data and search. Encryption hides all partial information about data. Client must download all data, decrypt and perform operations locally.
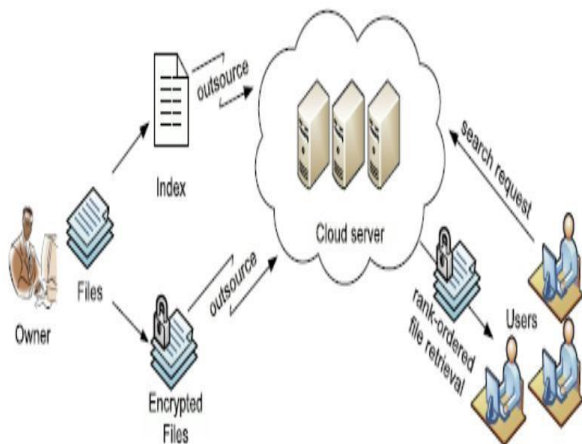
Fig 2: Architecture for search over encrypted cloud data

Here the owner has encrypted the file using symmetric encryption then it is stored in the cloud storage. Once the encrypted data are stored in the cloud storage then the users can use that data using single keyword search. Searchable encryption schemes allow users to perform keyword based searches on an encrypted database. Almost all existing such schemes only consider the scenario where a single user acts as both the data owner and the query. However, most databases in practice do not just serve one user; instead, they support search and write operations by multiple users. In this paper, we systematically study searchable encryption in a single user setting and to build a secure searchable

index, and develop a one-to-many order-preserving mapping technique to properly protect those sensitive score information.

IV.   SEARCHABLE SYMMETRIC
ENCRYPTION

Symmetric Encryption is a process of encrypting and decrypting a message or file using a single same key. Searchable symmetric encryption (SSE) [5] allows a party to outsource the storage of his data to another party in a private manner, while maintaining the ability to selectively search over it. This problem has been the focus of active research and several security definitions and constructions have been proposed. Then present two constructions that show secure under our new definitions. Interestingly, in addition to satisfying stronger security guarantees, our constructions are more efficient than all previous constructions. Further, prior work on SSE only considered the setting where only the owner of the data is capable of submitting search queries. Private-key storage outsourcing allows clients with either limited resources or limited expertise to store and distribute large amounts of symmetrically encrypted data at low cost. Since regular private-key encryption prevents one from searching over encrypted data, clients also lose the ability to selectively retrieve segments of their data. To address this, several techniques have been proposed for provisioning symmetric encryption with search capabilities; the resulting construct is typically called searchable encryption. An index is a data structure that stores document collections while supporting efficient keyword search, given a keyword, the index returns a pointer to the documents that contain it. It requires an amount of work from the server that is linear in the number of documents that contain the keyword requires constant storage on the client, and linear storage on the server. While the construction also performs searches in one round, it can induce false positives, which is not the case for our construction. Additionally, all the constructions require the server to perform an amount of work that is linear in the total number of documents in the collection. The ranked keyword search [2] over encrypted data is used to achieve economies of scale for Cloud Computing.

Cryptographic encryption protects data from compromise due to theft or intrusion. In addition to outsider attacks, security measures should also be taken against potential insider attacks. For example, when information storage is outsourced to a thirdparty data center, system administrators and other personnel involved may not be trusted to have decryption keys and access the content of the data collections. When an authorized user remotely accesses the data collection to search and retrieve desired documents, the large size of the collections often makes it infeasible to ship all encrypted data to the user's side, and then perform decryption and search on the user's trusted computers. Therefore, new techniques are needed to encrypt and organize the data collections in such a way as to allow the data center to perform efficient search in encrypted domain. There are a number of scenarios where the content owner may want to grant a user limited access to search a confidential collection. For example, the searcher could be a scholar or a lowlevel analyst who wants to identify relevant documents from a private or classified collection, and may need clearance only for the top-ranked documents; the searcher could also be the opposing side during document discovery phase of a litigation, who would request relevant documents from the content owner's digital collection be turned over.

The requirements of balancing privacy and confidentiality with efficiency and accuracy pose significant challenges to the design of search schemes for a number of search scenarios. This problem has attracted interests from the cryptography community in recent years to investigate theories and techniques for "searchable encryption." However, existing work only supports Boolean searches to identify the presence or absence of terms of interests in encrypted documents. Advances in information retrieval have gone well beyond Boolean searches; scoring schemes have been widely employed to quantify and rank-order the relevance of a document to a set of query terms. The goals of this paper are to explore a framework to securely rank-order documents in response to a query, and develop techniques to extract the most relevant documents from a large encrypted data collection. To our best knowledge, this is the first attempt in the research community to explore secure rank-ordered search. As an initial step, this paper on modeling common scenarios of secure rank-ordered search and exploring indexing and search techniques built upon existing established cryptographic primitives. The

understandings obtained from this exploration will pave ways to bring together researchers from information retrieval and applied cryptography to establish a bridge between these areas. To accomplish our goals, we collect term frequency information for each document in the collection to build indices, as in traditional retrieval systems for plaintext. We further secure these indices that would otherwise reveal important statistical information about the collection to protect against statistical attacks. During the search process, the query terms are encrypted to prevent the exposure of information to the data center and other intruders, and to confine the searching entity to only make queries within an authorized scope. Utilizing term frequencies and other document information, we apply cryptographic techniques such as orderpreserving encryption to develop schemes that can securely compute relevance scores for each document, identify the most relevant documents, and reserve the right to screen and release the full content of relevant documents. The proposed framework has comparable performance to conventional searching systems designed for nonencrypted data in terms of search accuracy.

V.   RANKED KEYWORD SEARCH VI.

The review of existing searchable symmetric encryption (SSE)[5] schemes and provides the definitions and framework for our proposed ranked searchable symmetric encryption (RSSE). It would be very inefficient to support ranked search[2] functionality over encrypted data, as demonstrated in our basic scheme. In this section, we develop a framework to perform ranked search securely and efficiently with minimum disclosure of the indexing information. We assume that the data center can only be trusted with data storage and should not be allowed to obtain information about the stored data. This module is used to help the user to get the accurate result based on the single keyword concepts. The users can enter the multiple words query, the server is going to split that query into a single word after search that word file in our database. Finally, display the matched word list from the database and the user gets the file from that list.
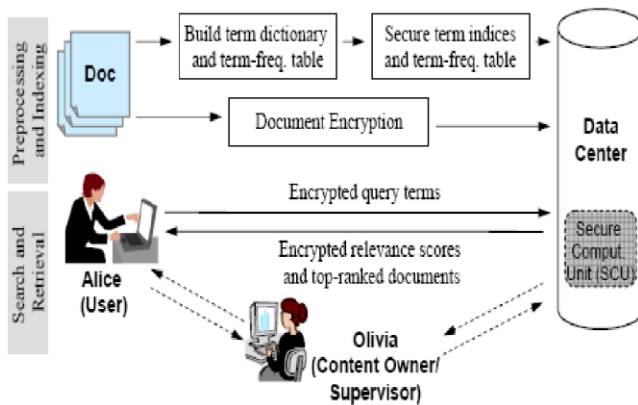
Fig 3: A framework for confidentiality preserving ranked search

The pre-processing is executed once by Olivia, when she stores the documents, all in encrypted form, in the data center. The major task of the preprocessing stage is to build a secure term frequency table and a secure inverse document frequency table, so as to facilitate efficient and accurate information retrieval. For an unprotected term frequency table, both the search term and its term frequency information are in plaintext. To protect the confidentiality of the search, we encrypt each of them in an appropriate way. Here, we create a new framework for confidentiality preserving rankordered search and retrieval over large document collections by using secure index, encrypted domain search & ranked retrieval. The use of this method is to provide good accuracy for a wide range of applications. It is designed only for non-encrypted data. Here the ccomplexity is high. It also focuses on protecting communication links and combating traffic analysis.

ORDER-PRESERVING MAPPING TECHNIQUE

Normally Order preserving mapping is used to preserve the order. The order of mapped points on the two boundaries must be monotonically non-decreasing.

It is allowing different levels of detail like One-toone, Many-to-one, One-to-many. Here the proposed method follows one-to-many order preserving mapping technique. The authorization between the data owner and users is appropriately done. To search the file collection for a given keyword, an authorized user generates and submits a search request in a secret form to the cloud server. Upon receiving the search request the cloud server is responsible to search the index and return the corresponding set of files to the user. This is considered as the secure ranked keyword search problem.

VII.   CONCLUSION

In the proposed system, we motivate and solve the problem of supporting efficient keyword search for achieving effective utilization of remotely stored encrypted data in Cloud Computing. We first give a basic scheme and show that by following the same existing searchable encryption framework, it is very inefficient to achieve keyword search. We then appropriately weaken the security guarantee, resort to the newly developed crypto primitive OPSE, and derive an efficient one-to-many order-preserving mapping function, which allows the effective RSSE to be designed. Through security analysis, we show that our proposed solution is secure and privacypreserving, while correctly realizing the goal of ranked keyword search. Extensive experimental results demonstrate the efficiency of our solution.

VIII. FUTURE ENHANCEMENT

In further enhancements of our search mechanism, we are going to search an Image or Video file in the cloud server which includes the efficient support of relevance score dynamics, the authentication of search results, and the reversibility of our proposed one-to-many order-preserving mapping technique.

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Effectiveness of Microsoft Team for online learning during COVID-19 Pandemic

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Abstract

Educational institutes have closed worldwide due to the outbreak of COVID-19. The research paper explores impact of Microsoft Teams on students learning during online classes. This computer application developed effective online teaching learning process in private schools of Pakistan. The study develops various methods for online teaching without compromising student learning. These methods will help in designing successful online study sessions. The study formulated different notions for online education in developing countries. It includes Microsoft Teams, Computer Base Application (CBA). Furthermore, sharing resources before the class will help in creating interactive online classes. Microsoft Teams application play fundamental role in enhancing student deep learning during pandemic era. Recording online lectures and getting support from teaching assistants are also vital features. These instructional strategies will serve as an excellent tool in running online classes.

Keywords: *Computer-based application, Microsoft Teams, Effective learning*

INTRODUCTION

Coronavirus termed as COVID-19 was declared as pandemic by WHO officially on March 12, 2020 (WHO, 2020). COVID-19 is a severe acute respiratory syndrome and is a type of virus. Educational institutes' closures occurred due to this pandemic. It has estimated that 107 countries implemented educational institutes' closures. It is roughly said to be affecting 862 million people around the globe. This is approximately calculated as half of the world student population (Viner et al., 2020). Moreover, 29 countries closed their educational institutes a week before the official announcement (UNESCO, 2020). Educational institutes' closures were immediately considered after this pandemic. In past, it was assumed that minimizing social contacts can reduce influenza outbreaks (Jackson, Vynnycky, & Mangtani, 2016). However, COVID-19 pandemic has also affected private schools and higher education in Pakistan. Pakistani private schools and universities are moving from traditional face-to-face education to remote education. Most of the private institutions are moving toward online education in Pakistan. Students are getting education online by sitting in front of their computer screens at their home. After this pandemic outburst, schools and universities are being closed. UNESCO reported that around 61 countries are enforcing closures of educational institutes. It includes Africa, Asia, Europe, Middle East and America (UNESCO, 2020). This article explores the impact of online education in Pakistan. The aim of this short paper is to provide an introduction to the innovative use of the Microsoft Teams app. The paper will explain what Teams can offer educators in Private Education Institutions (PEIs) and argues that teaching and learning with the app is located within the social constructivism paradigm of educational theory. The paper combines a practical analysis of Teams as a computer-supported collaborative learning (CSCL) process with a discussion about a social constructivist approach to collaborative learning.

Microsoft Teams as a best medium for online Instruction

Instead, it brings the classroom right to your home. A few features of Microsoft Teams that are helpful for online learning are: Sharing of assignments with instructors. If your instructor uses Microsoft Teams, you

can receive and submit your assignments on this platform as well one of the prominent features in online teaching is the voice of the teacher. Literature shows that effective communication between students and teachers is very important. Effective communication can achieve through Microsoft Teams software. In traditional class teaching, body language, eye contact, and physical gestures are significant teaching tools. However, in online teaching, teachers should focus more on their voice and vocal functions. A recent study suggests that speaking gently is beneficial for students. It helps students in writing essential lecture points (Bao, 2020). It can be suggested here that Training wing should give training to their faculty members. Teachers should know about importance of maintaining slow voice and practicing vocal functions. This will ensure effective learning for students during online teaching. Greater interactivity in online course will enhance the overall online class success rate. Literature depicts that more student and teacher discussion can result in higher interactivity (Townsend et al., 2002). Online class participation can be one way of enhancing student involvement in lecture. Moreover, discussing case studies and asking questions can result in higher student involvement (Smith & Diaz, 2004). Thus, private schools teachers' should arrange Microsoft Teams application for meetings with their students. Through these meetings, devise them methods to develop more interactive online classes. Practicing these methods will encourage student presence and improve learning abilities. Teachers should prepare lectures beforehand and share case studies and questions with students. Online classes are completely different from the traditional in-class lectures. In traditional in-class lecture, teacher feels more control over student behavior. To deal with this concern, study shows that teacher should devise different activities. Such activities which can enhance student learning skills in online classes (Bao, 2020). Moreover, teachers should ask challenging questions from students during online classes (Smith & Diaz, 2004). These practices will help in establishing better learning abilities for students. Moreover, these approaches will ensure that students are more focused in classes. Besides these, getting feedback from students about these online classes can enhance the capacity of online classes.

Recommendations for Future Practice

Tutors who use Teams for teaching should provide training on Teams for colleagues and learners on the module. Microsoft have provided a suite of online training videos and guidance for users at all levels of competence (Microsoft, 2019a). Tutors need to avoid duplication and set clear parameters for methods of communication, so tutors should make it clear that a certain channel will use chat as the preferred tool for communicating about the module. Tutors also need to make a clear distinction between the use of Teams and other mainstream LMSs such as Blackboard and Moodle. Microsoft (2019) announced that Microsoft Teams is now in the process of being integrated with Moodle. This integration will provide greater opportunities for educational institutions to collaborate around Moodle courses, and synchronize grades and assignments.
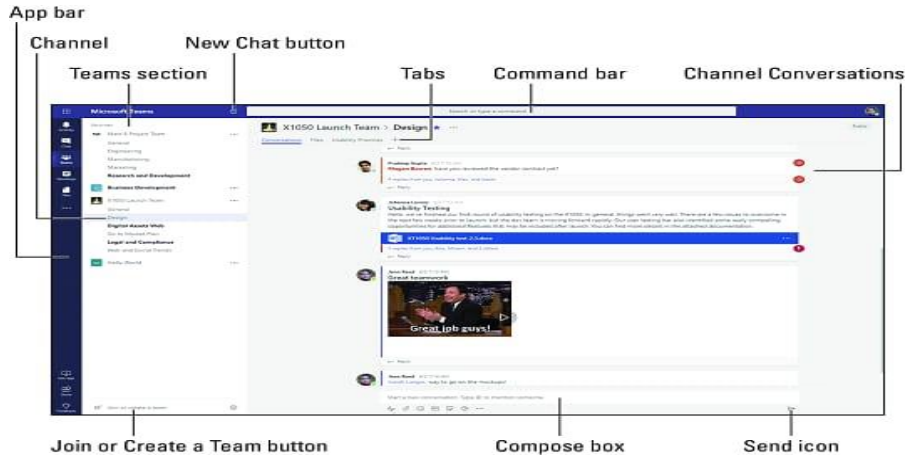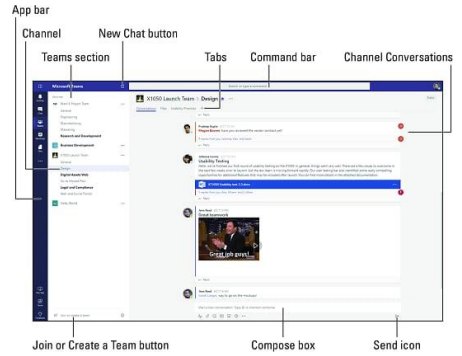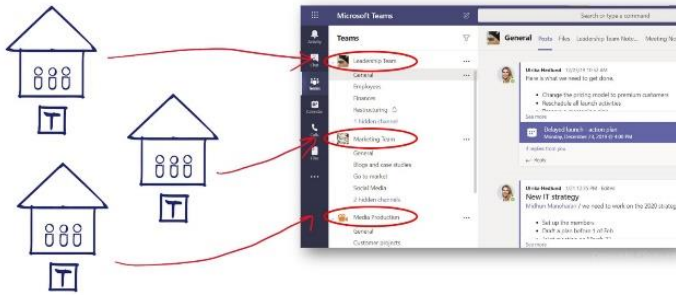
The work on Teams is still in an embryonic stage and the authors intend to adopt the use of Teams across a range of modules and levels of study. The initial results and feedback from learners have been very positive. The authors plan to conduct further qualitative research on the effectiveness of Teams as a computer-supported collaborative learning (CSCL) process. There are very few academic studies about this app but as Microsoft continues to expand and partner with LMSs more significant studies will emerge to test the effectiveness of these teaching processes. It is important to test the use of apps and bots within the context of educational theory and in this case a social constructivist approach to collaborative learning can be applied.

Suggestion

Government should implement Microsoft Teams in all public schools of Pakistan for effective online teaching learning process.

Conclusion

The results of the study show that e-learning by using Microsoft Teams platform during COVID-19 pandemic is highly known to respondents and has a positive and significant impact on their self-study and academic achievement. In general, high knowledge shows, in some degree, that Moodle, Microsoft Teams platforms has a major impact on students' learning.

App bar
Channel   New Chat button
Teams section   Tabs   Command bar   Channel Conversations

Join or Create a Team button   Compose box   Send icon

App bar

Channel   New Chat button

Teams section   Tabs   Command bar   Channel Conversations

Join or Create a Team button   Compose box   Send icon

Quick start guide

Microsoft Teams
Quick Start Guide

Microsoft Teams
Sign in   Pick a team and channel
Start a conversation   Start a meeting

Microsoft Teams
Make video and audio calls   @mention someone
Reply to a conversation   Add an emoji, meme, or GIF

Microsoft Teams
Stay on top of things   Share a file
Add a tab in a channel   Work with files

Microsoft Teams
Search for stuff   Add apps
Find your personal apps   Next steps with Microsoft Teams
Get other Quick Start Guides

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PREDICTION OF CRIMINAL AND NON-CRIMINAL ACTIVITIES USING MACHINE LEARNING TECHNIQUES

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ABSTRACT

Crimes are one in every of the foremost threat to the society and additionally for the civilization. The normal crime finding techniques unable to measure up to the need of existing crime state of affairs. Most difficult space during this crimes is characteristic the sets of crimes committed by the identical individual or same cluster. With the rapidly increase in population of Pakistan and also all world, the ratio of crime is also increasing and affecting our social life badly in different ways. So it has become significant to predict crime data for better understanding of upcoming crime analysis trends. Prediction of the social media crimes are measured from dataset to declare a person is criminal or non-criminal. Using for that purpose dataset containing the attributes/features that are related to the social activities of a person. These features/attributes play a vital role for prediction of a class criminal, non-criminal. In this way, supervised machine learning algorithm naïve Bayes and data classificationtechniques play a vital role to investigate future patterns and trends of crime. In this project, we usenaïve Bayes algorithm with python coding to forecast crime trends of Pakistan in future. So we adopt the naïve Bayes model totrain on dataset. After training the algorithm, crime prediction such as posting on social media comments, likes, age, qualification, relationship, frequency etc. in different region of Pakistan. Naïve Bayes models are applied to evaluate the best possible explanatory variables. The Machine learning is used to predict some class from given patterns and able to machine for the prediction. The Python Language provide the facilities for preprocessor classification algorithm naïve Bayes used to analyze dataset. This work will be helpful for the Pakistan crime agencies and law enforcement agencies to predict, prevent or solve the future crime situation of Pakistan.

1. INTRODUCTION

History of crime analysis

Crime analysis sometimes called risk or safety audit assessment that provides an approach to play a role to control crime problems, and provide crime prevention strategies which incorporate crime into site analysis. This progression based on sites and in particular areas ranging from precinct development to business operation. In a decade there has been booming growth significance in crime breakdown. Geographic information systems (GIS) extensively used in agencies all over to built-up the nation. Foremost study of crime analysis by computer simulation to expose unknown crime rate analysis. Crime analysis an upcoming research area that has been started in last decade through the comparatively miniature group of geographers and criminologists. The main concern of study that swarm crime rate and crime pattern by criminology theories in Geographic information systems (GIS) based computing

atmosphere. This booming investigation classically involve criminal computer science based modeling and simulation.

Technology for crime analysis

Crime is a social irritation which climbs all over the world. Criminologists analyze the data set with different techniques by using different tools. Sensing technology and large scale computerized programmed tools be used for crime analysis and their prevention in society.(Liberatore, 2020) The rising crimes day by day, human's skill tend failed when they are given large data sets. This dramatically increase in crime rate, various advanced technological techniques that are used for attaining impendence the crime analysis patterns which will be assists the law to stop the crime rate with appropriate crime deterrence tactics. Data analyzing techniques used to assist the tasks information commencing the enormous crime data and offered the crime analysis inquiry section a novel perimeter for crime scrutiny (Law, 2020).

Aim of Study

The aim of proposed research is to determine the crimes analysis in society. Our study provides a statistical way to comprehend crime analysis to improve "citizen's safety measures". The most important target of our research to emphasize crime rates via definite economic and social factors and primary essentials situation for anticrime policies. The proposed research project, we will use guiding tools for preceding significant studies on crime analysis reliance that perform with related quantitative analysis, the subject of crime analysis on certain economic and social factors by using statistical as well as economic modeling. We apply naïve Bayes approach to study the essential crime factors. Our findings will show relationship between the economic and social characteristics that will influence the creation of crimes rate both positively/ negatively and correlate with earlier crime rates and also their dependence on the ecological factors.

Acts of violence and crimes are systemic disorder which in many ways damages our society badly. Detection of crime is one of the most important practices for a society free of crime. There's a lot of focus from law enforcement agencies on crime detection. The area of crime research is evolving but much remains to be achieved. Together with social media data, crime prediction models have been capable of achieving a significantly higher rate of success for certain types of crime compared to traditional crime prediction models (Gerber, 2016).

The conventional investigation into crimes was the right and privilege of Specialists in criminal law and regulation. Because of growing usage of computer systems, Computer technology analytics had been helping to detect crimes, Law security and police agencies to intensify crime resolution method. It is an interdisciplinary approach to informatics and Criminal justice to build a model for data mining. Can help us solve crimes more efficiently. In fact, we are going to use models based on clustering to help identify Crime Models (Chen H. C., 2012).

The set of data used to conduct the research which consists of criminal data feeds from Facebook and Twitter. The output of the proposed system of graphical representation of crime analysis, which would be useful for the crime investigation agencies for counter measures to reduce crimes.

Clustering is an arrangement of information or articles into groups. In this method, a cluster is made out of an arrangement of comparable information which acts same as a gathering. One might say that the clustering is equivalent to the arrangement, with just distinction that the classes are not characterized and determined in advance, and gathering of the information is managed without supervision.

Machine learning specialists work with information and utilize diverse strategies to discover designs in information making, which extremely valuable for provident investigation. Law enforcement agencies use distinctive watching systems in light of the data they get the chance to keep a secure zone. A machine learning operator can learn and examine the example of event of a crime in the light of the reports of past criminal exercises and can discover hotspots in view of time, type or any other factor. This system is known as arrangement and it permits to predict nominal class names. Classification has been utilized in various areas, for examples; money related market, business insight, social insurance, climate forecasting and so on.

Investigation agencies collect data about crime and turn it into useful information. It is difficult to search and find out the useful information from large data of crime data. Through which we can detect the crime patterns, then proficiently and precisely can analyze the increasingcapacitiesof crime interrelated data. There is dire need to detect crime through social media sites with the help of textual analysis and other techniques. This will help the law enforcement agencies to detect crime before its occurrence and caught the criminal soon.

The world has witnessed of tremendous rise in terror attacks in last couple of decades. It has been reported that modern communication technologies including social media have been used by terrorists. Today, the big challenge for the modern civilized world is to overcome such terrorist attacks and increasing rate of crime. The major challenge for the law enforcement agencies is to collect accurate and efficient data from growing volumes of crime data (Chen H. C., 2004). The investigators use powerful machine learning algorithms or tools to explore social media datasets for quick and efficient results.

Crime analysis is a fundamental activity for the smart and law enforcement agencies all over the world. It is very essential to study the factors, reasons and the relation between the occurrences of different crimes and to find the most suitable solution for them to control. Now days the major challenges faced by the agencies to analyze the data correctly and efficiently. Data mining is useful in analysis, discovery and investigation of patterns for happening of diverse crimes. An intelligent crime analysis system is proposed in this paper which is developed to control the above discussed problems.

Crime is one of the most dangerous elements of Society. Today criminals have been reported to use advance technologies in committing crimes. It is difficult to consider a crime free society. There is a pressing need in research community to construct a model that can predict crime pattern (Matto, 2019).

As it contains a huge quantity of data, physical analyzing techniques of such a technical data may produce an enormous difference effects in low quality and required large manpower. So there is an urge need to create an automatic computational method for crimes analysis. Data mining techniques have greater impact in the fields of Technology.

Research directions are changing and spreading views of politics, education, and health, social and behavioral sciences with huge social data available. Social networking prevalence and contextual ambiguity promote interpretation, evaluation and, sometimes, human behavior prediction based on participant's daily activities. The conceptual nature of social media data poses many challenges when it comes to recognizing patterns in individual activity (e.g. people may talk about various ideas)(Alina Ristea, 2020).

2. Purpose &Objectives

In this project we are targeting the efforts to simulate and give rise to patterns of crime analysis. The main objectives of this research are:

1. To understand the mechanism of crime analysis for improving the efficiency of advanced technological applications.
2. To explore high level analysis and interpretation for improvement in crime rate.
3. This machine learning study will provide a promising future crime pattern base on diverse crime deterrence approaches.

3-LITERATURE REVIEW

Acceleration can be used, for example, as an associate approach to sight crimes or violence in videos: combat. When people battle their muscles appear to exhibit huge strength (in many positions and with significant values) on their heads as a consequence of their spinning arms and moving their feet. We are inclined to compare the detected acceleration to the optical flow. From the tests of the acceleration analysis of the tracking of 2 incidents in very prison setting. There's no fighting in the left episode and so the scene is mundane; a guard is assaulted in the right by an unfortunate person. There is no movement observed in the left episode showing merely a guard's spinning neck. There's a lot more visual streaming relative to this, associated with more well-off activity as inmates welcome their visitors. There is substantial observed acceleration inside the attack, and much less optical movement, in contrast for the right sequence. As such acceleration seems a lot of suited to the detection of speedy change, in line with

scenes of violence. So by police work acceleration we'd be ready to confirm associate approach suited to the detection of violent crime within the future (Y. Sun, 2016).

An intelligent crime analysis system is proposed to control the criminal activities. The suggested system is net built which implements crime analysis through news trainings (Nurtayev, 2017).

The learning of interpersonal organizations is relating certified point of present day science. Interpersonal organizations on the net ensure the compelling of social groups and social orders inside the recreated region. The examination of such social relations is of clear mindfulness, since it marks it conceivable, to dissect the issues of contemporary society abuse content investigation of messages and remarks of system clients. Content investigation of clients' action in informal communities may encourage uncovering concealed examples of social procedures and variables unequivocal temperament changes in the public eye (Donchenko, 2017).

As per (Robinson, 2018) Robinson, three systemic problems will emerge if a law or social policy contemplates implementing predictive analytics in criminal justice:

(1) Current priorities versus past trends;

(2) Whatever matters versus what the data evaluate; and

(3) Public jurisdiction versus private skills.

The simplicity of the algorithms, the purpose of allowing identification and the probability of rectification of discriminatory applications are lacking the key point of machine learning and neural network methods. Those approaches are by default black-boxed. Demanding clarity without explanatory possibilities remains a shallow demand (Veale, 2018).

For several decades, instruments for assessing crime have been used in criminal justice settings. Yet now these methods are being improved with machine learning and Artificial Intelligence, and other European countries are also looking at these programs for many conflicting reasons, such as declining budgets, decreasing credibility and solving case overloads. The European Union Fundamental Rights Agency warns that discrimination in data-supported decision making is 'a core field especially affected by technological growth'. So the trend of 'algorithmizing' everything has increased policymaker's interest (Just, 2020).

4. Problem Statement

Crimes are a societal risk that, in many respects, cost our community dearly. Any work that will assist in the swift prosecution of crimes can compensate for itself. Here we glance at how clustering is usedData-mining algorithm to help find theCrime patterns, and speed up the resolution process. We'll aim python data analysis technique for certainImprovements to help in the recognition ofcrime Type and incident. These methods can be applicable to everyday life.A probabilistic approach to analyze social media data onto the (criminal and non-criminal) activities detection by using python data analysis method.

5. Solution

The current methodology will be used to detect the criminal and non-criminal person by using the dataset of social media. We must use the python language to detect and analysis the social media data for the detection of criminal and non-criminal person to check the certain indicators or components.

Naïve Bayes is a machine learning supervised classification algorithm which is utilized to characterize information into predefined classes. It utilizes the idea of conditional probability to order the test information.

Conditional probability

It encourages us to discover the probability that something will happen given that something different has occurred.

Consider two occasions A and B, at that point (A and B) =P (A)*P (B|A)

Bayes Rule

The standard support us to know how regularly A happens given that B has just happened P(A|B), when we know how frequently B happens given that A has just happened P(B|A).

P (A|B) = P (B|A) *P (A)/P (B)

Classifier of Naïve Bayes finds the probability of every feathers/factor then it selects the result with highest probability.

Pros and Cons of Naïve Bayes

Pros:

1. Required a small amount of training data.

2. Easy and fast prediction of the class test data.

Cons:

1. Does not work well with if the features are correlated.

2. Not suitable for large data set.

Types

There are basic three types of Naïve Bayes Algorithm

Gaussian

Multinomial

Bernoulli

Python is used for data pre-processing, clustering, classification, regression and association methods and graphically represented as visualization. It is also planned methodology for developing new machine learning schemes. Python also includes many features Library such as machine learning, data mining, classification, preprocessing, regression, association, clustering and selection of attribute, workflow and graphical representation.

Performing the python on the dataset and predict the person that he is involved in criminal activities or not. It's make a decision on the dataset using python techniques.

6. Required Tools and availability

Python is general purpose language to provide the friendly libraries functions for the analyzing social media data.so we need Dataset from the social media such as twitter, Facebook etc. and the programing code for testing and analyzing the dataset using **NaïveBayes**classification algorithm. To verify the data result in the final stage we also use the **WEKA** tool for the analysis data set and we will get the result.

Prediction of criminal activities and to improve intervention effectiveness, complications must be understandable. The Naive Bayes algorithm was use seven factors for the crime activities detection with less accuracy, the same can be improved by adding some additional factors like post and share status of the user. This algorithm will help to solve the high dimensional and multiclass issues.

To improve the prediction, a computational framework would be developed, which would be used for criminal activity analysis by using big data and machine learning technique with more accuracy.

Dataset contain following features for data set in csv format

1. Social Media Frequency using of social Media in 24 Hours (frequency)

2. Duration of Consecutive use of Social Media in 24 Hours (duration)

3. No. of Ethical Post (ethical)

4. No. of Un-Ethical Post (unethical)

5. Positive Reaction on Ethical Posts (prep)

6. Positive Reaction on Unethical Posts (pruep)

7. Negative Reaction on Ethical Posts (nrep)

8. Negative Reaction on Un-Ethical Posts (nruep)

9. No. of Friends (nof)

10. Age (age)

11. Gender (Male, Female)(gender)

12. Qualification (Primary, Middle, SSC, HSSC, Bachelor, Master, M.Phil., PHD) (qualification)

13. Country (country)

14. Label (1 or 0)(Criminal or Noncriminal)

7-Methodology

First of all we obtain the dataset from the kaggle website and convert it into the numerical values

www.kaggle.com

After converting all string into numerical values

Total instances=8000

Relation= dataset1

Attributes= 14

The important steps for prediction and analyzing dataset in python using naïve Bayes algorithm

- Data handling
- Data Summarize
- Establish Predictions
- Evaluate Accuracy

Step-1 Data Handling

Loading data in csv format with import of headers

importmatplotlib.pyplot as plt

fromsklearn.metrics import confusion_matrix , classification_report

importnumpy as np

import pandas as pd

fromsklearn.naive_bayes import GaussianNB

fromsklearn.model_selection import train_test_split

Split the data into a training set and a test set

x_train, x_test, y_train, y_test = train_test_split(X, Y, random_state=1 ,test_size = 0.2)

#Importing Data

data = pd.read_csv('C:/Users/yasir/Desktop/dataset1.csv')

data=data.sample(frac=1)

X = data.iloc[: , 0:13].values

X = pd.DataFrame(X)

Y = data.iloc[: , 13:14].values

Y = pd.DataFrame(Y)

#Model

gnb = GaussianNB()

gnb.fit(x_train, y_train)

predictions = gnb.predict(x_test)

Step-2 Data Summarize

We calculate the mean and standard deviation of training data with each attribute and by class value etc.

Here we make the calculation of the probability of specific factor value related to each class.

We can summarized data into sub parts

#printing table values

print(classification_report(y_test,np.round(predictions)))

Data separate by class

#CODE FOR MULTICLASS for 6 classes

#TP FP (True Positive, False Positive)

#FN TN(False Negative, True Negative)

```
print(cnf_matrix)
cm_cnn = np.array(cnf_matrix)
TP = cm_cnn[0][0]
#FP = np.int(np.sum(cm_cnn[np.triu_indices(num_classes,1,num_classes)]))
FP =  np.triu(cm_cnn).sum()-np.trace(cm_cnn)
# cm[row][column]
FN = np.tril(cm_cnn).sum()-np.trace(cm_cnn)
TN = np.trace(cm_cnn) - TP
```
#Calculating Other Parameters
```
print('TP:{}'.format(TP))
print('FP:{}'.format(FP))
print('FN:{}'.format(FN))
print('TN:{}'.format(TN))
fromsklearn.metrics import matthews_corrcoef
MCC = matthews_corrcoef(y_test,np.round( predictions) )
print('MCC: {}'.format(MCC))
```
 # Compute confusion matrix
```
cnf_matrix = confusion_matrix(y_test, np.round(predictions))
```
Summarized attributes/factor by class

Step-3   Establish Predictions
We make prediction by calculating the probabilities of the given dataset
#ROC CURVE
```
fromsklearn.metrics import roc_curve, auc
false_positive_rate, true_positive_rate, thresholds = roc_curve(y_test, predictions)
roc_auc = auc(false_positive_rate, true_positive_rate)
plt.title('Receiver Operating Characteristic Naive Bayes')
plt.plot(false_positive_rate, true_positive_rate, 'blue', label='AUC = %0.2f'% roc_auc)
plt.legend(loc='lower right')
plt.plot([0,1],[0,1],'m--')
plt.xlim([0,1])
plt.ylim([0,1.1])
plt.ylabel('True Positive Rate')
plt.xlabel('False Positive Rate')
plt.show()
```
#Accuracy
```
fromsklearn.metrics import accuracy_score
accuracy = accuracy_score(y_test,np.round(predictions))
print ("Accuracy:  ", accuracy_score(y_test,np.round(predictions))*100)
```
8-Final Results and output

```
Python 3.7.3 (default, Mar 27 2019, 17:13:21) [MSC v.1915 64 bit (AMD64)]
Type "copyright", "credits" or "license" for more information.

IPython 7.4.0 -- An enhanced Interactive Python.

In [1]: import matplotlib.pyplot as plt
   ...: from sklearn.metrics import confusion_matrix , classification_report
   ...: import numpy as np
   ...: import pandas as pd
   ...: from sklearn.naive_bayes import GaussianNB
   ...: from sklearn.model_selection import train_test_split

In [2]: data = pd.read_csv('C:/Users/yasir/Desktop/dataset1.csv')

In [3]: data=data.sample(frac=1)
   ...:
   ...: X = data.iloc[: , 0:13].values
   ...: X = pd.DataFrame(X)
   ...:
   ...: Y = data.iloc[: , 13:14].values
   ...: Y = pd.DataFrame(Y)

In [4]: x_train, x_test, y_train, y_test = train_test_split(X, Y, random_state=1 , test_size = 0.2)

In [5]: gnb = GaussianNB()
   ...: gnb.fit(x_train, y_train)
C:\Users\yasir\Anaconda3\lib\site-packages\sklearn\utils\validation.py:761: DataConversionWarning: A column-vector y was passed
when a 1d array was expected. Please change the shape of y to (n_samples, ), for example using ravel().
   y = column_or_1d(y, warn=True)
Out[5]: GaussianNB(priors=None, var_smoothing=1e-09)

In [6]: predictions = gnb.predict(x_test)

In [7]: from sklearn.metrics import accuracy_score
   ...: accuracy = accuracy_score(y_test,np.round(predictions))
   ...: print ("Accuracy:  ", accuracy_score(y_test,np.round(predictions))*100)
Accuracy:   97.3125

In [8]: cnf_matrix = confusion_matrix(y_test, np.round(predictions))

In [9]: print(classification_report(y_test,np.round(predictions)))
              precision    recall  f1-score   support

           0       0.97      0.97      0.97       785
           1       0.97      0.98      0.97       815

   micro avg       0.97      0.97      0.97      1600
   macro avg       0.97      0.97      0.97      1600
weighted avg       0.97      0.97      0.97      1600


In [10]: print(cnf_matrix)
[[762  23]
 [ 20 795]]

In [15]: from sklearn.metrics import roc_curve, auc
   ...: false_positive_rate, true_positive_rate, thresholds = roc_curve(y_test, predictions)
   ...: roc_auc = auc(false_positive_rate, true_positive_rate)
   ...: plt.title('Receiver Operating Characteristic Naive Bayes')
   ...: plt.plot(false_positive_rate, true_positive_rate, 'blue', label='AUC = %0.2f'% roc_auc)
   ...: plt.legend(loc='lower right')
   ...: plt.plot([0,1],[0,1],'m--')
   ...: plt.xlim([0,1])
   ...: plt.ylim([0,1.1])
   ...: plt.ylabel('True Positive Rate')
   ...: plt.xlabel('False Positive Rate')
   ...: plt.show()
```


Receiver Operating Characteristic Naive Bayes

```
In [16]:

In [12]: cm_cnn = np.array(cnf_matrix)
   ...: TP = cm_cnn[0][0]
   ...: #FP = np.int(np.sum(cm_cnn[np.triu_indices(num_classes,1,num_classes)]))
   ...: FP =  np.triu(cm_cnn).sum()-np.trace(cm_cnn)
   ...: # cm[row][column]
   ...: FN = np.tril(cm_cnn).sum()-np.trace(cm_cnn)
   ...: TN = np.trace(cm_cnn) - TP

In [13]: print('TP:{}'.format(TP))
   ...: print('FP:{}'.format(FP))
   ...: print('FN:{}'.format(FN))
   ...: print('TN:{}'.format(TN))
TP:762
FP:23
FN:20
TN:795

In [14]: from sklearn.metrics import matthews_corrcoef
   ...: MCC = matthews_corrcoef(y_test,np.round( predictions) )
   ...: print('MCC: {}'.format(MCC))
MCC: 0.9462339734966216
```


Accuracy= 97.3125%

Label (Prediction)	Precision	Recall	F1-score	Support
0	0.97	0.97	0.97	773
1	0.97	0.97	0.97	827

9. Project Significance

The proposed method is a significant contribution in the social media data analysis using machine learning technique Naïve Bayes algorithm and especially for the crime or non-crime activities detection. With the help of this prediction method, social media expert and cyber security analyst will be able to monitor and the judgment of criminal activities and that will be lead to make valuable decisions. This prediction used to analyze and recognize the crime patterns to overcome the occurrence of such incidences.

10. Schedule

Duration	Tasks
JUNE 25,2021	Project Presentation
JUNE 15– 20 2021	Preparation of system and installation
JUNE 21-24 2021	Tools Expertise/data set
JUNE 23 2021	Experiments
JUNE 24	Result Test and Analysis
JULY 4, 2021	Report writing and submission

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INNOVATIVE METHODS OF TEACHING
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Co-author 7 books and written one book on Sustainable Development Goals which has got
many International Awards.

Introduction
Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeability and self-sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers.

Importance of Education:
Islam attaches such great importance to knowledge and education. When the Qur'an began to be revealed, the first word of its first verse was 'Iqra' that is, read. Education is thus the starting point of every human activity. A scholar (alim) is accorded great respect in the hadith. According to a hadith the ink of the pen of a scholar is more precious than the blood of a martyr. The reason being that martyr is engaged in defence work while an alim (scholar) builds individuals and nations along positive lines. In this way he bestows a real life to the world. "Education is the manifestation of perfection already in man" – (Swami Vivekananda)

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens. Education is an engine for the growth and progress of any society. It not only imparts

knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

Traditional Teaching Method – An evaluation

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and- talk" method and overhead projector (OHP) transparencies. This directed instruction model has its foundations embedded in the behavioural learning perspective (Skinner, 1938) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning.

Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process. It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes.

Some limitations which may prevail in traditional teaching method are :

Teaching in classroom using chalk and talk is "one way flow" of information. Teachers often continuously talk for an hour without knowing students response and feedback. The material presented is only based on lecturer notes and textbooks. Teaching and learning are concentrated on "plug and play" method rather than practical aspects. The handwriting of the lecturer decides the fate of the subject. There is insufficient interaction with students in classroom. More emphasis has been given on theory without any practical and real life time situations. Learning from memorization but not understanding. Marks rather than result oriented.

Innovative Tools Multimedia Learning Process:

I   hear   and   I   forget.
I   see   and   I   believe.
I do and I understand. - Confucius

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem- based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set.

Currently, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge (Teo & Wong, 2000), problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems (Boud & Feletti, 1999).

The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements

into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

Creating multimedia projects is both challenging and exciting. Fortunately, there are many multimedia technologies that are available for developers to create these innovative and interactive multimedia applications (Vaughan, 1998). These technologies include Adobe Photoshop and Premier to create edit graphics and video files respectively, Sound Forge and 3D Studio Max to create and/or edit sound and animation files, respectively. They can also use an authoring tool such as Macromedia Director or Author ware to integrate and synchronise all these media elements into one final application, add interactive features, and package the application into a distributable format for the end-user. Another advantage of creating multimedia projects in the classroom setting is that when students create multimedia projects, they tend to do this in a group environment. By working in a group, the students would have to learn to work cooperatively and collaboratively, using their group skills and a variety of activities to accomplish the project's overall objectives.
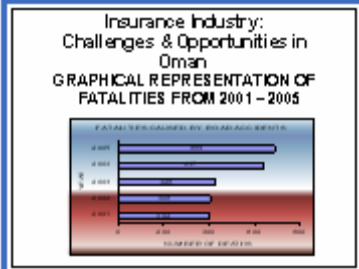
"Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid."~ Albert Einstein
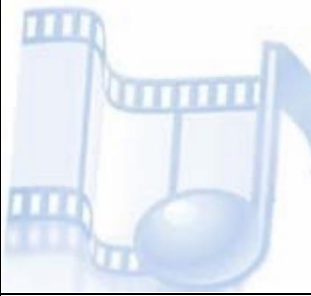
What is modern teaching? *"The teaching method which focuses more on teaching the students for improving their intellect behaviour by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style is **Modern Teaching Methods** in simple words."*

The new teaching method which we called the modern teaching method is more activity-based and centres the learner's mind which involves them entirely into the process of learning. In the modern teaching method, curriculum teaching and planning are done keeping the learner as the primary target.

Through this way, learners actively participate in the whole process to build their knowledge and sharpen their skills; this is also termed as a constructivist approach. On the other hand, the mentor or teacher only leads them and guides them to focus on the objectives of the subject. This is all done by engaging in activities and by adopting innovative modern teaching methods. New demand of the era or the need of the hour for students is to embrace the contemporary teaching methods which will also help in reducing the competition among the students, promote cooperation, and boost the health study environment.

Multimedia Learning- An Interactive Learning Process

Tools	Methods	Examples	Metaphors
MS PowerPoint, Astound Graphics and Flash Slide Show Software	Easy to prepare and it can be prepared with many of the popular multimedia elements like graphs, sound and video.		SLIDE BASED
Macromedia, Flash Author ware, BPP I Learn and I Pass	Presentation is created using icons to represent different media elements and placed in a flowline.		ICON BASED

Windows Movie Maker, Winampp, Macromedia Director	Presentation is created using movie- making concepts of casts, sounds, pictures and scores		MOVIE BASED
Adobe Acrobat Reader	Easy to prepare and with word documents if u have Acrobat Reader 5 with many popular multimedia elements like graphs sound and charts		BOOK BASED

Brief Introduction

Over the years, there have been visible changes in teaching style. Opposite to the memorization and same old recitation practice to teach the students, now with modern teaching methods, interactive methods of teaching have been introduced, and its result can be seen. This is an education reform which provides an entirely different angle of teaching and learning because modern teaching methods do not treat all students at the same level of their understanding ability, unlike the conventional method of teaching. Rather than the only teacher based, modern teaching methods focus more on questioning, demonstration, explaining, practical, collaboration methods, and are more activity-based.

Reasons to Introduce Modern Teaching Method

In recent years, the scope of knowledge in the field of science and technology has dramatically increased, and human's ability to adapt to new knowledge in science and technology has also increased. So, there is an immense need for innovative and creative minds to explore unknown and unrevealed areas of different fields. To cope up with the modern world and the knowledge-driven era of technology, adopting modern ways are the only means to survive.

So, the students should be taught in a manner to tackle the 21st century, which is technology-driven time and which requires creative and innovative minds for the progress of individuals, society, and nation. The students should be introduced with modern teaching methods and are provided sufficient knowledge so that they can create opportunities for themselves and others. Teachers still use a conventional chalk-talk method in the Classroom to teach students who can provide only basic knowledge of science and other subjects. Their approach can no longer be used as this is outdated, is with limited scope, and has been failed both at the nation and personal level.

If teachers teach with modern teaching methods instead of traditional impractical methods and present science lessons in a more proper scientific way, then many problems, including unemployment, can be overcome. All this can be achieved by providing a strong pillar to the Basic Education system and senior secondary school system. It requires an instant review of the BST curriculum, and it is the reason why modern teaching methods are introduced.

Why modern teaching is the need of the hour?

Education is the need of the hour as it creates a literate society and in the process of educating the society, motivation and instructions are very crucial and teachers, guides and administrators are responsible to motivate learners. The rate of literacy will be levelled up by providing education to the most parts of society. However, with time being changed to an extent, learners demand new techniques and methods to gain knowledge which specializes them not only in theoretical study but ensures them to provide practical knowledge, sharpen their skills, and make them educated to face any kind of challenges. Modern teaching methods are the only way to meet the requirements of modern times.

Relevance of Modern Teaching

Modern teaching unquestionably is the need of the hour because of its relevance in the modern era. The revolution in the field of science and technology demands great ideas and extensive effort to deal with any kind of circumstances coming in the way of development. All the load is on the little shoulders of learners. So, it is vital to give students not only knowledge but to improve their skills from the very beginning.

Moving from Reciting and Memorizing to Experimenting and Experiencing.

We have been seeing the concept of teaching in schools where teachers explain the topic and ask students to recite and memorize the topic to the main motive of passing the examination and to acquire the certificate. Memorizing and reciting was the way of teaching which definitely helps to clear the exam but it does not help further. Only experiencing and gaining practical knowledge will be helpful for further studies and life. In modern teaching, the focus is more on experimental study and it is the need of the hour as well.

Concept of Innovation.

Modern teaching encourages us to bring new ideas and introduce new concepts. Different methods of modern teaching aim towards creativity and innovative thoughts. It motivates learners to not follow conventional things but come up with innovations. That's the reason why modern teaching is laced with technical gadgets which can help learners to share their innovation and creativity. To strengthen the concept of Innovation, modern teaching methods are best suited. Also, innovation in teaching methods plays an important role to improve the quality of education which is an endeavour this time.

Characteristics of Modern Teaching Methods

The modern teaching methods help to build or develop a productive understanding of basic science and technology (BST). Hence, the elements of contemporary teaching methods include:

1.Learner-cantered

One of the essential characteristics of the modern teaching methods in basic science and technology (BST) is it is learner-centred. It focuses on learners while using or applying during classroom and laboratory lectures. The teacher acts only as a guide, and all the learning process involves learners. Learners significantly appear as a dominator in classroom interactions.

2.Task-Based or Activity-based

The teacher or guide of BST organizes activity or task and engages students to learn through this way. Hence it is an activity-based or commission-based. Students are offered or asked to take part in classroom interaction through these interactive activities.

3.Resource-Based

BST teachers should be resourceful. They should collect and distribute all the required study material to the learners for their learning or to understand the topic clearly. The resources can be collected from the school environment or any other place where it is available. Also, a learner can be the source to bring study material or resources from their end.

4.Interactive in Nature

One characteristic defines the modern teaching method as very interactive. The teacher asks the students to form small groups or work as individuals to perform the learning tasks and come up with the desired results. It helps them to gather knowledge from one another. Students learn to work together and a sense of cooperation. It also works in their favour when they step out in the outer world.

5.Integrative in Nature

One of the vital characteristics of modern teaching methods is it is integrative. Teachers link topics of one subject, e.g., social science topics like drug use, domestic violence, safety, pollution, food distribution, crime etc. to other issues and make it integrative. By this, a learner can gain knowledge of more topics studying one.

6.Peer Collaboration

Modern teaching methods not only encourage students by allowing them to present their ideas or initiative by noticing their responses, studying their research, and allowing them to answer during interaction in BST classes but also selects students based on interest, needs, and feelings. Through Instructional activities, students learn to work cooperatively, and they appreciate their competitors' work

as well. In the BST curriculum, learner's interests are considered most important, and they are guided towards their goals and careers.

Modern Teaching Methods

Like other fields, the face of education has also evolved drastically over the period. Earlier, teachers were the only means to create a bridge between education and learners. They were using conventional pedagogical methods to explain the topic or to provide notes. However, modern education sees a vast scenario which encourages learners to study profoundly and study to satisfy their curiosity. In recent years, we are getting introduced with different modern teaching methods, and the introduction of technology along with innovative ways to teach has brought a revolution in the education sector. So, let's discuss which new teaching methods are.

Following are the modern teaching methods:

Collaborative Learning

Earlier, when students were asked to revise the topic or syllabus during an examination or regular days, they used to revise the syllabus in isolation or at home. This practise was widespread in traditional teaching methods. To deal with this issue or provide a more useful platform for students, schools are coming up with collaborative learning. In this modern teaching method, teachers form a group of students where they can solve their problem, debates on topics, and clear their queries. This helps in developing social skills and allows students to understand the subject faster.

In this modern teaching method, every student is a part of the success of a group as they help each other to reach the desired result, and they also learn to communicate with each other. Learners learn to tolerate others, develop skills to listen to others and how to work in a team. They will be able to meet different personalities and can get a genuine review of their work. Students present their ideas and expect a response when they are in group learning. It allows them to exchange their creativity and gain more knowledge. In return, it helps them to learn to face healthy criticism and cross-questions. So, school management should choose to take up a collaborative method of teaching to teach their students. They just need to make a few changes in the layout of the Classroom. Replace desks to whiteboard surfaces. So, the groups can work together with ease.

Spaced Learning

Spaced learning is one of the modern teaching methods, which is being followed by teachers. In this method, teachers repeat a lesson multiple times, basically until the students understand entirely. However, the teacher repeats the course with two 10-minute spaces (break) in-between the lessons.

The gap is meant to refresh the mind by playing physical activities or mindfulness techniques which prepares them for the next session of the same lesson. This method gives the students intervals to inherit the knowledge and create connections between learnings. Before moving forward to another chapter, this method prepares the students with basics. It truly defines a proverb that a healthy mind is in a healthy body. So, the physical state of students should be sufficient to the growth of mental state which is crucial to gain knowledge. Spaced learning also has a scope to reduce obesity in school-going children which can be seen more nowadays. It improves both mental and physical health of a student.

Flipped Classroom

Flipped Classroom is a well-known term in the pedagogical method. You have known about this undoubtedly. Its name 'Flipped Classroom' makes it unique. It is one of the very vital modern teaching methods that has been in use these days. In this method of teaching, the teaching procedure takes place in a flipped manner.

As unlike traditional ways, students study new material or content at home by themselves and practice the same at school. The method is the reverse of providing content at school and asks students to rework on it or practice it at home. The students practice this method at home by watching a video tutorial, search online, or work on the content usually shared by the teacher. They do not need to complete the homework at home. Instead, they end it at school.

Through the practice of flipped Classroom modern teaching methods, students get enough time to grasp the topic, unlike school where they get only a few minutes to understand the content. If necessary, they can work more on one issue. Students prepare themselves with the content before arriving in school, and

if they face any doubt, they can discuss it in the Classroom or ask the concerned teacher. They can also suggest their ideas related to the content and share it with other classmates. Moreover, there is another advantage of this modern teaching method that students would not have to suffer due to their sickness. Sick days won't interrupt their learning.

Self-learning

Curiosity pushes the learner to learn new and more always. It drives the learners to learn and memorize large spaces of the text that they will either miss gratefully or forget immediately. Through their curiosity, students get motivated to explore the subjects they are interested in. Teaching students to operate the internet and find results themselves helps them to be self-dependent and gives them a deep understanding of the content. A teacher should allow the students to bring new ideas and work on it for the development of their brain and ability to work alone. This modern teaching method plays a significant role in learners' period of education.

Gamification

It is a well-known fact that children love games either it is online games or playing games at the field. Teaching through games is one of the essential modern teaching methods that has been in use under modern teaching ways. The significance of Gamification in teaching has mostly been seen in the elementary and preschool system. Learning through playing games won't be even realized by students. It motivated students as well and proved effective not only to the students of preschool but of any age.

The responsibility of teaching through Gamification is of teachers as they should plan or design projects that will be suitable for the students of their respective age. They should incorporate attractive measures to connect the students for a longer time and keep their interest alive. Teachers can also take help of the online platform under Gamification. Teachers can organize online quiz, puzzles or brain games. This modern teaching method is a fun learning method to teach.

VAK teaching

VAK is a modern teaching method whose effects can be seen clearly. We divide leaner into three categories: Visual, Audio, and kinaesthetic (movement). One needs to recognize to which category they belong to or the teacher must know to which category her students relate to.

In VAK, V is visual means seeing the data, A is Audio means gathering information by hearing the data, and K is Kinesthetic means feeling the data. A teacher should keep the category of students in kind while teaching because some students catch the information by seeing, by hearing or by feeling. So, they should present the same material in different ways. The VAK teaching method was introduced in the 1920s to help children with dyslexia. However, its impact is more effective in the modern era. In the time of the internet, watching and learning through videos has become a popular new medium of teaching. Students grasp fast when they see, hear or feel instead of reading the material. And also, a learner is not limited to any one of the media as they can use even all three mediums of instruction.

Crossover Learning

The not-so-common modern teaching method is Crossover learning which uses both formal and informal teaching and learning environments. It is one of the perfect ways to give the best education to learners. Crossover learning effectively engages learners and provides authentic yet innovative results.

A formal setting is a traditional setting, i.e., Classroom to provide education. While, the informal environment of teaching is museums, seminars, and after-school places. Schools and colleges teach with content, study material and use everyday experiences to add knowledge. On the other hand, informal learning generates curiosity and interest and increases understanding by asking questions to their teachers. Teachers should introduce new queries or questions in the formal setting and answers for which students should try to find in informal settings such as by exploring that question on their museum visit. The learners can take notes or collect pictures as their data and produce them as the information once they backed in the Classroom. They can share collected information with other classmates and can discuss it for better results.

Cognitive Thinking Skills

The modern teaching system doesn't entirely rely on spoon-feeding techniques, which used to be a part of the ordinary teaching system. The current methods are wired to develop the cognitive thinking skills of the children, which in terms of the standard teaching system, out of the question.

The cognitive skills can be explained as the primary skills associated with the functioning of the brain. From the ability to read, the ability to learn and memorize are a part of the cognitive skills which lay connected to the brain. Strong cognitive skills of the students reflect in their decision making and problem analytical skills, contribute to their IQ growth and also plays a useful role in improving memory power.

Bringing Prefrontal Cortex into life

The prefrontal cortex of the brain is usually most affected by uncontrollable stress and depression. This part plays a significant role in the speech outcome, behavioural outcome, expressive outcome, etc. which are essential functions of the brain. It is also useful with the memory boost and thinking abilities of an individual.

The modern teaching techniques, like said, focuses more on the core thinking abilities and hence activates the perfect mechanism of the prefrontal cortex. The functions of the prefrontal cortex are considered superior, and triggering them would be the best-explored advantage of these modern teaching techniques. Therefore it is an obvious and one of the most significant merits that come along with the implementation of modern teaching methods.

Exploring Things.

Exploration of things where the interest lies in is an essential part of personal development. The process also provokes self-learning and makes sure it is directed in the right amount. The practice of the modern teaching methods provokes this same set of interests which are to be explored by the students with proper and enough assistance from the teachers.

Exploring the things on one's own is one of the most productive initiatives by an individual and the maximum possible support from an efficient teaching system makes sure that the process is fruitful and dynamic. The modern teaching methods believe in providing them with enough freedom, flexibility and facilities to explore their interests.

Developing Unique Patters of Learning.

Learning is the primary objective of teaching, and the methods used for education initiate its own purposes for making the learning process much more productive and beneficial. Therefore one of the primary objectives of the strategies implemented according to modern teaching focuses more on developing unique patterns of learning.

The process or the most efficient methods of learning differs a lot between different individuals, and most importantly, this is where the methods of modern teaching apply to its full potential. By developing unique and tailor-made patterns of learning, the techniques of modern teaching make sure that the individual minds are adequately catered with the right way and methods of knowledge which will eventually make their learning process productive to its core.

Application Based Skills

The application refers to the practicability of the skills, and these are directly based on the actual practice of the skills learned and acquired from the teaching process. The modern teaching methods employ a completely different approach, a variant one from the old school theoretical practises. These mostly focus on the applicability of the skills and the individuals learning and acquiring practical experience of the same.

Application-based education is one of the most influential and productive types of education systems compared to theoretical studies. Since the old teaching methods had limitations with practical knowledge, they relied mostly on the theoretical part. The implementation of the modern teaching techniques automatically drives out the unnecessary need for the theoretical part, substituting it with the application based skills.

Learning Relevantly to the Increasing needs

One of the significant purposes of education is to make the individuals competent enough to face the changing environment, and for that, they need to be efficient enough. The modern education system

highly focuses on this and makes them efficient enough to tackle the adversities of the increasing needs which are relevant to the environment.

Methodologies That Every 21st-Century Teacher Should Know

The modern education system prevailing in this 21st century requires advanced methodologies that'd create a unique and progressive space for them compared to the older educational methods. The 21st-century teaching methodologies have developed new horizons of learning which the participants should explore.

As a participant of the same advanced education system, the teachers should also take the practical methodologies and the perks of the same into consideration. For that, they need to know and clear about specific methods.

Project-Based Learning

In the older methods of the education system, the projects were merely a part of the curriculum which appeared for namesake. The plans were thoroughly focused on theoretical and fundamental education. But the idea of project-based learning makes more sense in the 21st century Education system. Also, this is something which the teachers should consider as a part of the modern education system.

The projects refer to the tasks given to the students entirely associated with the field they are pursuing. They are provided with practical case studies which require the application of their skill set and knowledge to provide an optimum solution to the problem. These are challenged through the types of projects included in the project-based learning system.

Cooperative Learning

The idea of cooperative learning or collaborative learning, just as its name suggests, is based on the concept of teamwork and collective efforts. It brings in the importance of being a part of the team and how the individual actions are adequately guided towards the achievement of the organizational goals.

It is more of a value-based approach where the students understand the role played by each of their team members in completion of the task. Each member of the team is assigned with a particular set of activities which they need to accomplish before the deadline. They all work towards a common organizational goal which needs all their efforts for achieving the same with perfection.

Problem-Based Learning

The next comes in the problem-based learning, which comprises a whole set of activities under the tag of problems and providing solutions which will enhance the skills and knowledge of the students to a greater extent. This will also provoke their enthusiasm level and initiates the problem-solving aspect of the thinking in their minds.

According to the problem-based learning system, the teachers allow the students with a particular set of problems that will challenge their learnings and the acquired skills so far. The students need to solve the problem using their intelligence, and this also serves as an efficient technique which the Gen-Z teachers need to follow.

Design Thinking

Education provides all the powerful platforms that promote Innovation and creativity inside the students. Therefore design thinking and its purpose is nothing else than the promotion of innovative ideas and creative activities in the minds of the students. This will give them a newfound enthusiasm to enter into the curriculum and bring up their best.

The teachers who are about to apply the modem teaching methods can make use of the design thinking approach in order to promote innovative ideas among the students. They can be offered with a particular set of questions or problems that triggers their creative mindset and forces them to pull out some successful innovative solutions to the issue.

Thinking Based Learning

Undoubtedly the older educational system made use of the methods which froze the need for practical thinking and focused more on the theoretical and by hearting approach towards the learning. The idea of thinking based learning has proven to be far more efficient and flexible than the former and a successful one in a variety of aspects.

Under the thinking-based learning approach, the students are offered with a set of questions which will challenge their memory level or similar to the design thinking method, making them focus more on the analytical and logical approach to face the problem. The solutions will be practical, unique, customized to the conditions and something which is totally not related to the textbook solutions.

Competency-Based Learning

The competencies refer to the tactical skills of the students which they want to learn and acquire, are in the process of learning and developing or the ones which they have already accomplished. This type of learning focuses on the benefits provided by the acquirements of core competencies or the skills they prefer to learn and how it is delivered to the students.

Conclusion

After a detailed study of different teaching methods, we can't say which pedagogical way of teaching is better! Both traditional teaching methods and modern teaching methods have their pros and cons. They are similar but also different from each other. Modern teaching methods should consider conventional methods of teaching as its base and learners should not neglect it completely while incorporating the new ones. However, modern teaching methods are suitable for the current century to cope up with surroundings and environments.

Teachers are introducing different innovative ideas to explain the content to learners. Also, it is the responsibility of teachers to teach students with suitable and modern methods. It is a teacher who plays a vital part in students' success. So, it becomes the duty of a teacher to take a step towards accepting modern methods of teaching. To provide a sound education, there should be an amalgamation of a skilled teacher and innovative ways of teaching. So that students will be ready with not only theoretical knowledge but also with practical experience of subjects to face the world and compete against their competitors.

In short, the inclusion of modern teaching methods in this time is necessary as it opposes the idea of traditional forms of repetition and memorization of the syllabus to educate students. To develop decision-making skills, problem-solving skills, and critical thinking ability, modern teaching methods are best suited. The new ways of teaching make students more productive and encourage them to collaborate. Both methods are effective but which will be done during this time is the question, and clearly, the importance of modern teaching methods can be felt clearly.

Across the world, information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. At Columbia University, a real-time Web-based service called Laundry View lets students log on to a Web- based system to see which washing machines are free before they head to the laundry room. They can monitor their wash and can even program the service to e-mail them when their load is done.

Technology is also changing the classroom experience. The Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the students community with his ideas

and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.

The researchers recommend that the teaching would be highly effective if the teacher start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth. In those environments use of humour, role playing, words –words approach, Z-A approach are the ideas that can very well be practiced.

The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

HOW DO WE HELP CHILDREN WITH ADHD?

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Attention Deficit Hyperactivity Disorder (ADHD) is a complex neurodevelopmental disorder that can affect a child's success in school and their relationships.

Any child can experience many of the individual symptoms of ADHD. So, in order to make a diagnosis, your child's doctor will need to evaluate it using several criteria.

ADHD is generally diagnosed in children through adolescence, with a mean age of moderate ADHD being 7 years. Reliable source.

Older children who have symptoms may have ADHD, but they often have quite elaborate symptoms early in life.

A common sign of ADHD is what appears to be an inability to recognize the needs and desires of others. This can lead to the following two signs:

1. They can't wait their turn

Children with ADHD may have trouble waiting their turn during class activities or playing with other children.

2. I interrupt the discussion

Self-centered behavior can lead a child with ADHD to interrupt others while talking or participating in conversations or games they are not part of.

3. They are emotionally agitated

A child with ADHD may have trouble keeping their emotions under control. There may be outbursts of anger at the wrong time.

4. They are anxious

Children with ADHD often cannot stand still. They may try to get up and run, shake or wriggle in their chair when they are forced to sit down.

5. They are noisy

Loyalty can make it difficult for children with ADHD to play quietly or calmly engage in recreational activities.

6. He does not finish his given tasks

A child with ADHD may show interest in a lot of different things, but may have trouble completing them. I can start projects, tasks or homework, but I move on to the next thing before I finish.

Children with ADHD remain repetitive in the second or third year and some come to school only to receive the state allowance. It exhausts the teacher mentally and it is a performance to keep him calm. These children are fighting, they are very agitated, they speak badly, they have a rather wild behavior.

But, like any child, they react well to good words, because they are already accustomed to bad grades and punishments and are immune to such a thing.

ADHD is the famous hyperkinetic disorder with attention deficit, more present in boys than in girls and, some say, overdiagnosed (meaning not all naughty children really have ADHD ... some are simply out of control, it's not biological in irregular with their brain). Those with ADHD are not careful, they do not control themselves, they have bad results at school, they are aggressive, etc. Medications are given for this and therapy is given. These are children who cannot be controlled.

The world we live in, where all children live, is a world where there are people with ADHD, and with schizophrenia, and with HIV or addicts. There are also people with autism or debilitating depression. There are aggressive and turbulent people in this world who may one day be bosses.

ADHD manifests itself through problems of concentration, agitation and in adolescence these states turn into excesses of anger and acts of violence. The disorder mainly affects boys, who are four times more likely than girls, according to studies. In most cases, the symptoms begin before the age of 12 and are present in any environment: family, school, extracurricular.

In 30% of cases, if the disease is not treated, the child may become a criminal. In fact, a study conducted by the Directorate General of Penitentiaries shows that 85% of detainees suffer from ADHD and have serious behavioral disorders.

But the disorder can be successfully treated.

"There are several ways to intervene. The first way of intervention, especially if we are talking about a small child, until the period when he enters school, is the behavioral one, ie cognitive behavioral therapy. This therapy is indicated for both children and their families. In addition to the behavioral approach, a psycho-pharmacological approach may be needed, "Dr. Laura Mateescu, a pediatric psychiatrist at Obregia Psychiatric Hospital, told Digi24.

Once the child has been diagnosed, there is a chance to better understand their behavior. Identifying ADHD provides the knowledge needed to start making decisions about how your child's condition can be addressed and the tools / help / treatment that work for both of you, recommends adhd.ro. It is possible to learn what triggers should be avoided and what problems young people who are most often hyperactive, impulsive and whose ability to concentrate is affected are most likely to face.

Dr. Frederic Kochman, author of "How to Live Better with a Hyperactive Child," says that "parents need to become experts in this condition," according to Agerpres. They need to adapt their behavior and educational methods to the child's situation. It is good to learn communication techniques in crisis situations, relaxation exercises, not to mention the knowledge of therapeutic possibilities in terms of ADHD control.

How can you help your child with ADHD? Children and adolescents with ADHD find it harder to ignore irrelevant and distracting stimuli. Therefore, it is important to pay attention to the environment in which you expect intellectual performance from your child, for example in learning situations, recommend the specialists from adhd.ro. There is usually a maximum amount of time that a child with ADHD can work best before he or she needs a break or a change of pregnancy. An effective way to prevent the feeling of failure is to take regular breaks before you run out of attention.

At home, the child needs support and a structure. This can take the form of weekly planning, which sets out when and where homework is done, what things need to be done at school or other activities, what clothes to wear the next day.

Schedules have optimal effects when tasks are completed at the same time each day. Simple rules create the feeling of a structure, for example homework must be completed before play, television or computer. It is important for the child to have enough time in the morning in general and to eat breakfast. In the evening, many children are extremely tired and need established programs to be able to relax and go to bed on time to get enough sleep. Try to set a schedule together.

A reward system with time spent in front of the "earned" screen after completing a certain task may be a good idea for younger children, while older children will need other forms of incentives.

On holiday, your child is out of the day-to-day structure of the school and on a regular schedule, so you may notice a worsening of your behavior. Because of this, regular use of the program during such periods is even more important.

One of the most important problems is that many children with ADHD face great difficulties when trying to complete tasks that they find difficult and tedious. On the other hand, even difficult tasks can go well if they are fun or interesting. For the child's success, it is essential to involve the teachers and make sure that they receive as much information as possible.

Parents of children diagnosed with ADHD, a behavioral disorder manifested by a severe attention deficit disorder, are often overwhelmed by major daily challenges in controlling their children.

Statistics show that about half of parents with children with behavioral disorders and resistance to discipline face daily impulsivity and aggression from their little ones.

Specialist studies show that almost 5% of school-age children have some of the symptoms of ADHD, a percentage high enough to validate the need to fully inform all parents about the behavior they themselves should adopt in the fight against ADHD. the attention deficit of the minors in their care.

Parents (but also educators) of children with ADHD are often exasperated by their inappropriate and irritating behavior, and often in an attempt to "calm" them, they can actually throw gas on the fire.

1. Friendly and clear communication. These children essentially need a friendly, non-hostile environment (as is often the case because they become annoying to those around them) and a lot of communication, and they need to be encouraged and helped to express themselves verbally. Books, movies, games are all important, but nothing is more useful than talking to these children. Parents should use every opportunity to enrich their children's vocabulary by naming objects and notions, giving explanations, and practicing the pronunciation of these words with their little ones. Clearly worded explanations are absolutely necessary whenever a child receives a pregnancy. The parent and educator should sit next to him and talk together to make sure he understands what he has to do.

2. Clarity. The child with ADHD does not understand the instructions, does not hear what is being said (the words pass by him), forgets from hand to mouth. The explanations and clarity of the wording of the instructions help to prevent these misunderstandings. The child must be told very clearly what is expected of him and what is not, what is allowed and what is not. It is very useful for the instructions to be given both verbally and in writing and in plain sight, so that they can be more easily remembered. Verbal instructions must be "explicit," for example. Don't beat Clara is not clear enough, but don't hit her, don't push her, don't slap her, don't slam Clara, she clearly shows what she is NOT allowed to do to Clara .

3. Patience. A child with ADHD should never be spoken to in a hurry or in a rush, should not be given a massive stream of information at once, should not be rushed or pressured to do something or give a counterclockwise response. He gets bored relatively easily, which further tests our patience, but also the inventiveness and originality of his parents and educators.

4. Consistency. It is a key factor in cooperating with a child with ADHD. The lack of consistency of the adult confuses the child and the learning of a behavior takes much longer. Often, the adult gives up a certain technique before it proves useful.

5. Payment of duties. If the task received is more complex, it should be broken down into smaller, step-by-step steps. Between tasks, he needs short breaks to relax. At homework, be constantly monitored. In order for him to focus better on what he has to do, stimuli that could distract him (toys, television, etc.) need to be removed.

At school. A child with ADHD is a class disruptor, so it's a good idea to:

- His place in the classroom should be as close as possible to the teacher and away from doors and windows.
- Give him time to think when he is asked to answer questions
- When he becomes careless, he should not be scolded and punished, but should be asked to do something.
- The use of teaching materials increases his interest.
6. Rehearsal. It is an effective way to teach your child something. For example, if he has to put his shoes in a certain place, let's not tell him every time he comes to the house where to take them, but when we show him the first time to make him repeat the action, from beginning to end, ten to twenty times.

Last but not least… These children, because of the labels, reproaches and humiliations they are subjected to, lose their self-esteem, self-confidence, become anxious and depressed even before adolescence. They need to know each other unconditionally. So pay attention to everything we tell them and how we treat them.

„EDUCATION IS NOT THE PREPARATION FOR LIFE, EDUCATION IS LIFE ITSELF "
(JOHN DEWEY)

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People have names: Ion, Maria, etc. However, many of us find it easier to use labels to characterize people, to describe them, or even to address them. It's easier to say, "He's a gypsy, he's disabled, he's a peasant, he's stupid, he's an idiot, he's a penitent, etc ..." and that's it! "We only need a brief look at a person's outward, obvious characteristics. But how much do those characteristics tell us about that person? You've probably never thought about what these labels are, each one.

Often, when we explore the universe of the human being, we are faced with a great diversity. The children who cross the threshold of our groups put us in the situation of always looking for new solutions to the problems raised. Most of the time we find the best solutions for children. However, we are sometimes hampered by the complexity of the issues. One of these problems is children with special educational needs.

These children are not special in themselves. They only need a personalized approach to the steps we take in their education.

A special feature of these children "at risk of exclusion" is that they are not in line with the usual level of expectations of children, they do not adapt easily.

Social inclusion, managerial efficiency and quality in education.

Behind these problems, of course, is the fact that neither in the family nor in society, they do not receive adequate stimulation. However, the deficit caused by inadequate education is reversible and can be offset even in the case of organic disorders, provided that the child's potential is properly activated.

School inclusion is defined by the acceptance by all educational institutions of all children, regardless of ethnic or social affiliation, religion, nationality or disability, and is closely linked to the recognition and acceptance of diversity - a normal condition of human coexistence.

Inclusive education means that young people and children with disabilities and others without problems to learn together in supportive educational institutions suitable. An early start in playgroups or regular kindergartens is that better preparation for a integrated life.

Every child is different and special and has their own needs, whether or not they are a child with a disability. All children have the right to education according to their needs.

Different children also have equal rights with others, and a separate education would lead to marginalization and discrimination, preventing training, self-fulfillment and assertion of personality. The benefits of inclusion are mutual, but most of us have not yet felt this. Separation limits our mutual understanding. Familiarity and tolerance reduce fear and rejection by fostering communication and collaboration for the benefit of all.

How many of us are prepared (parents, teachers, children) for the diversity in each group and how well prepared are we to accept it?

Inclusive education comes to support this aspect because it focuses mainly on learning the strategies needed to solve problems in everyday life, in a cooperative and supportive manner, where the learning process is carried out in the spirit of respect and acceptance of others. Through cooperation strategies based on cooperation, the educator can favor some processes of social interaction, the differences between children being perceived as ways to enrich pedagogical practice and learning strategies as ways to approach diversity.

Every child must be understood as an active participant in learning because everyone brings with them, in the complex process of learning and development, an experience, a learning style, a social model, a specific interaction, a personal rhythm, a model of approach, a cultural context to which it belongs, a value.

In support of inclusive education there are a number of priorities, regulated by national and international laws, priorities expressed in terms of strategies and practice - the UN Convention. on the Rights of the Child, UNESCO Declaration of Salamanca

- 1994, UN Standard Rules on equal opportunities for persons with disabilities - 1993, Law 272/2004 on the rights and protection of the child. The PHARE project "Access to education for disadvantaged groups" initiated in 2001 in our country.

Inclusion should be regulated by law and enjoy active and effective practices. Abuse and discrimination occur very often: a person is not employed for a physical disability; a child with SEN is marginalized by the rest of the children and their parents, even excluded by street actions, sitting alone or in the last bench, etc. and the examples can continue. The conclusion is that the law can regulate to some extent the issue of inclusion in a society, but not enough.

The most important role in this case is the education that develops the consciousness of the individual so that from an early age he is prepared to accept the rights and value of the individual with different needs, regardless of their nature.

Why be inclusive and include inclusive education? A simple SWOT analysis answers the question and leads us to address the integration of children with special needs in any of the preschool units.

In this sense, the consciousness of children from an early age must be formed and developed by teaching children that the reception of "different" children with all others must be done not for their own sake first and not out of pity for them, but for the right of each individual to participate in joint actions for his further development, in order to also contribute to the development of the community in which he lives.

I argue all this precisely in the idea that inclusion can and is more than a demagogic, declarative discourse, it can be put into practice through concrete techniques of teaching and individualized curricular adaptation, by training and developing the consciousness of all children for diversity of any kind.

The kindergarten aims to create a coherent and coordinated program for the inclusion of preschool children with different disabilities, of other ethnicities, social background, etc. and preparing other children for their acceptance with them without manifestation differences behavioral or verbal. Of it is also necessary implementation of coherent strategies for development of consciousness and children's behaviors in the spirit tolerance and non-discrimination, a accepting equal opportunities for all the kids.

As objectives, pursued for this purpose can mention:

• Perceiving the gap between children as resources in support of education rather than as issues that need to be overcome;

• Removing obstacles from inclusion, obstacles caused by society and not by specific medical problems;

• Changing the attitude towards the deficient or socially disadvantaged child;

• Promoting a tolerant, open attitude, of acceptance and natural understanding of the relations between Romanians and Roma, between children with special needs and children considered "normal" (the rest of the group);

• Preparing preschoolers to respond positively to the challenge of diversity in order to cope with the variety that normally exists among children;

• Changing the attitude towards the different child;

• Reducing the risk of marginalization and social exclusion of preschool children with different disabilities or of different ethnicities;

Recognition and respect for cultural differences through the positive use of equal relations between people.

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ENLARGING THE FRONTIERS OF LEARNING   THROUGH EDUCATIONAL RESEARCH

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The word 'research' has French origin meaning 'to seek something'. It's simply a factual, systematic and scientific way to collect and analyze data to generate new conclusions. The research process that involves diverse methods and dynamic aspects related to education, teaching and learning can be called 'Educational Research'.

Since education is an integral part of progress for any society, there always remains a need to enlarge and improve the frontiers of learning and knowledge. If we look at the teachings of the Sacred Books of different faiths, we come to know that the basics of all religions reveal the message of seeking knowledge for the improvement of humanity. In other words, there's a clear message of continuous research in all holy books that must never stop.

Here, it is important to know why is research needed particularly in education. Keeping in view the present day challenges to education and the quick environmental changes impacting education, educational research becomes the basis of sustainable development to achieve desired goals.

Decision-making is one aspect that has direct effect on many dimensions of educational process and activity. Research based findings can provide a base for wise and fair decisions which can be benefitting for everything and everyone within or even beyond the immediate boundaries of the educational process and activity.

Research is not just required for students and academics but for all professionals and non-professionals as it leads to advanced learning and a kind of knowledge explosion where the urge of knowing more and more can be highly fruitful in setting and achieving future goals.

Data collection plays a very significant role in interpreting information. Educational research provides an excellent base for verification of data where these both can be used according to the required situation.

Educational research can be a mean to improve teaching and learning methods by the application of improved and updated knowledge base and thud directly leads to a broader vision of education.

Research begins when we want to seek something in length. Therefore, it simply increases our understanding and we get the information that can enable us to reach an approach called problem-solving.

For conducting research, we need to define our focus, method and goals and automatically learn to do comprehensive planning. Research thus becomes very helpful in doing planning – either it's longitudinal or cross-sectional.

Research is thus a very powerful component of education process. Today, when education has been facing a number of serious challenges for the last few decades, educational planners seem quite keen in intelligent fact-finding, analysis or inquiry which can broaden and deepen the understanding of educational process and planning to make education truly effective for the present and coming generations.

EDUCATIONAL RESOURCES ON THE INTERNET

Teacher: Olteanu Loredana, Cislău Commune Secondary School, Buzău County
Teacher: Olteanu Lorian, Cislău Commune Secondary School, Buzău County

The change comes from the desire to innovate, but also from the possibility to cooperate, to interconnect activities that lead to performance in the field of knowledge, economy, community life.

The features of the integrated curriculum are: combined subjects, learning outcomes are related to everyday events, based on integrated activities such as projects, includes flexibility of school time, considers problem solving, empowers the student in the act of learning, supports the cohesion within the group by increasing the meanings of skills through education, ensures depth, consolidation of knowledge, generated by the integrated perspective on knowledge, teachers are methodologically empowered for curricular integration. In the instructive-educational process, the acquisition of the eight key competencies is considered, among which the digital competence. Information and communication technology involves solving tasks, using the learning process, creating skills by solving a variety of precise skills, capitalizing on time efficiently.

In the recent context, in the education system, a major challenge has been the transition from traditional to online education. The current issue requires us to adhere to innovative teaching and learning

methods, which have not been sufficiently emphasized in the past. Distance education is a measure of adaptation to the current conditions, but it will inevitably be a long-term necessity, as society is constantly changing and modernizing. For this reason, it is important to be aware of digital developments and to become familiar with this way of learning as soon as possible. Preteens frequently use the Internet, as can be seen in the figure below:
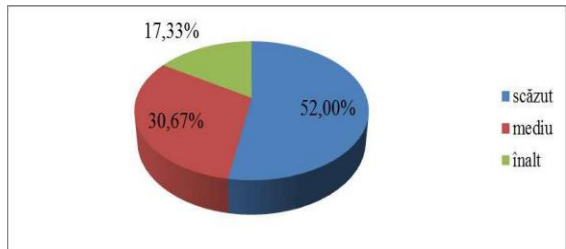

Figure 1

Here is an analysis of internet addiction depending on the gender of 5th grade preadolescents. The data obtained are illustrated graphically in Figure 2.
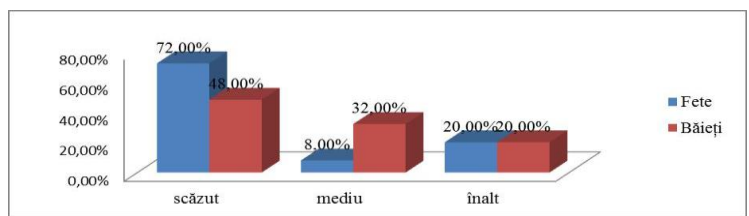

Figure 2

There is significant progress in equipping schools with information technology, connecting to the Internet, developing educational software, developing support materials and providing training activities for teachers. The eTwinning platform is part of the European Commission's Lifelong Learning Program. The aim of eTwinning is to facilitate communication and partnership between schools in the European Union, involving students and teachers in unique activities. We want to make different educational products that involve the use of new technologies. We want to increase the skills of using the latest technologies (both for teachers and students), the efficient use of languages in various situations. Today's student is dependent on the use of the computer, which is a support for him.

The web is a permanent working tool for all those involved in the educational act. Modern technologies contain a variety of applications, they being the foundation of an innovative set of providing education, achieving learning. Since the development of information technology, the Internet, the traditional learning process has changed rapidly and profoundly.

Figure 3

It is clear that we are moving towards a major change in education; The training is channeled to the learner, allowing him to select his materials according to his own interests, needs and skill levels. Innovative methods and procedures, with an emphasis on modern technologies, obviously contribute to the transformation of the teaching mode, from a passive model, where the student is a spectator to the

information taught by the teacher, into an active one, in which the educational process folds. the needs of the student, being attracted to actively find new sources of learning. The right of every student to a quality education leading to the construction of character, personal identity and the acquisition of skills in accordance with the profile of the graduate must be respected.

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MANAGEMENT IN EDUCATION

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The three levels of leadership - administrative, managerial and leadership - intertwine and are interconditioned. In the following we will try to capture their specificity. We will better understand the specific elements of management, if we make the necessary distinction between management and administration. The emphasis in the case of management is on results and on taking a calculated risk, and in the case of administration on procedures, accounting and risk avoidance. Most of the teachers want to be managers, according to the figure:

Figure 1
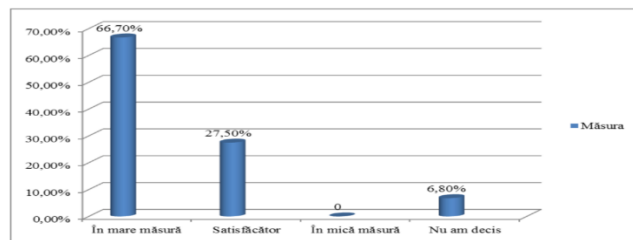
The differences do not appear to be completely antagonistic, but rather lie at the ends of a continuum. There are organizations that operate in the middle of this continuum, combining both types of characteristics. The administrator deals with the functioning of the organization in the pre-established structure and parameters, he makes sure that the resources (including human resources) are sufficient and available, that the formal communication process in the organization is as smooth and barrier-free as possible. It is obvious that a leader must take into account all three levels mentioned above, but as the

schools gain more autonomy, the share of specific managerial and leadership activities increases and only now can the issue of leadership style be raised. Frederick Winslow Taylor is considered the father of scientific management. He believed that scientific management was reduced to the widest possible division of labor, to the optimal organization of the production process and to the correct remuneration of labor - practically to the administration of the production process - in addition, the organization was seen as a closed entity. After the optimization of production began to face the invisible obstacle of "human relations", it became clear that the manager must deal with things other than production, because the organization is an open system and its management ensures the interface between the organization and the environment. in which it works. It has also been observed that the hard core of an organization is not made up of buildings, cars, money and raw materials, which of course play an important role, but the people who are part of it. As a result of these developments, management has become management and the activities of the organization's management have been subsumed into specific functions: the manager must plan, organize, coordinate and control, he must hire the right people, motivate them, determine participation. effective and affective in the activity of the organization, to form work teams, to negotiate and resolve conflicts within the organization and, especially, to ensure the development of the organization in the predetermined direction. Therefore, the strategic focus shifts as we move from administration to management, from application to design, from formal structures and procedures to functions and relationships. Defined in this way, management made it very clear what a leader should do, but it was less clear how he should behave. Often, no matter how beautiful the intentions and no matter how provocative the organization's goals were, they were unfulfilled because managers did not know how to get people to follow them, in other words, because managers were not leaders. The term leadership was used in sociological theories about small groups to define informal leadership, the leader of an informal group emerges spontaneously and naturally from the dynamics of the group, he is not named, but chosen.

Therefore, given that the managers are formal (appointed) leaders of the organization, it was not considered that this informal part of the management would be too important. Although a number of isolated voices have been heard since the 1960s that support the need for managerial training as an informal leader, this trend only took shape in the 1980s and 1990s and became a strong trend in the last decade. strategically in defining the leader has shifted from management to leadership. We can also add that leadership means influence, that is, influencing the behavior of individuals and groups in order to achieve the desired results.

The first important theory of leadership was the theory of the great leader, a man of exceptional qualities who was able to solve all problems on his own. Like any utopia, this theory did not hold up. Another high-resonance theory was transactional leadership (focused on managerial behaviors), which advanced two models of managerial behavior. The first model is the behavior focused on work tasks, the second being the behavior focused on interpersonal relationships. Practice has shown that although these behaviors can be learned relatively easily, the effects of such management are not lasting. Finally, situational leadership shifts the focus to various combinations of behaviors, depending on the task and the specific relationships of a particular situation, as a result of social changes that have led to a reduction in the formal authority of the manager; also during this period the concept of leadership was imposed.

Just as the attributes required of a manager vary from situation to situation, so too should the leadership style. When the focus is on speedy decision-making and information and expertise are held by one person, authoritarian leadership can be appropriate and acceptable. Under other circumstances, a democratic style may prove more effective. What matters is whether or not the style adopted is effective. The best-known classification of leadership styles is that of K. Lewin (1951), who distinguishes three styles: autocratic, democratic, and laissez faire.

The autocratic style has the following characteristics: the manager makes the overwhelming majority of the decisions alone, determines in detail the activity of the subordinates, fixes their work tasks and working methods, in other words, we are dealing with the centralization of authority. The emphasis is on formal authority. The entire management activity is focused on tasks, the staff of the organization is seen only as executor, the right to decision and control is held only by the manager, subordinates are not explained general objectives, but are required to execute "exactly and on time" decisions; the correction

of deviations from the decisions taken is done through sanctions. The democratic style has the following characteristics: the manager has full confidence in his subordinates, involves them individually or in groups in setting the objectives to be achieved, in establishing the strategies to be followed and in evaluating the performances achieved; the manager encourages the formulation of suggestions and proposals, appreciates and stimulates the creative capacity of the subordinates; the manager motivates, convinces and rewards; it encourages vertical and horizontal communication between employees, compartments and hierarchical levels; emphasis is placed on interpersonal relations and on ensuring a pleasant working climate; the manager relies not only on formal, status authority, but also on acquired personal authority; subordinates are informed about the objectives of the organization and are consulted on issues of perspective; delegation of authority and responsibility is frequently used; the aim is to capitalize on the competencies of subordinates and to favor the development of their personality. Exercising democratic leadership style ensures high job satisfaction and contributes to increasing subordinates' interest in performing tasks. Democratic style is effective if subordinates have collective leadership skills and a high level of competence and responsibility.

The laissez faire style has the following characteristics: the leader leaves his subordinates full freedom of decision and action, provides them with some additional information and is not interested in carrying out their activity. The style results in a gradual decrease in effectiveness due to the fact that they work at random, without deep employment of subordinates. However, in the beginning, the laissez faire style favors the installation of a relaxed working atmosphere. This style generates a low efficiency, because the group works without a deep commitment to work and at random. Most often, the results of laissez faire are disorder and anarchy. This style is the opposite of autocratic style.

Educational management has acquired an increasingly important role in the current educational paradigm, as actors in the educational scene have well-defined and equally important roles.

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YOU CAN ALWAYS FIND THE BEST SOLUTION
A CASE STUDY ABOUT TEACHING GRAMMAR

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"A schoolchild should be taught grammar for the same reason that a medical student should study anatomy." **E. B. White**

Since I know myself in school, I have simply adored grammar, firstly the Romanian one and after that the English and the French ones. During my classes, at school where I work, the ones devoted to grammar lessons or activities are the most pleasant ones. For me, it is a real pleasure and challenge in the same time, to search for new ideas and information related to new and modern ways to teach grammar, to make it sound and appear easier and more interesting.

As in any field of activity, nowadays, getting informed and up-dated all the time represents the key to success. I know the fact that we, as humans, the society we live in, are in a continuous change and we can do nothing about it, only to accept it as it is and do our best to adapt. The capacity of accepting what is new, to have the courage to try, can lead only to success in everything we do, even in learning in the best way a foreign language. This is what I have also noticed when I decided that it is time to change, at least a little bit, my ways of teaching and implementing grammar during my classes being them in English or in French.

I have to admit that at the beginning of my career as a teacher I used to be a little bit rigid during my teaching process, there was a lot of theory, rules, explanations, formulas, patterns, etc. aspects that did not have the best effects on my students and did not get out the best results from them. I was lucky to have the possibility to attend all kinds of training courses during time, from which I have learned precious information and interesting ways to make my classes more efficient and more pleasant. For example, I have participated to a course in Oradea, where a grammar lesson was presented to us and the word grammar was not pronounced not even once during the lesson, not even a rule, an ending or formula were mentioned and the students understood very well everything and they enjoyed all the activities. As a result of all the experiences I have had so far, learning from the others, learning from my own activities and mistakes, why not learning from my own students or listening to their advice, opinions, likes or dislikes about something concerning our lessons, I like to think that I have changed a lot my ways of teaching and implementing new knowledge in a positive direction, both for me and for my students, making my classes more interesting, more pleasant even funnier and my students' results becoming better and better. This is what I would like to show in the following pages, how students with a very low level of knowledge in English and very reserved and afraid of grammar rules can become very good at English and can have a positive attitude towards it after a different approach of studying it.

In my paper, I would like to focus on the importance of grammar while learning a foreign language, more than that, the importance of the Sequence of Tenses for the English grammar, the subject of my paper. In order to develop these ideas, I have chosen to work with my students from the IXth grade, the Economics profile, because they are completely new to me, we do not know each other and I have thought that it would be very interesting to analyze their level of knowledge at the beginning of the IXth grade, especially concerning knowledge about the English grammar, more precisely the Sequence of Tenses and their level of knowledge at the end of the first semester, after a very vigorous revision of everything they would have had to know by this moment from the points of view mentioned above.

I.   Initial Evaluation

The starting point for my analyze was the initial test applied in the second school week to see exactly my students' level of knowledge, concerning some important grammatical aspects such as Sequence of Tenses, Conditional clauses and Reported speech, both from a theoretical and practical point of view. I have chosen all types of exercises, fill-in exercises, translation exercises, composition, multiple choice exercises. In the first three exercises, students were asked some information from a theoretical point of view and for the rest of them, other 6 exercises, they had to use their knowledge in practice. I have chosen both theoretical and practical exercises in order to see my students' capacity to apply what they know theoretically into practice. There are so many possibilities as concerns students' skills while learning a foreign language, there are students who know a lot theoretically, but when they have to put it into practice they are completely lost and vice versa. This is why I have chosen to work like this because I wanted to discover my students' ways of learning in order to know how to organize our activity for the first semester, to get as quickly as possible to the point where they should have been at this age concerning their level of knowledge in English.

In the first exercise, they have to try to give a definition for the Sequence of Tenses. In the second one, they have to write what they know about conditional clauses and in the third one, what they know about Reported Speech. In the fourth exercise, they have four sentences with two predicates, one of them is already in the right verbal form and the other one should be used by students in the right verbal form taking into account the other predicate or other clues they have in the sentence. The fifth exercise is a multiple choice exercise, the sixth one deals with conditional clauses, students have to express their own ideas and opinions using If clauses having two different situations. In the seventh exercise, they have to transform direct speech into indirect speech. The eighth one is a translation exercise, they have three Romanian sentences that they have to translate into English being careful to the grammatical aspects mentioned above and finally the last exercise, a composition one, in which they have to imagine that they had an interview for a job yesterday and now they are telling a friend about it. They have to report what questions they were asked and what their answers were.

The results at the beginning of the first highschool year for the students from the IXth A grade, Economics profile, were not very satisfying, they were very low and they indicated a very low level of knowledge concerning the English grammar. What is a little bit unpleasant is the fact that these students do not take attitude, they simply leave the exercise untouched, without even trying to make some connections and write something. This is something that can be noticed in many exercises from this initial test, being them theoretical or practical. They also lack vocabulary, they do not know to express themselves even if they may have some ideas, and they are simply afraid to try. It is going to be a great challenge for me at the beginning to instill in them a lot of self-confidence and the courage to try even if they do or say something wrong. They have to understand the fact that they come to school to learn something, to improve themselves in everything they do, to become better and all these can be achieved only by working and of course by making mistakes from which to get the best.

II.   Frequent mistakes

Students do not know to express in written what they know about certain grammatical structures, they do not know to make connections or get some ideas from the instructions, they had the possibility to see in the exercises some clues in order to solve the theoretical exercises, but nobody made use of them, they do not have a sufficient vocabulary in order to create different contexts, they do not pay attention to

the agreement between subject and predicate or different specific verbal endings and they also have the tendency to translate "by ear" using expressions and vocabulary acquired from the street and media.

III.   Remedial measures for better results

First of all, I am going to try to raise my students' self-confidence in their abilities and their courage to communicate in a foreign language. They are so scared of everything is new, of the fact that most of them do not understand almost anything from what is going on during the English classes. To my surprise, I could notice that some of them did not study English during the middle school period, so it is going to be a little difficult, but hopefully not impossible, to get all my students to a satisfactory level of English knowledge, appropriate to their age. I have started by telling them and assuring them that we are going to start with the basic structures from all the points of view, without taking into consideration anything they have studied previously.

I have chosen to try a different approach while teaching grammar, to make my students see grammar in a pleasant and attractive way. When they hear about grammar, they can only imagine in this moment, a book full of rules, verbal endings, theoretical explanations, something difficult to understand and use in practice. This is what I want to avoid while teaching grammar, I will do my best to use as little as possible grammatical terminology, I am going to try to involve all my students in the act of teaching, showing them how to discover by themselves the new information, how to make predictions using knowledge they do not even know they know.

In my opinion, in our activities during our English classes, my students have to:
-   be exposed to a lot of vocabulary while listening, reading or writing something;
-   pay attention to specific structures or aspects when they are used in different contexts, narrations, conversations and discover them all by themselves;
-   try to get out the meaning, the form or the use of certain structures and aspects, the agreement between different items, how they fit together, specific situations in which they might be used;
-   focus on a certain aspect with limited demands from other points of view;
-   be provided a lot of possibilities to practice the new information, the new language;
-   use in writing and speaking the new language, communicate as much as possible in the foreign language they are studying;
-   do all their best not to forget the new structures.

As regards my activity, I will try to:
-   get informed all the time about what is new;
-   to bring new and interesting materials to my classes;
-   to include a lot of listening and reading activities using authentic and realistic texts from which my students get what they need, media would be a very useful resource in this case;
-   make my classes funny, playing a lot without being afraid of noise, noise in my opinion can be very productive in this case;
-   get my students' attention on what I want using a lot of questions, having them speaking all the time;
-   offer them many opportunities to practice what they acquire without too many different demands;
-   offer them as often as possible encouragement and feedback;
-   make sure they do not return very often to their native language;
-   give them a lot of examples as support in their activities, being it oral or written, usually on the whiteboard;
-   issue writing and speaking activities which allow my students to make use of all the English knowledge they know;
-   be careful to how my students record the new language;
-   make sure my students return all the time to the new language by using revision activities and tasks.

IV.   Final Evaluation

The final evaluation, at the end of the first semester, showed much better results than those from the initial one. These results are very encouraging, they demonstrate that my students like English and

they really want to improve themselves, to get to a great communication in this wonderful foreign language.

The final test has exactly the same structure as the initial one, 9 exercises, from which the first three, the theoretical ones, are the same as in the initial evaluation and the rest of them have the same instructions but different sentences. I have wanted to see how my students evolve without changing too much, taking into account the short period in which we had to recover all they had previously lost, as regards Sequence of Tenses.

I have avoided as much as possible the theoretical aspects and I have concentrated more on allowing my students to discover and to use all by themselves the new language. The fact that these new methods of teaching are functioning well can be noticed in my students' results and I also can see this in their attitude towards our English classes. The fact that they can use everything that surrounds them, everything they can hear or see in their everyday life in order to learn easier English is fascinating for them. They are more communicative and cooperative. They now have the courage to try and all these give me a personal and professional satisfaction. Few students did not write anything in the final evaluation at certain exercises, the theoretical ones were discussed more or less by all of them and the practical ones were also touched by most of them.

Definitely, there is progress, the results are very encouraging so we are going to continue in the same rhythm, with the same methods, because they are very suitable and comfortable for my students. We are going to get up-dated all the time and we are going to be very active, as often as possible, on the sites we have enrolled for more interesting, useful and funnier activities. We still have a lot of time to become better, to improve our communication in English, to become the best professionals in everything we do in order to have a decent life, because nowadays this is quite impossible without this wonderful language, the English language.

THE PROJECT - ALTERNATIVE METHOD

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Through the elaboration of projects, the teachers have the mission to discover the endowment of each student and to capitalize on his strengths. Thus, the students are no longer totally dependent on the teacher, their activity being only guided by him. Projects engage students in active roles by being at the center of the training process. To be successful, projects must be designed in a way that takes into account their ultimate goal. Without clearly expressed learning competencies, the purpose of the project cannot be understood correctly, and expectations about learning outcomes may be misrepresented. When planning projects, it is important to ensure that the intended learning activities will help students to achieve the proposed objectives.

The theme of the chosen project supports the student's interest only if:
• the subject has a degree of novelty

• the material resources are indicated to him from the beginning by the teacher
• solving the task raises his prestige in front of others
• parents understand and appreciate his effort
• the hope of a good grade is real
　　　The basic capabilities that can be measured by the project are:
• basic skills - reasoning
• thinking skills - to reason, to make decisions
• personal qualities - self-esteem, self-management, sociability
　　　The project activity of the students is evaluated on the following directions:
• operating with facts, concepts, skills
• the key competencies and the degree of development through the evaluation carried out during the project
• quality of work such as innovation, imagination, judgment and aesthetic technique
• reflection - the ability to follow the proposed competencies, to assess progress
Project evaluations should address the following issues:
• how students progress in fulfilling specific competencies
• what cognitive abilities students use
• how well students integrate and apply new information
• what motivates students
• the efficiency of some interventions
　　　Following the assessment, the teacher can determine if the teaching strategies need to be changed, changed, or otherwise used.
　　　　To succeed, students need to be supported by:
• clear starting criteria
• ways to monitor progress
• methods to provide constructive feedback
• time to reflect on one's own processes
• support to set new competencies for future learning activities
　　　By completing the projects, students can develop specific skills necessary for their integration into the world and society:
• responsibility and adaptability
• communication skills
• creativity and intellectual curiosity
• critical and systemic thinking
• information and media skills
• interpersonal and collaboration skills
• identification, formulation and problem solving
• autonomy and social responsibility
　　　During the project method I noticed that students:
• think of several different ideas
• approaches things from different points of view
• offers several solutions to a problem
• learns with pleasure and interest
　　　Students are attracted to this type of learning due to the possibility of combining best pedagogical practices with the power of information technology, so that teachers can cultivate the innovative potential of young people.

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Erasmus Projects - the Option for a Successful Career

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Abstract

Today, the phenomenon of globalization is developing more and more. Each country has traditions that deserve to be considered and can be a model of inspiration for others. Through international projects, motivated people can develop beneficial skills in a specialization, at the same time being able to develop personally in a favorable academic environment. Thus, the foundations of a successful career can be built. This project highlights the benefits of participating in Erasmus experiences for relatively short periods, but with great significance. The target group focuses on young people, and the project will be based on the testimonies of successful people who have been able to assert themselves both culturally and technically by participating in such projects. At the same time, a case study of a person from the target group will be presented - his evolution in terms of personal development and career.

Keywords: globalization, career, personal development, case-study

1. Introduction

In this modern society, the phenomenon of globalization is developing a lot. Every country has traditions that deserve to be promoted and can be a model of inspiration for others. Through international projects, motivated people can improve their technical skills in a specialization, at the same time being able to develop socially in an interesting environment – unusual for the majority. Thus, the foundations of a successful career can be built. This project highlights the benefits of participating in Erasmus experiences for relatively short periods, but with great significance. The target group focuses on young people.

The Erasmus Programme ("EuRopean Community Action Scheme for the Mobility of University Students") is a European Union (EU) student exchange programme established in 1987.[1-2] Erasmus+, or Erasmus Plus, is the new programme combining all the EU's current schemes for education, training, youth and sport, which was started in January 2014. The Erasmus Programme, together with a number of other independent programmes, was incorporated into the Socrates programme established by the European Commission in 1994. The Socrates programme ended on 31 December 1999 and was replaced with the Socrates II programme on 24 January 2000, which in turn was replaced by the Lifelong Learning Programme 2007–2013 on 1 January 2007.

The purpose of this research is to promote and increase public knowledge about international

student projects. During this project, people who participated in this research were very pleased about the new idea to have a better perspective. Furthermore, the study of the level of efficiency is very interesting to discuss. The analysis of preferences differs from one person to another, from one mentality to another.

2. Method and Experimental Details

The project will be based on the testimonies of successful people who have been able to assert themselves both culturally and technically by participating in such projects. At the same time, a case study of a person from the target group will be presented - his evolution in terms of personal development and career. So, we realized social research.

The method which is used is efficient. The comparative method is a technique for studying the development of languages by performing a feature-by-feature comparison of two or more languages with common descent from a shared ancestor and then extrapolating backwards to infer the properties of that ancestor. The comparative method may be contrasted with the method of internal reconstruction in which the internal development of a single language is inferred by the analysis of features within that language.[3][4]

Paired Comparison Method is a handy tool for decision making; it describes values and compares them to each other. It is often difficult to choose the best option when you have different ones that are far apart. All the potential options are compared visually, leading to an overview that immediately shows the right decision. This makes it possible to compare the relative importance of opposing criteria in a simple way. If there is no objective data available for making the decision, Paired Comparison Method can be a very handy tool. This method is also known as the Paired Comparison Method and Pairwise Comparison.[5]

I take interviews with people from different work areas (IT [6], arts [7], psychology [8], and engineering [9]). Based on their answers about their Erasmus experiences and career, we

observe that they improve their skills after the international experiences.[10]. In this study we participated 50 people from the fields mentioned above. For efficiency in this paper we have added one representative from each category (5 people). Details about these people can be viewed in Table 1.

Name	COUNTRY	SEX	AGE	PROFESSION
DIEGO	ITALY	M	25	SOFTWARE DEVELOPER
OCTAVIA	ROMANIA	F	19	ART
MOAZ	ITALY	M	28	MECHANICAL ENGINEERING
ADAM	ROMANIA	M	33	PSYCHOLOGY
MIHAI	ROMANIA	M	21	DESIGN

Table 1 [11]

Using interviews, a statistical graph was made based on the answers to the following questions:

1. Based on your own experiences, how would you describe your life before the Erasmus project and the life after? Do you think you had something to learn from there? (in any field - career / psychological social etc.)
2. What qualities do you think are necessary to be a successful person? Do you think you have them? If not, what are you missing? Would you try to cover them? If so, how?
3. Do you consider that your participation has had any benefit? If so, what level of impact did participating there have on your acquaintances? Did they notice any changes for better or worse?
4. What do you consider more important? Career success or life in total balance? Why lean towards another and what would you do to balance the scales?
5. Would you recommend this type of experience? If yes to which group of people and why?

3. Results and Discussion

For a better understanding we made another table in which each question was evaluated with

grades from 1 to 10 or a grade. Thus, the average result in each field can be highlighted. Details about it can be viewed in Table 2.

| NR.CRT.	1ST QUESTION	2ND QUESTION	3RD QUESTION	4TH QUESTION
IT	9	7	10	BALANCE
ART	10	9	9	CAREER
ENGINEERING	9	8	10	CAREER
DESIGN	9	8	8	CAREER
PSYCHOLOGY	8	8	10	BALANCE

Table 2 [11]
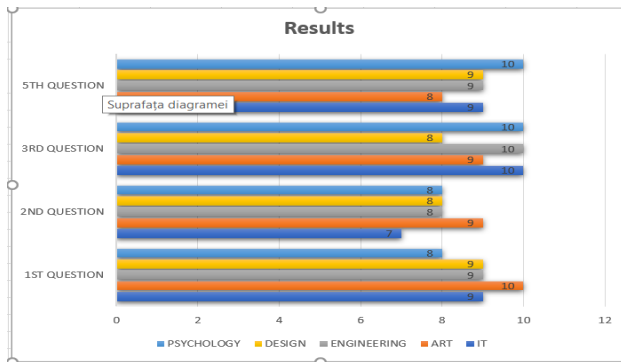
Graph 1 [11]

Graph 1 shows the answers for most of the questions, except for question 4. From this graph we can suggest the positive aspects for each category. The best marks are given for each category depending on the category, implicitly the typology of the field.

Regarding the results in question 4, implicitly the graph with number 2, it can be observe that the most are inclined towards the career side. By this fact, one can consider the benefits in relation to the theme chosen in this study.
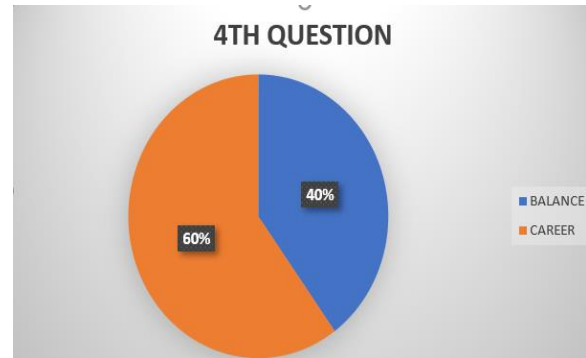
Graph 2 [11]

Also, in this project, I suggest the importance of technical skills for me (public speaking and critical thinking). With these better skills now, I have many achievements in the national and international area.[11] People who know how to sell their goods have a better view from the others. Furthermore, it is important how to adapt to new situation in every moment of your existence. No one knows what disasters humanity will be in the future

4. Conclusions

This project shows a way how to develop your skills for a good career. If people participate in Erasmus projects, they can build the fundamentals of a successful career. In every good career, you should know how to express your message, how to a good team player, and have good management.

5. Acknowledgment

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[4 Lehmann 1993, pp. 31 ff.
[5]https://www.toolshero.com/decision-making/paired-comparison-method/
[6] IT DOMAIN – DIEGO (ITALIA) - Personal archive.
[7] ARTS DOMAIN – OCTAVIA (ROMANIA) - Personal archive.
[8] Psychology – CATALIN (ROMANIA) - Personal archive.
[9] Engineering – MOAZ - Personal archive.
[10] The Facebook pages of the Together Romania Foundation and the A.C.T.O.R.
[11] Mihail-Alexandru Stanescu - Personal archive.

[1] "What's in a name? History of the Erasmus Programme". Archived from the original on 4 April 2013.
[2] Johan Huizinga, Erasmus and the Age of Reformation, 1924.
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[10] The Facebook pages of the Together Romania Foundation and the A.C.T.O.R.
[11] Mihail-Alexandru Stanescu - Personal archiv

DALE'S CONE OF LIFE LIFESTYLE LEARNING

BERNA ONUR, CLASS TEACHER
MİDYAT, MARDIN, TURKEY

One of the important products of education and training is learning. Also, the guality of learning effects education. In this context, the effect of learning on education has been the subject of many theorists. One of these exemplary theories is Dale's Cone of Experience. John Adams laid the foundations of the theory in 1910 with his research titled "Exhibition and Illustration in Teaching". The real starting point is a learning diagram put forward by Hoban (1937). Hoban's (1937) diagram consisted of ten steps and provided a flow from the concrete to the abstract. After that, this diagram was developed by Dale and became known as Dale's Cone of Experience.

Dale thinks that education is entirely related to stimulus sources.Dale argues that people remember many moments in life (Swanson, 2004). Dale saw it as an advantage to use the cone of experience for the strategies, methods and techniques applied in education. Dale is based on the communication of learning

with a graphic (Jacobs, Hurley, 2008). Many activities of daily living became more remarkable with Dale's Cone of Experience theory. Televisions, which are both visual and auditory communication tools, school trips that are included in learning and research within the scope of the course, and everything that is dramatized has begun to attract attention. Dale's Cone of Experience consists of eleven steps. There is a hierarchy from the concrete to the abstract from the lowest to the last, and he visualized it in diagram form. This diagram follows a hierarchy from simple to complex, supplies the needs of the learner.Dale also argues that learning will be permanent as the sense organs involved in learning increase.

Lalley and Miller(2007) advocate that a learning to be conveyed within Dale's Cone of Experience should be conveyed according to the needs of the learner, the experience of the teacher and the selection of resources. Çilenti (1979:40) argues that the sense organ that participates in learning affects learning and that the learner should follow the path of learning experience in order to make learning permanent. He stated to Bloom (1979;40) that for learning to take place, the learner must take an active role in the process.

Material development and its uses are very important in Dale's Cone of Experience. Concretization according to the cone is one of the main issues. In this context, developing, making and applying materials enables the cone to achieve its purpose. Since the materials have a function such as concretization and appeal to the sense organs more, it also ensures that the learning is permanent. Aslan and Doğdu (1993) can be given as an example of material usage studies. These researchers stated that the use of materials facilitates the effectiveness of teaching and the learner's learning in life.

According to Dale's Cone of Experience, from concrete to abstract, from simple to complex, the person who learns from his/her life will provide more permanent learning. It will ensure permanence when the learner discovers the knowledge himself. All the knowledge that the learner acquires by himself will not be forgotten and will continue throughout his life.

Educational approaches such as Waldorf and Reggio Emilia also aim to provide education within Dale's Cone of Experience. In the researches, these educational approaches make learning permanent by trying skill-based methods in line with both cognitive, affective and psychomotor developments of the learner.

Howard Gardner: "Children leave their mark on life by what they can do, not by what they can't do. School is important, but life is more important. Being happy means using your skills and talents productively, no matter what." Howard Gardner demonstrates with this phrase that Dale's Cone of Experience has utilitarian purposes.

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Amazing Global Educationist, Humanist and World Peace Icon
Syed Danish made a mark at the international level with hard work, patience and high spirits

Rahmate Mustafa Social Welfare Trust (RMSWT) was officially formed in 2018 in Bihar under the leadership of Sonu Shams (Syed Danish). It started with basic issues like education, health, employment, peace, humanity, goodwill and awareness. A sewing centre was started in Bihar under the leadership of Syed Danish and a small effort was made towards women empowerment. RMSWT conducted awareness campaign for each state during natural calamities and made a small effort to help the victims. RMSWT made a small effort to strengthen humanity by providing financial assistance to PMO. A campaign was launched under the leadership of Syed Danish and people were appealed to donate old clothes, shoes and books and distribute them among the needy. RMSWT always tried to strengthen Ganga-Jamuni Tehzeeb of India and Syed Danish met people of all religions and tried his best to bridge the gap. Syed Danish visited Gurudwaras, Churches and Temples many times and tried to strengthen Sarva Dharma.

RMSWT financially helped many girls get married and donated clothes to orphan girls. During the lockdown, RMSWT guided the mentally challenged by distributing food etc. to the needy. RMSWT made a new beginning in the name of Sherghati Darshan News & World Peace in 2020 and started work to strengthen peace and humanity at international level. Through World Peace, Syed Danish began publishing news from international academics and social activists working for world peace at the grassroots level.

Under the leadership of Syed Danish, news of such people is being published continuously without any charge. In association with Karnbhumi Raktdaan Seva Samiti, Munger, Bihar started helping people at the national level through blood which is absolutely free. Syed Danish is visionary and always tries not to stop helping people even without resources and for this he is making selfless efforts from the grassroots level. RMSWT organized The Star Global Educators Awards in 2021 and made a small effort to give international recognition to the best lower level teachers by congratulating them.

The webinar was jointly organized by Delhi Public School, Kadirabad, Darbhanga, Bihar and RMSWT. In 2021, RMSWT signed a memorandum of understanding with the University of Indonesia to work internationally in the field of education. RMSWT has been awarded by the PMO and several state governments for working at the grassroots level. Seeing Syed Danish's grassroots work, Queen Nadia Harihiri from France appointed him as the Global Ambassador for Human Empowerment for India at her international organization Successworld1 Academy. Omar Alcantara from Mexico appointed Syed Danish as International Ambassador in his organisation World Knowledge Summit for India. In this episode, Dr. Elizabeth Lucas, the founder of Yes You Can International from London, appointed Syed Danish as its Goodwill Ambassador in India.

Syed Danish has also received honorary doctorates from many countries for his work at the grassroots level for Peace, Humanity, Culture, Love, Brotherhood, Journalism etc. Syed Danish said that he would work to give the best message to the society and his priority would be to strengthen humanity. Inspired by the brilliant writings of Syed Danish, Rachna Bhimrajka, the founder of the Global Educators Fraternity (GEF), appointed him the Chief Editor of her organization. Inspired by the efficient coordination of Syed Danish, Peeyush Pandit appointed him the Global Council Coordinator of International Internship University and Coordinator of Swarna Bharat Pariwaar Trust. Influenced by the grassroots work of Syed Danish, Dr. Charles from Nigeria appointed him a Peace Ambassador in his international organisation Dynamic Peace Rescue Mission International.

Syed Danish is visionary and always takes up the issues related to the welfare of humanity prominently and has the passion to take the campaign of World Peace to every corner of the world. If we talk about his professional career, then from 2010 to 2017 he held the responsibility of two important departments Department of Education and IGNOU Study Centre in Karim City College in India, currently he is doing his responsibility as Coordinator & NAAC Incharge at Fatima Degree College, India.

Pictures from conference: 18, 19, 20 April 2022

**Specialized study: "The role of psycho-social factors in modeling
the adolescent's attitude towards school appreciation "**

Prof. Rodica Mărcuţ, "N.Bolcaş" Pedagogical Vocational High School, Beiuş, Bihor

Educators around the world are increasingly concerned with the development of education at all levels. Pedagogical techniques and procedures, actions and goals, all aim and raise in front of the school the requirement to be more effective and to give a better education. Efficiency thus becomes the "leitmotif" that characterizes most of the statements of the sciences of education. Such efficiency will be obtained as a result of the creative application of the principle of rationality - maximum positive effects with a minimum of human resources - a principle applicable to both cognitive and motor structures, as well as those affective-volitional required in education.

School practice and some models of teaching show us that we can invest a minimum of effort to achieve maximum performance, that we can spend less time to perform the same cognitive task that previously required a longer time to solve, that the improvement of methods teaching-learning-assessment has as an effect a more efficient capitalization of the energy of the factors of the instructive-educational process, etc.

The school is the decisive factor for training and educating the young generation, where the continuous evaluation of school performance, skills and deeds is carried out. In this

evaluation, certain assessment criteria are necessary because "without these quantitative assessments there is no possibility to make comparisons in the field of skills and knowledge, it is not possible to express differences in performance" (Pavelcu, V., 1968).

School appreciation is a classic form of reinforcement by the teacher of the acquisitions of students acquired in the learning process, by reinforcement is understood the system of rewards and penalties meant to ensure the selection and fixing of appropriate responses and reactions. It influences the mental development of students. That is, no other moment of the instructive-educational activity is more closely related to the successes or failures of the students, no other moment of the didactic activity triggers so much joy, or causes so many painful feelings in the children's soul as that of school appreciation. Often the phenomena of juvenile behavior deviance (school absenteeism, school dropout, criminal acts, etc.) are spontaneous reactions of students protesting against frustrating situations caused by school appreciation, to the futile efforts that students sometimes make to change the image negative that the teacher did about them, compared to the unfavorable school climate, in which the negative appreciation is dominant.

The positive assessments addressed to the students have an important role in the improvement of the school activity. Their absence disorients the student, causes depressing mental states that demobilize him. They also contribute to the intellectual and moral development of students.

"The assessment is inseparable from the measure. Man is born under the aegis of measure, of qualitative and quantitative comparison with others "(Pavelcu, V., 1968). In other words, appreciation measures value, and the evaluation of school performance can take the form of verbal appreciation or can be expressed by a numerical (qualifying) index. Influenced by the school appreciation, the student forms an attitude towards his own activity.

Therefore, knowing the students 'attitudes and emotional states towards the assessments made about their work, the teacher can use the assessment more correctly as a means of reinforcement, for training and, if necessary, changing the students' behavior. Changing the attitude of some students towards school appreciation requires knowing the causes and factors that determine it. Some of these factors and causes must be looked for in the psychic structure of the student himself, others in the social environment from which he comes and in which he lives, but also in the school group of which he is a part. By knowing them, the teacher can choose the most effective means for forming or changing the student's attitude towards appreciations and grades.

In the present study, using as a research tool the questionnaire (Vrabie, D., 1994, pp. 219-227) we determined and analyzed psychosocial factors that influence the student's attitude towards school appreciation: the level of aspiration of the family and the student, the balance forms of reinforcement, the influence of the educational group and the school status of the student.

The research was conducted on a sample of 27 students of the 12th grade A, from the Pedagogical Vocational High School „N. Bolcaş "from Beiuş, whose leaders are, with the following composition:

componenţă:

Class	SEX		TOTAL
	M	F	
a XII-a A	1	27	28
%	3,57	96, 43	100

Tab.1. Distribution of students in the sample

According to the environment of origin, the children in the sample are distributed as follows:

Class	THE ENVIRONMENT OF ORIGIN		TOTAL
	URBAN	RURAL	
a XII-a A	8	20	28
%	28,57	71,43	100

Tab.2. Distribution of students by background

By drawing up the psycho-pedagogical characterization sheets, we found that all the students studied come from educogenic families and are clinically and mentally healthy.

By analyzing the students' answers to some of the questions in the questionnaire, we obtained information about the psychosocial factors that influence the student's attitude towards school appreciation.

Thus, through questions 5 and 6 of the questionnaire (ANNEX 1), we studied the parent-student relationship regarding the level of aspiration in relation to the assessments and grades given by the teacher. We also aimed to transform the level of aspiration of parents and students into the language of grades. From the answers obtained we found that, in general, the level of aspiration of parents is higher than that of students. Thus, if the bitter remarks of the parents are added to the grades obtained, which are always different from the desired ones, the child begins to be stressed by failure, discouraged, loses confidence in his own strength, feels frustrated, isolated, misunderstood by parents, colleagues and teachers. To avoid this situation, an important role is played by the degree of realism of the level of aspiration of the student and the parents. This can only be achieved through real knowledge of the student's abilities.

It is very important to know how the satisfaction of the parents determined by their successes and failures is reflected in the students' consciousness. Therefore, the students' answers to question 10 of the questionnaire (ANNEX 1) - "Are parents generally satisfied with the grades they get?" - are presented in the following table:

Class	Distribution of students' answers to question no. 10 in the questionnaire			
	Quite often	Sometimes	Rarely	Never
a XII-a A	14	8	4	2
%	50	28,58	14,29	7,13

Tab.3 Distribution of students 'answers regarding parents' satisfaction

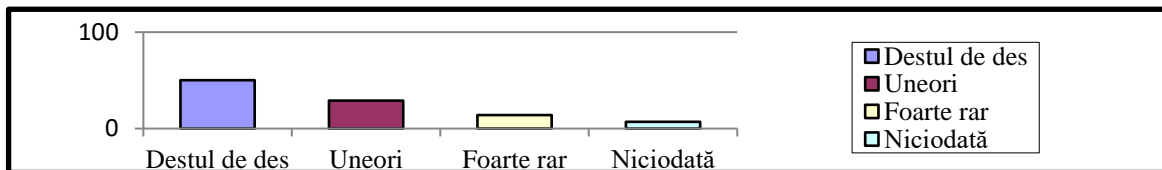Graphically, the results of the table are as follows:

Fig.1. Histogram of the frequencies in table 3

Based on the results obtained, we found that the number of students who appreciate that their parents are satisfied "quite often" with grades is 14 (50%), these students being good and very good. A slightly lower percentage (28.58%) of students say that only "sometimes" their parents are satisfied with their performance. Most of these students are among those with good results, but parents have much higher expectations about their results. The percentage of students who say that their parents are "never" satisfied with their results is small (7.13%), they come exclusively from students with poorer results.

The comparison of the data obtained clearly shows that the proportion of students who say that teachers are happy and express their satisfaction in words or gestures, who encourage or praise students when they respond well to written work or competitions is 72.83%. The proportion of students who say that teachers are sorry, they are surprised when their answers are wrong, is 64.66%.

Also, the factual material we have allows us to state that the teacher does not always react adequately in the case of good answers from students or in the case of wrong answers.

Therefore, correlating the data, we conclude that a fundamental principle of education is often violated - encouragement through the judicious use of praise and rebuke. The teacher who rebukes more than praises or who does not praise when he should praise, does not contribute to the formation of appropriate behaviors.

From the conversations with the researched students, we found that the students who have satisfaction at school also have satisfaction at home. Therefore, the game of forms of reinforcement sheds light not only on the mechanisms of consolidation in students but also on attitudes towards society in general. The good student knows the satisfaction, the satisfaction both in school and at home, and the weak student rarely has this situation.

Along with the factors that influence the student's attitude towards the teachers' appreciation, the educational group has a special importance. Thus, from the conversation with the studied students, we found that their performances are also influenced by the social climate, by the interpersonal relationships in the classroom.

The student's attitude towards the teachers' assessments is also influenced by the structure of the group, ie the organization and ranking of statutes and roles. Thus, in order to obtain information about the influence of student status on grades and vice versa, we analyzed the answers to question 26 - "Do you allow a very weak student to get poor grades?", "Do you admit that a weak student gets good grades?", from the following table:

Cls.	Distribution of answers to question 26, a			Distribution of answers to question 26, b		
	Rarely	Sometimes	Quite often	Rarely	Sometimes	Quite often
XII A	-	2	26	20	6	2
%	-	7,14	92,86	71,43	21,43	7,14

Tab.4. Distribution of answers regarding the influence of student status on his / her attitude towards appreciations and grades

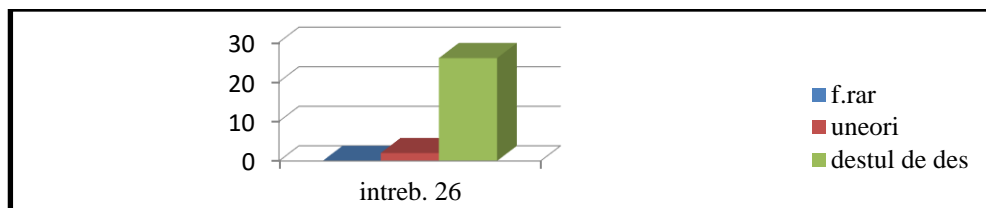The results in the table above are plotted as follows:
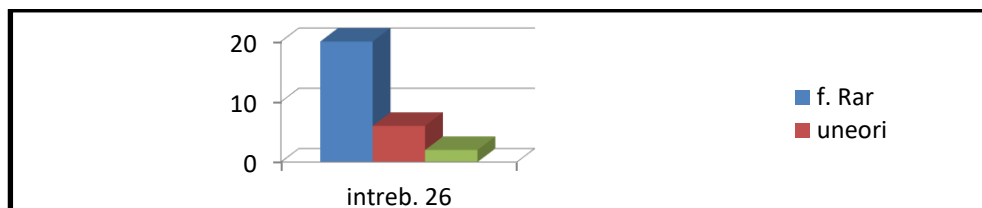
Fig.2 Histogram of the results in table 4

Fig. 3. Histogram of the results in Table 4

From the data in the table and from the graphical representations of the results in Table 4, it appears that the status of a good student is more defined, the expectations from him regarding the results are much higher and more categorical; the weak student is always allowed to ascend and overcome his own status. Also, from the conversation with the studied students we found that the effect of the results and the appreciations is felt to a large extent in the preferential relations in the group of students.

In conclusion, some general observations can be deduced from the research undertaken and from the considerations made during the paper.

The teacher's appreciation, expressed in numerical or verbal indexes, is a message that the student receives and, depending on its meaning, regulates his activity. The student also develops a new message, often expressed through emotional reactions, gestures, facial expressions, attitudes, etc. By taking this feedback, the teacher will know the student's level of aspiration, the extent to which he accepts or rejects the assessment made. By knowing the emotional states and attitudes of students towards the assessments made about their work, the teacher can use the assessment more correctly as a means of positive reinforcement, for training and, if necessary, changing students' behavior.

For an appreciation to be stimulating, it must be anticipatory, that is, it must also indicate the guiding line of the student's future behavior in order for him to progress. As it appears from our data, the teacher often, in his assessments of students, focuses mainly on their failures, makes discouraging predictions, losing sight of the optimistic outlook for the student's future.

Therefore, the students' attitude towards school appreciation is formed during a longer period of time, under the influence of some factors, among which we mention: the level of aspiration of the family and the student, the educational group, the student status, etc.

The level of aspiration is related to setting a certain goal that the student wants to achieve, compared to what he has achieved before. He acquires expression in the language of the marks obtained in the exams and has a central role for the understanding of the student's performance by the teachers, as well as for the student's acceptance of the assessments made on his work. That is why a dynamic agreement must be made between the student's level of aspiration and his abilities, between the students' performances and the society's requirements. The realism of the aspiration level of the student and the parents is an important condition for

avoiding the failure, for the rational capitalization of the student's resources, as well as for avoiding the tense and conflicting state between the faculty and the student.

A factor with a definite action on the student's attitude towards the results obtained and in general towards work is the professional interests. Depending on the results obtained, the professional interests of the student begin to be more and more obvious.

The student's attitude towards the results is also influenced by the way the forms of reinforcement are distributed, by the positive and negative appreciations towards his work. The game of forms of reinforcement sheds light not only on the mechanisms of formation and consolidation in students of some attitudes towards the results obtained, but also on other attitudes towards school and society in general. Students who are systematically appreciated over time form a positive attitude towards teachers and profile, while students who are frequently blamed, ridiculed, disapproved, become dissatisfied with student life, feel frustrated and do everything out of obligation, determined of an extrinsic motivation.

The group is another factor that influences the student's attitude towards the results and the chosen profile. The group "corrects" the appreciation in the sense of compensating the weak (which it "sees" something better) and the "devaluation" of the very good, which it projects only as good (Vrabie, D., 1994).

Regarding the status of the student, everyone seems to confirm it, ie for the good student the status is an incentive, while for the weak or mediocre student it is an urge to stagnate. The problem is to find a way to overcome the status of "weak student" by noticing even the slightest effort or progress and always comparing the student with himself and less with others, especially the very good ones.

In conclusion, appreciation fulfills a diagnostic, prognostic, educational and selection function, it also has a stimulating and orienting value for the student, insofar as it does not remain external to him, insofar as it is understood and accepted, insofar as it urges the student to meditate.

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APPENDIX 1
QUESTIONNAIRE

....

5. What is generally the qualifier:

a) over which the parents are satisfied ………………………………………………………

b) under which the parents declare themselves dissatisfied

………………………………………………… ....

c) indicates the qualifier under which they resort to sanctions, punishments, etc.

……………………………… ....

6. If the parents' claims differ from one object to another, they may indicate this, in particular, by object.

. ………………………………………………………………… ..

10. In general, are parents satisfied with the grades they get?

☐very rarely;

☐ always;

☐never;
☐ quite often;
☐ sometimes;
☐Not interested.
26. Accept:
a) that a very weak student gets poor grades?
☐quite often: ☐very rarely;
☐ never.☐ sometimes;
b) for a weak student to get good grades?
☐ very rarely;☐ quite often;
☐never.☐ sometimes;

HYDROPONICS PROJECT ...GREAT SUCCESSFUL EXPERIMENT AT TULKARM INDUSTRIAL SECONDARY SCHOOL, PALESTINE

School principal   **Written by :**

 ENG. Asim Asrawi   **ENG.Heba Sharab**

Hydroponics technology is considered one of the modern and distinguished techniques in the field of plant cultivation, as it is known as the process of growing plants inside water without soil and providing water with nutrients necessary for plant growth and development.

This method is characterized by overcoming the traditional agricultural problems represented in the lack of water resources and the lack of sufficient agricultural areas.

The entire project was built inside Tulkarm Industrial Secondary School with a wonderful cooperation between the welding and metal forming workshops, the agricultural sciences workshop and the sanitary ware workshop. The project consists of the following parts:

1) Feeding trough
2) Plastic pipe network
3) Discharge trough
4) agricultural seedlings

To implement the project in practice, the following steps were adopted:

1) The formation of the hierarchical model to install the tubes on it, as in the following picture

2) Making holes in the plastic tubes, taking into account the distances between the agricultural seedlings and painting the plastic tubes

3) Fixing the plastic tubes on the hierarchical system that was formed
4) Design and work of water tank
5) Maintenance and preparation of pump parts

6) Install the pump at the beginning of the project
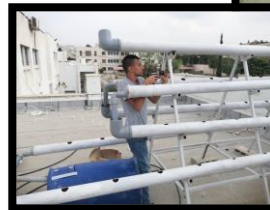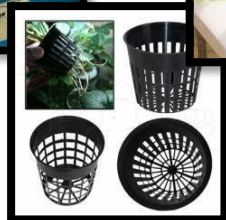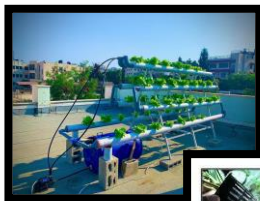
7) Install   the electrical panel on the
                                                     hierarchical system as in the
following   figure:
8) When   planting, special cups are installed
in the pipe   holes and seedlings are placed
inside   them

9) Agricultural seedlings mature in tubes after the time period necessary for growth has passed

This project is a distinctive and unique experience in the world of modern agriculture in our school , where the cultivation of different types of seedlings such as lettuce and mint was tried

Research Methodology

Prof. Dr. Pratik Rajan Mungekar
(Scientist, Professor, Counsellor, Global Educator, Published Author & an International Speaker)

What is research methodology?
Research methodology simply refers to the practical "how" of any given piece of research. More specifically, it's about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives.

For example, how did the researcher go about deciding:

What data to collect (and what data to ignore)

Who to collect it from (in research, this is called "sampling design")

How to collect it (this is called "data collection methods")

How to analyse it (this is called "data analysis methods")

In a dissertation, thesis, academic journal article (or pretty much any formal piece of research), you'll find a research methodology chapter (or section) which covers the aspects mentioned above. Importantly, a good methodology chapter in a dissertation or thesis explains not just what methodological choices were made, but also explains why they were made. In other words, the methodology chapter should justify the design choices, by showing that the chosen methods and techniques are the best fit for the research aims and objectives, and will provide valid and reliable results. A good research methodology provides scientifically sound findings, whereas a poor methodology doesn't.

As research methodology is the plan and structure of investigation of an aim or problem on which research is relaying so different techniques are applied to get the answers of desired question. Methodology is the theory of how research should be undertaken, including the theoretical and philosophical assumptions upon which research is based and the implications of these for the method or methods adopted (Saunders. M, et al, 2007). According to the Kaplan's discussion of this concept in 'The Conduct of Inquiry', He distinguishes several senses of methodology: (1) techniques, the specific procedures used in a given science; (2) honorifics, a ritual invocation attesting to concern with meeting standards of scientific acceptability; (3) epistemology, involving the most basic philosophical questions about the pursuit of truth.

Research methodology is "the overall process guiding the entire research project". Another way to look at methodology is to call it the "primary evidence generation mechanism" (Prashant. P, et al, 2003). It is also an activity which is time consuming so I am using dissimilar proficiencies. My main purpose of the research is to focus on the information technology and its effects at the time of its introduction on the workplaces. I am also analysing the difference among the condition of the workplace before and after the introduction of IT. I am also researching on the technologies (such as computers, digital cameras, automated chines etc) which are used in the workplace.

Research philosophies

All research is based on assumptions about how the world is perceived and how we can best come to understand it and these assumptions are established on research philosophies. These assumptions will underpin the research strategy and the methods choose as a part of that strategy. According to Saunders. M, et al(2007), research philosophy is "overarching term relating to the development of knowledge and the nature of that knowledge in relation to research". Johnson and Clark (2006) argues that the vital issue is not so much whether the research should be philosophically informed, but it is how well we are able to reflect upon our philosophical choices.

My research will reflect two research philosophies which are Ontology and Epistemology. These assumptions consist of a stance toward the nature of reality (ontology) and how the researcher knows what she or he knows (Epistemology) (Creswell, W. J, 2007).

Ontology:

This is the philosophy which is related to the nature of reality and its characteristics. This philosophy raises the assumptions researchers have about the way the world operates and the commitment held to particular views. Ontology has two aspects, Objectivism and Subjectivism, which will both have their devotees among business and management researcher (Saunders. M, et al, 2007).

OBJECTIVISM:

An ontological position that asserts that social entities exist in a reality external to, and independent of, social actors concerned with their existence (Saunders. M, et al, 2007).

SUBJECTIVISIM:

An ontological position that asserts that entities are created from the perceptions and consequent actions of those social actors responsible for their creation. An extreme form, it may hold that the nature and existence of every object depends solely on someone's subjective awareness of it.

"Subjectivism is a philosophical tenet that accords primacy to subjective experience as fundamental of all measure and law. In an extreme form, it may hold that the nature and existence of every object depends solely on someone's subjective awareness of it" (wekipidia.org).

Epistemology:

Epistemology is concerned with the study of knowledge and what we accept as being valid knowledge. The relationship between the researcher and that which is being researched is involved in this philosophy (Collis, J. and Hussey, R., 2003). The longer researchers stay in the "field" or get to know the participants, the more they "know what they know" from first-hand information (Creswell, 2007).

Epistemology is further categorised in to three sub categories, Positivism, Realism and Interpretivism. (Saunders, et.al, 2009, p, 112)

POSITIVISM:

As my research reflects the philosophy of positivism in which I will adopt the philosophical stance of the natural scientist. Positivism is epistemological position that advocates working with an observation social reality. The emphasis is on highly structured methodology to facilate replication, and the end product can be law like generalisations similar to those produced by the physical and natural scientist (Saunders. M. Et al, 2007).

REALISM

Realism is another philosophical position which relates to scientific enquiry. It is the epistemological position that objects exist independently of our knowledge of their existence. The philosophy of realism is that there is a reality quite independent of the human mind. Realism is somewhat similar to positivism in that it assumes a scientific approach development of knowledge (Saunders. M. Et al, 2007).

There are two forms of realism: direct realism and critical realism. Direct realism is the epistemological position that what we see is what we get: what we experience through our senses portrays the world accurately (Saunders. M. Et al, 2007). Another form is Critical realism which is also the epistemological position that what we experience are sensations, the images of the real world not the things directly (Saunders. M. Et al, 2007).

INTERPRETIVISM:

It advocates the necessity to understand difference between humans in their role as social actors. The emphasis of this philosophical research is on the people rather than objects such as trucks and computers(Saunders. M. Et al, 2007). The heritage of this strand of interpretivism comes from two intellectual traditions: phenomenology and symbolic interactionism. Phenomenology refers to the way in which human make sense of the world around. Whereas, in symbolic interactionism we are in a continual process of interpreting the social world around us (Saunders. M. Et al, 2007).

Research Approach

Research Approach refers to the approach or the methodology that has been adopted to conduct the research. It basically involves the selection of research questions, the conceptual framework that has to be adopted, the selection of appropriate research method such as primary research, secondary research etc (blurtit.com). Research can be distinguished as belonging to one of two models a deductive (or "top down") approach or an inductive (or "bottom up") approach. Deductive approach is one in which a theory and hypothesis (or hypotheses) are formulated, and then a research strategy is planned to test these hypothesis. Whereas, in Inductive approach, data is gathered and the theory is developed as a outcome of the data analysis. (Saunders, Lewis and Thornhill, 2007)

My research will be carried out through the inductive approach in which I will collect data from different resources and develops theory as a result of data analysis. An inductive approach is radically different from the deductive type. I have chosen the inductive approach because it does not have the same strength of relationship between reasons and conclusion. To induce something is to draw a conclusion from one or more particular facts or pieces of evidence. The conclusion explains the facts support the conclusion (Blumberg. B, et al, 2008).

Research strategy:

My research is explanatory in which I am examining the relationship between variables which are information technology, workplace and the people. In order to get a clearer view of the relationship I will collect the qualitative data to explain the reason that how the information technology has impacted the workplace. My research strategy for this work is grounded theory.

Research strategy:

Grounded theory is often thought of as a best example of the inductive approach developing and building method. Grounded theory is, according to Goulding (2002), particularly helpful for research to predict and explain behaviour, the emphasis being upon developing and building theory.

"A grounded theory is the research strategy in which theory is developed from data generated by a series of observations or interviews principally involving an inductive approach", definition by Saunders. M, et al (2007). According to Steren (1994, pg 273), grounded theory is one of the interpretative methods that share the common philosophy of phenomenology – that is, methods that are used to describe the world of the person or persons under study.

A key idea is that this theory development does not come "off the shelf", but rather is generated or "grounded" in data from participants who have experienced the process (Strauss and Corbin, 1998).

The roots of grounded theory can be traced back to a movement known as symbolic interactionism whose origins lie in the work of Charies Cooley (1864 1929) and George Herbert Mead (1863 1931). The concern of these scholars was to avoid the polarities of psychologism and sociologism (Goulding, C., 2000). Grounded theory was originally developed in the 1960's by two American sociology scholars focusing largely on the health/nursing field, Barney G. Glaser and Anselm L. Strauss, and started to become well known with the publishing of their book, Discovery of Grounded Theory (1967)(Mello, J and Flint, D. J., 2009).

In grounded theory, data collection starts without the formation of an initial theoretical framework. Theory is developed from data generated by a series of observations. These data lead to the generation of predictions which are then tested in further observations that may confirm, or otherwise, the predictions (Saunders. M. et al, 2007). Methodology uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon. The findings of the research constitute a theoretical

formation of the reality under investigation, rather than consisting of a set of numbers, or a group of loosely related themes (Strauss and Corbin, 1990, ed. 1).

OBJECTIVES OF GROUNDED THEORY

Essentially, the objective in grounded theory is to build mid-range theory. The emphasis on building effective and complex theory, grounded in data, at various levels of generality, characterizes its most important purpose (Mello, J and Flint, D. J., 2009). Grounded theory is predicated on the idea that "social science theory can be built from data systematically obtained in a social setting" (Robrecht 1995, p.170). Theory emerges from very deep and contemplative analysis of data obtained in the field rather than from a prior assumptions developed before the research begins (Mello, J and Flint, D. J., 2009).

Grounded theory researchers aim to develop theories that enable explanation of behaviour, are applicable in practice, and provide hypotheses that can be verified. Two features of grounded theory that help set it apart from other qualitative methods are (1) it is not limited to description of the phenomenon, but seeks to develop theoretical concepts, and (2) it is not bound to a particular unit of analysis, time, or place. This allows researchers to develop a grounded theory and apply and test it in areas outside the original study (Mello, J and Flint, D. J., 2009).

The grounded theory perspective of what constitutes a "theory" is defined by Strauss and Corbin (1998, p.15) as a "set of well-developed concepts related through statements of relationship, which together constitute an integrated framework that can be used to explain or predict phenomena." Theory is constructed from conceptual categories and their properties.

Research Choice (Method):

The way in which a researcher chooses to combine the qualitative and quantitative techniques and procedures is said to be research choice. Research choice can also be said as research design. Research choice is categorise in two types: Mono and multiple method. Mono type method is that in which we use single data collection technique and corresponding analysis procedures. Whereas, multiple method is that in which more than one type of data collection technique and analysis procedures are used. In business research, mostly multiple methods is used for the combination of quantitative and qualitative techniques and procedures as well as for primary and secondary data. (Saunders, et.al, 2009, p, 151)

Multiple methods are further categorized into Multi methods and Mixed methods. Multi method is a term refers to those mixtures where associated analysis techniques use more than one data collection technique, but this method is limited within either a qualitative or quantitative world view (Tashakkori and Teddlie, 2003).

My business research will reflect multi method qualitative research studies in which I will collect my data while using qualitative technique which is interviews. As my data is qualitative so I will analysis it by using qualitative procedure.

Time horizon

There are generally two time horizons for the research strategy. The one is cross sectional, in which the study of particular phenomenon (or phenomena) is conducted at particular time period. And the other is longitudinal studies which is, as stated by Saunders, et al(2009), a series of snapshots and also said to be a 'diary' that involves repeated observations of the same items over long periods of time – often many decades. For my research project, the limited time period is provided and according to specific time period, I will consider cross sectional studies in which I will take a snapshot of Information technology in the work place.

Data Collection Procedures

I will use different categories of procedures for my research. To achieve the research aim, a mixed method qualitative approach will be adopted.

Primary Data

The primary research is that when source is an original document containing first-hand information about a topic. For e.g. Diaries, Interviews, Letters, Original works of art, Photographs, Works of literature. I will be collecting my primary data by interviewing with different people working in different places. According to Zikmud (2003)),"Interview is the method of collecting information through face to face contact with the individuals.

Interviewing:

I will collect my primary data by interviewing personnel's from different people working in different workplaces such as banks, hospitals, offices, educational sectors retail business, industries, etc. An interview is a powerful discussion between two or more people (Kahn and cannel, 1957). The use of interviews can help to gather valid and reliable data that are relevant to research questions and objectives (Saunders. M, et al, 2007). Interviews are associated with the positivist and phenomenological methods. They are the methods of collecting data in which selected participants are asked questions in order to find out what they do, think or feel(Collis, J. and Hussey, R., 2003). Interviews make it easy to compare answers and may be face to face, voice to voice or screen to screen; conducted with individuals or a group of individuals (Collis, J. and Hussey, R., 2003). Interviews may be highly formalized and structured or they may be informal and unstructured. In between there are intermediate positions. One typology that is commonly used is thus related to the level of formality and structure, whereby interviews may be categorized as one of: structured interviews, semi structured interviews, unstructured or in depth interviews (Saunders. M, et al, 2007).

I will conduct semi structured interview in which I will have a list of all the questions to be covered during interview. Semi structured interviews are non-standardised and are often referred to as 'qualitative research interviews'. Although the response may be vary from interview to interview. I may also omit or add some questions according to the flow of conversation. The major advantage of this strategy is that with the more natural discussion the greater detail and variety can be provided by respondents. I will consider the individuals from any firms, organisations (Governmental and Non for profit), Banks and other places which are located in Middlesbrough. I will conduct face to face interviews from individuals and take the notes of the responses which are given by respondent. In these interviews I will ask them that what latest technologies they are using in their workplace and what are the benefits or drawbacks of technological advancement. How these technologies are making the workplace better from the previous time.

Secondary Data:

Secondary research is that when someone else has collected the data and the researcher interprets and analyses primary sources. Secondary data included both raw and published summaries (Saunders. M, et al, 2007). Secondary data include both qualitative and quantitative data and they are used principally in both descriptive and explanatory research. When secondary data is used, it is easy to build the research on the past collected information of business knowledge which is gathered by other's experiences. The advantage of using secondary data is that it can be obtained rapidly and is less expensive as compared to collect primary data (Zikmund, 2003). In contrast, some disadvantage of secondary data is that they were not designed specifically to meet the researcher's need and user has no control over their accuracy, they may also be inaccurate.

Different researchers have generated a variety of classifications for the secondary data. These classifications do not; however capture the full variety of data. The three main sub groups are created for secondary data, which are documentary data, survey based data and those compiled from multiples sources (Saunders. M, et al. 2007). The secondary data which I am collecting in my research is compiled from multiple sources. The most important characteristic of secondary sources is that they offer an interpretation of information gathered from primary sources. For e.g. Dissertations, Indexes, Abstracts, Bibliographies, Journal Articles, books, Newspaper, Internet.

Research ethics:

Ethics are moral principles, norms or standards of behaviour that guide moral choices about behaviours and relationships with others. In business research, ethical issues come to the fore whenever a conflict arises between the desire to conduct research that meets the highest quality standards or the request of the sponsor on the one hand, and societal values like, say, privacy, freedom and honesty on the other (Blumberg, B. et al, 2008)

Ethics is the study of the 'right behaviour' and address the questions of how to conduct research in a moral and responsible way (Blumberg, B., 2008). Ethics is also said to be, "the appropriateness of the researcher's behaviour in relation to the rights of those who become the subject of a research project, or

who are affected by it" (Saunders. M, et al, 2007). In most research situations, three parties are involved: the researcher, the sponsoring client (user), and the respondent (subject)(Zikmund. 2003).

Within business and management research, there are two dominant philosophical standpoints: deontology and teleology (Saunders. M, et al, 2007). The deontological view argues that the ends served by the research can never justify the use of research which is unethical. In contrast, the teleological view argues that the ends served by your research justify the means. Consequently, the benefits of your research findings would be weighed against the costs of acting unethically. This approach has an added complication as you also need to consider whether the benefits of the research are morally just (Saunders. M, et al, 2007).

When ethics are discussed in research design, the first priority is to protect the right of the participant, respondent or subject. Whether data are gathered in an experiment, interview, observation or survey, the respondent has many rights to be safeguarded (Blumberg, B. et al, 2008). In general, the research must be designed so a respondent does not suffer physical harm, discomfort, pain, embarrassment or loss of privacy (Blumberg, B. et al, 2008). To safeguard these things, I will follow three guidelines, first I will explain the benefits of the study then I will explain the participant's rights and protection and in the last I will obtain secure informed consent.

What are qualitative, quantitative and mixed-method methodologies?

Qualitative, quantitative and mixed-methods are different types of methodologies, distinguished by whether they focus on words, numbers or both. This is a bit of an oversimplification, but it's a good starting point for understandings. Let's take a closer look.

Qualitative research refers to research which focuses on collecting and analysing words (written or spoken) and textual data, whereas quantitative research focuses on measurement and testing using numerical data. Qualitative analysis can also focus on other "softer" data points, such as body language or visual elements.

It's quite common for a qualitative methodology to be used when the research aims and objectives are exploratory in nature. For example, a qualitative methodology might be used to understand peoples' perceptions about an event that took place, or a candidate running for president. Contrasted to this, a quantitative methodology is typically used when the research aims and objectives are confirmatory in nature. For example, a quantitative methodology might be used to measure the relationship between two variables (e.g. personality type and likelihood to commit a crime) or to test a set of hypotheses. As you've probably guessed, the mixed-method methodology attempts to combine the best of both qualitative and quantitative methodologies to integrate perspectives and create a rich picture.

What are the main sampling design approaches?

As we mentioned earlier, sampling design is about deciding who you're going to collect your data from (i.e. your sample). There are many sample options, but the two main categories of sampling design are probability sampling and non-probability sampling. Probability sampling means that you use a completely random sample from the group of people you're interested in (this group is called the "population"). By using a completely random sample, the results of your study will be generalisable to the entire population. In other words, you can expect the same results across the entire group, without having to collect data from the entire group (which is often not possible for large groups).

Non-probability sampling, on the other hand, doesn't use a random sample. For example, it might involve using a convenience sample, which means you'd interview or survey people that you have access to (perhaps your friends, family or work colleagues), rather than a truly random sample (which might be difficult to achieve due to resource constraints). With non-probability sampling, the results are typically not generalisable.

What are the main data collection methods?

There are many different options in terms of how you go about collecting data for your study. However, these options can be grouped into the following types:

Interviews (which can be unstructured, semi-structured or structured)

Focus groups and group interviews

Surveys (online or physical surveys)

Observations

Documents and records

Case studies

The choice of which data collection method to use depends on your overall research aims and objectives, as well as practicalities and resource constraints. For example, if your research is exploratory in nature, qualitative methods such as interviews and focus groups would likely be a good fit. Conversely, if your research aims to measure specific variables or test hypotheses, large-scale surveys that produce large volumes of numerical data would likely be a better fit.

What are the main data analysis methods?

Data analysis methods can be grouped according to whether the research is qualitative or quantitative.

Popular data analysis methods in qualitative research include:

Qualitative content analysis

Thematic analysis

Discourse analysis

Narrative analysis

Grounded theory

IPA

Qualitative data analysis all begins with data coding, after which one (or more) analysis technique is applied.

Popular data analysis methods in quantitative research include:

Descriptive statistics (e.g. means, medians, modes)

Inferential statistics (e.g. correlation, regression, structural equation modelling)

Again, the choice of which data collection method to use depends on your overall research aims and objectives, as well as practicalities and resource constraints.

How do I choose a research methodology?

As you've probably picked up by now, your research aims and objectives have a major influence on the research methodology. So, the starting point for developing your research methodology is to take a step back and look at the big picture of your research, before you make methodology decisions. The first question you need to ask yourself is whether your research is exploratory or confirmatory in nature. If your research aims and objectives are primarily exploratory in nature, your research will likely be qualitative and therefore you might consider qualitative data collection methods (e.g. interviews) and analysis methods (e.g. qualitative content analysis).

Conversely, if your research aims and objective are looking to measure or test something (i.e. they're confirmatory), then your research will quite likely be quantitative in nature, and you might consider quantitative data collection methods (e.g. surveys) and analyses (e.g. statistical analysis). Designing your research and working out your methodology is a large topic, which we'll cover in other posts. For now, however, the key takeaway is that you should always start with your research aims and objectives. Every methodology decision will flow from that.

TECHNIQUES AND METHODS USED IN ONLINE EDUCATION

Teacher: Popa Diana
EMANUIL GOJDU Național College, Oradea

Current technology and experience help us understand that technologies are tools to apply carefully and appropriately, and the rule for teachers is to move away from the notion of assessment as a Word document – that is, from simply replacing a piece of paper with an electronic document – and to use technology to help students become autonomous in learning.

Learning and evaluation, based on the project, with the use of media, can offer students a series of options and the creativity manifested by the students participating in the educational act is astounding, but the academic nature of this process should not be neglected – in other words, what do we want to achieve from the students, to prove that they know – they have learned to do?

Teachers, in this more delicate period, are looking for ways to integrate technology through the Internet, through different platforms to transmit information and assess students' knowledge.

Let's specify a few of them:

– Google Classroom: here you can talk to students – Meet video chat is included for free now; homework can be corrected and direct feedback can be given to each student, a comment pool can be created for easier feedback based on the most frequent comments you give to students, etc.

– Google Jamboard is a very easy way of viewing short answers – all students can see all the answers given on virtual post-it's is a virtual blackboard where both the teacher and the student can work.

– Google Forms (allows the design of forms that can be used to obtain feedback, to send confirmations of participation in an event, but also to create written tests. It allows the teacher to include images or video for interpretation or as reflection material for participating students. They may receive both open and closed questions, with multiple choice of answer, or not.) The Quiz function allows, on the other hand, to provide prompt feedback. Students can immediately find out whether or not they answered a test of their choice. So the teacher can build distractors (wrong answers, resulting from an erroneous thought process, but frequently in students) as good as possible., we can include explanations for the wrong answer, explanations that the student will receive as soon as he has finished the test, in order to evaluate himself correctly. In addition, students can resume the test.

– Kahoot – the pedagogical basis of this application is that students become "teachers", building test items themselves, this application is very loved by both secondary school students and high school students .

– Wordwall – several types of activities suitable for evaluation, especially in primary education.

There are also many animation programs that students can use to make presentations: Prezi, Animaker, etc. Students can make screencast-o-matic videos in which they capture both the image from the interface of their device and their own voice.

It is said that the best tool is the one that people use ,which helps them on the path of progress and professional success.

In online education, engagement is absolutely essential and these tools must create a deep and meaningful human connection between students and teachers.

Students' results are the best proof of educational quality, and the creativity that technology allows you to experience is a step towards evolution, towards the future.

FEED-BACK IN MENTORING ACTIVITY

Teacher: Briscan Gabriela
Technical College Ioan Ciordaş, Beiuş

Feedback means describing a person's behavior and what you felt in response to that behavior, and it represents the inverse connection between the recipient and the initiator of the communication. Feedback is a way in which a person can be determined to modify behavior, means to provide someone with aspects of their conduct and its effects on you. Feedback helps the individual to find out to what extent his behavior had the expected effect, informs him if he has not lost the "target" as he tries to achieve his goals. Feedback is essential for effective communication and is the last step that concludes communication.

Feedback received:
•helps us to be aware of what we do and how we act;
•gives us the opportunity to change our behavior.

Feedback provided effectively:
•must be delicate and supportive;
•must mention the facts described by the speaker, not the interpretations or expectations Listener. If we suggest reasons for another person's behavior, they will find it harder to understand their true motives and can become defensive;
•must be descriptive and not evaluative. If value judgments are made about a person's behavior does not mean that the person will want to change their behavior, but rather will become offended and full of resentment (e.g.:,Your opinion is therefore that..." and not "You're definitely wrong!");
•must be specific, concrete, to refer to a particular behavior and not to the behaviour in general. Indirect or vague references do not help people even if they want to change;
•must share emotions and thoughts;
•must be focused on the information that the interlocutor could use: relevant, more important information;
•must be offered for those behaviors and attitudes that can be easily changed and that lead to greater change;
•must offer behavioral alternatives, otherwise people will experience a state of conflict and affective tension.

When feedback is received it is good :
•to listen to what is being said;
•to ask the interlocutor what he said;
•to ask the interlocutor for clarifications for any ambiguity;
•to encourage the interlocutor to provide even more feedback;
•if possible, compare the feedback received from one person with observations made by others to determine whether the information is objective;
•to thank the person giving feedback

Giving feedback helps people:

•be more attentive to what they do and how they act;
•to learn, develop and evolve.

Feedback should take into account:
•what has been said, not on the meaning that we ascribe;
•what is observed, not on what is thought about the person;
•description and not evaluation of behaviours;
•specific behaviour, not generalisations;
•providing information about personal ideas and feelings and not advice;
•behaviors that the interlocutor controls;
•start with positive behaviours that need approval and encouragement.

To communicate means to be interested in conveying your ideas and getting to know those of others, it means to show that you care!

Performant management in a technical college

Teacher: Făşie Alina Monica
Technical College Ioan Ciordaş, Beiuş

Each nation's dream depends, fundamentally, on the extent to which its education system is able to provide its own citizens with a high level of training that will make them competitive anywhere in the world. Therefore, quality – a global priority – will have to be the reference point for any change proposed to an education system.

Quality assurance in education is a dynamic approach that means involvement and accountability, on one hand; as well as strategic thinking and control, on the other hand, put into practice through decentralisation. In order to ensure quality in education, it is necessary to have teachers with experience and thorough training, who want to get involved in the teaching-learning-evaluation process, to be good organizers, permanently connected to the changes of the environment in which they operate.

From this point of view, leaders in any field must have a common managerial training, without which they cannot properly fulfill their role as leaders in a certain field of activity. At the same time, they are also required to have a specific managerial training, in order to be able to adapt, in an adequate manner, the general principles and functions of the manager to the particularities of the managed field.

If all the management processes include elements with informational, decisional and motivational character, their weight and significance differ from one field to another, in relation to the specific.

In education, the art of leadership often prevails over the science of leadership, the personality of the leader and his personal example having an essential role in achieving the objectives of the system and of the institution, at the highest level of performance. Whether it is children or young people or we refer to adults, the art of working with people is a distinct dimension of the personality of the modern leader in education. If, however, for the training and education of children and young people there are well-defined and proven principles and methods in a long-term practical activity, in order to work with teachers, the leaders in education need special knowledge in the field of adult education, where the results of scientific research and of the practice itself are not as relevant as in the case of pedagogy and school psychology. It

is also a "hot zone" of education management and especially of the activity of leaders at different levels, because their success as leaders depends on the ability to guide, organize, guide and motivate collaborators and subordinates for the optimal achievement of the objectives and programs of training or improvement

Both at the level of the system, as well as at the level of its component units, the education management sometimes decisively puts its mark on the final results, because education – regarded as an investment in man – will be profitable, individually and socially, to the extent that the resources (pupils, educators, equipment, etc.) will be optimally used to achieve the proposed objectives.

The management of the schools is today a complex activity, which concerns a number of fields, such as: the educational process, as a whole, the didactic activity, the educational activity (school and extracurricular), the improvement of the training of the teaching and administrative staff, the economic-financial and household activity, the school-family, the school-community relationship.The head, as well as the management team of an educational institution, plans and organizes the work of the staff (didactic and administrative), the activity of pupils or students, adopts decisions and controls their fulfillment. All this is learned gradually, during the exercise of leadership duties, because the smattering of knowledge gained in the pedagogical high school or in the faculty about the management of education and school proves insufficient to successfully solve the many problems faced by a school community today.

The initiation of the new principals and deputy directors of pre-university education on the mechanism of the management of the education system and of the school, as well as the improvement of those with certain experience in the field of instructional management appear, thus, as a basic condition of success.

I GOT WINGS TO FLY….

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Give the child wings to fly..... And he will fly

In the context of today's modern society, because of the fact that all the world tends to transform into an information society, especially after the Covid-19 Pandemic period, there appeared the need that from the earliest age, children to be prepared for a beneficial contact with the world they live in, through a computer.

Given the natural affinity between pupils and computer, it is obvious that the assisted training by a computer offers increased chances as the teacher to become a true educator by facilitating the transmission of information from teacher, by increasing pupils' capacity of understanding and assimilating the information.

School must keep up with the technology, to understand and to anticipate its impact over learning style.

School must form pupils' digital skills - not just computer usage - by TIC classes and Informatics classes, but also those which aim at support tools for various fields of knowledge, but other pleasures or

hobbies too. The examples could be diversified: lessons, projects, live activities, learning a foreign language, practicing a foreign language, creating interactive games.

The future in the educational system belongs to a computerized educational system, so that, the young generation has to pass into the future, understanding very well the computer use, just as the earlier generations knew how to use the intellectual instruments of their time, such as: paper, pencil.

The Pandemic pushed us towards new times, very hard to be understood by the majority of us, difficult to be approached. A scared world, uncertain and insecure, which initially closed our whole horizon. Due to the technology, the motivation we have for school gave us ambition and we managed to gather all the necessary resources to use another approach in the transmission of knowledge and in the same time, our online gates have opened to other remote areas to be able to communicate and to be able to learn with the others.

As a student of the Vocational Pedagogical High School "Nicolae Bolcas", Beius, I had the honor and the pleasure to participate to an international project of the British Council, the online project International School Award, British Council, through which I participated to the subproject "E-learning - digital hour", Presentations – Power Points - Videos – Games - Design, posting the works on Facebook, on YouTube, inserting thumbnail images (ClipArt).

Few years ago, in my free time, I realized 500 Videos posted on my YouTube channel. I achieved this performance all by myself. How did I get to be on YouTube? I started little by little, because during school I learn, not having enough free time to make other videos. I've been posting videos and now I want to see how many views I'll have.

In March, this year, I realized the video number 500 for those who follow me, as a retrospective of my older videos. 4 years ago, I made an episode with 54 views and I enjoyed my audience. I worked on my phone, and then on my new computer.

My amazement was when I posted this retrospective video on Youtube and I got 748 views, a huge number for me. I couldn't believe that. I believed it was a mistake. I was notified by my teachers that I was viewed in more different countries.

This is how I got into the "E - learning - Digital learning" project, with this link: https://youtu.be/kAxwIwCnY3s.

With the help of the coordinating teachers, I think I started slowly-slowly to realize what happens around me. I was asked to make a similar video, but in English, to be posted and broadcasted in several different schools from Asia, Africa, Australia, USA, Europe, the message for teenagers being: hobby, work, passion, perseverance, moments of balance, courage, implication, success and future. Then, I posted the second video, in only 3 days I got over 600 views, in English, explaining to the world what I did: https://youtu.be/vtxXj9keiz8.

Pupils and teachers from our schools meet virtually with teachers and children from the world, from Europe, Africa, Australia and Asia, they know each other better, talk, collaborate, plan their educational projects, they exchange good practices, they get to know each others' countries, cultures, values, habits, communication languages, teaching experiences, they place activities together, expanding their cultural horizon and their social, linguistic competences and digital skills.

I will persevere and I will continue what I'm doing now.
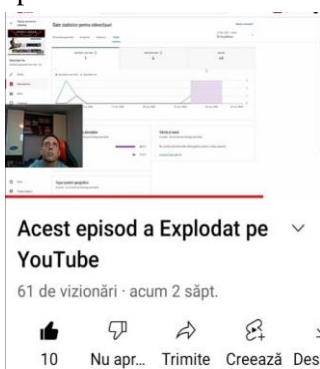
I got wings to fly

745 de vizionări · acum 3 zile

👍 271   👎 Nu apr...   ↪ Trimite   📷+ Creează D
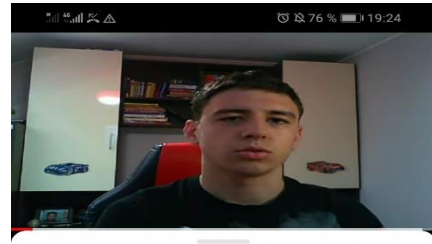
Descriere   ✕

I got wings to fly

DPatrick69

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Aprecieri	Vizionări	2022

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AWARD
OF EXCELLENCE
STUDENT PATRICK DENIS CHIROIU
ROMANIA
FOR HIS WORK IN THE INTERNATIONAL
E-LEARNING PROJECT
2021-2022

PROJECT FOUNDERS:
HADAREAN DIANA-Romania
MUHAMMAD IDREES-Pakistan

UTILIZING OF PADLET APPS TO ENGAGE STUDENTS AMID COVID 19

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Abstract

Despite the widespread use of multimedia in everyday life, it is rarely used as a teaching tool in the educational process. Is it possible to improve students' writing skills, especially those in their second semester of the Indonesian Language Department at Unasman Indonesia? This research Two cycles of research were conducted using classroom action research. Padlet was used three times per week to facilitate student interaction. Planning, executing, observing, and reflecting were the steps in the process. The observation checklist, the questionnaire, and the padlet writing test were the instruments used in this study. The introduction of Padlet was made at the beginning of the class, and all subsequent interactions were conducted via Padlet rather than in the classroom. As a result of the findings, it can be concluded that using Padlet as a medium can help students improve their writing skills. Researchers can conclude that 30 students of the English Language Education Study Program at the Faculty of Languages and Communication Science of Sultan Agung Islamic University Semarang in the class of 2020/2021 have a wide range of opinions about the use of Padlet media in learning Writing II. Generally, the majority of students find the use of this medium to be a positive experience.

Keyword: Padlet, Engage, Covid, Technology and Writing Skill

Introduction

Along with the development of the times globally as indicated by the industrial revolution 4.0 and the evolution in the field of IoT (Internet of Things)-based education. In this era, the presence of the Internet of Things (IoT) has become a part of human life. Thus, the ability to understand and use various IoT-based tools for education and learning must be mastered. IoT is a condition that allows humans or objects to relate to anyone, anywhere and anytime. IoT is a innovative technology that has emerged to facilitate between real and virtual objects in the field of education, real examples of the application of IoT are the implementation of electronic learning or e-learning, distance learning (distance learning), digital libraries (digital libraries), e-commerce for campus MSMEs and others. Transformation in the field of education underwent tremendous changes along with the industrial revolution 4.0 which was marked by increased connectivity, interaction and development of digital systems, artificial intelligence, and virtual, (Sudermann 2019). The industrial revolution 4.0 began to occur around the 2010s through intelligence engineering or AI (Artificial Intelligence) and the Internet of Things as the backbone of the movement and connectivity of humans and machines or robots, Al Yakin, et. al (2022).

Student-centered teaching and learning are becoming more commonplace in today's classrooms. Yáez-Aldecoa, Okada, and Palau (2015) note that the 21st century's learning style includes the flexibility of on-the-go learning. The 4Cs are four essentials 21st century learning and innovation skills. To put it simply, these are the four Cs of 21st century learning: creativity, collaboration, and communication. Future educational thinking and planning must incorporate 21st century learning. Although technology is constantly evolving, educators and administrators are constantly looking for new ways to prepare students for the future (Jennifer, 2019). According to (Zhi & Su, 2016) state there are many ways in which this can be accomplished, including asking questions and participating in discussions. Students can learn new things and expand their perspectives by exchanging information and experiences during these types of activities. Some students may be perceived as unprepared, hostile, lazy, or bored if they do not participate in activities (Fuchs, 2014; Thum, 2019).

According to (Thum, 2019) for students to take responsibility for their own learning, teachers must play an important role as facilitators. Since each student learns in a different way based on the new learning environment, the quality of teaching is also critical Academic performance and behavior are directly affected by a student's level of engagement in and enthusiasm for their studies, which is referred to as "student engagement". Several studies have been done on the topic of student engagement. Students' motivation and active learning intersect, according to Barkley (2010), when it comes to determining their level of student engagement. When expectations and values meet, a person's motivation is triggered. According to Becker (2013), a new meta-model of student engagement is the intersection of motivation, active learning, expectation, and value.. According to other researchers, the perceived usefulness, perceived ease of use, teaching presence and self-efficacy are all factors that contribute to student engagement (Jung, Y., & Lee, J. , 2018). In addition, students' satisfaction is linked to their level of engagement (Kuh & Vesper, 1997; Garnham & Betts; 2018).

Device agnostic, Padlet is a useful tool that allows people to express their thoughts on a common topic and can be used for simple or complicated instructional tasks among experts. People can post any content (e.g., images, videos, documents, and texts) anywhere on the page, with anyone, and it can be accessed from a laptop, PC, tablet, or smartphone, Jaganathan, S. 2016; Kaya, H. (2015) and Weller, A. (2013) Using Padlet in the learning process allows for the availability of pleasant spaces for students to participate in collaborative classroom activities. Students in the Introduction to Functional Linguistics class may benefit from using Padlet because of its attractive, futuristic, and user-friendly features Mallon, M. and Bernsten, S. (2015).

Using Padlet, students and teachers can work together, communicate, reflect, and share various networks (links) and images in a secure environment. Using Padlet, users can create a hidden wall with the URL of their choice. Customers of Padlet can moderate and delete posts, as well as change the appearance of their content. Mallon & Berntsen (2015) further explained that Padlet's features, and variety of attractive backgrounds provide a variety of user spaces to collaborate simultaneously in various locations. Their activities include writing, drawing, chatting, and exchanging messages with other users. They can also upload and submit their own work for evaluation or for distribution to other users afterward. In a few sentences, Padlet can be summarized as an online media in the form of a wall (wall) that allows its users to interact and collaborate to share writing, images, and other necessities—not only between teachers and learners.

Padlet-Based Access Control You can actually use Padlet via the Padlet official website http://www.padlet.com/ or via the Padlet application for Android and iOS. To begin using Padlet's visa website, the first step is to open the web page. We can begin by clicking the "Create Something" button on the website. Well, the Padlet wall is now operational. However, we will need to amend the Padlet's primary purpose. Titles, background images, and display themes can all be customized to fit the topic at hand, as can the URLs themselves, which can be given a unique and interesting name, the way that display material loads, or even the privacy levels that we set for Padlet Fuchs, B. (2014).

The application is the next step. To use it, you'll need to first download the app onto an Android or iOS mobile device. Briefly, Padlet is simple to create and simple to operate. To get Padlet users to respond to questions or statements made by Padlet makers, someone must be creative in utilizing the

existing features to create an interesting thematic display. Teaching with Padlets During the teaching and learning process, students can access our Padlet wall by opening the web address that we've already set up. Students can also open Padlets using Android or smartphones because the Padlet app can be installed easily on a gadget. Once students have the internet open, they can double-click the Padlet box and begin writing, taking, or uploading images, audios, or videos, copying links, or entering documents, etc. Interactions between Padlet users occur in real time. In other words, Padlet allows the teacher or student to see if someone else has added something to the box. Students do not need a Padlet account to access Padlet created by their teachers.

In this regard, Padlet can be said to make it easier for teachers to gauge students' abilities or bravery in responding to certain questions from the teacher. Padlet allows teachers to see how well their students have grasped the material they've already been taught. There is, of course, a risk that students will simply copy their peers' answers since they can see them. So how does a clever man get out of this kind of predicament? Students should be reminded that each response must be unique to minimize the likelihood of plagiarism. A scientific article titled "The Writing on the Wall: Using Padlet for Whole-Class Engagement" by Fuchs, B. (2014). examined the use of Padlet in teaching. Padlet can be an appealing alternative for teachers to use to interact and increase student involvement in the teaching process, according to his findings in his paper. "The use of Web 2.0 technology for pre-service teacher learning in science education" was the title of a study by Weller (2013). Using Web 2.0 applications, secondary school science teachers were tasked with two tasks. The results of their work and their comments on the use of technology were gathered and analyzed.
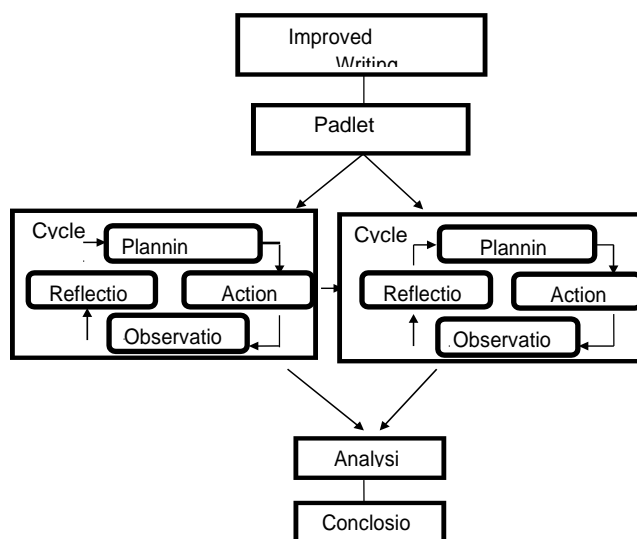
Web 2.0 can help improve the learning process and make learning effective and interesting. Among the latest learning media from web 2.0 is media Padlet. The use of Padlet media can help the interaction process between teachers and students to obtain the desired goals in the learning process. Teachers and students can exchange their thoughts and feelings through Padlet media and send them through Padlet media in the form of text, graphics, animaton, video, and links. All of them help students to understand the lesson and remember it easily. Having a strong desire to learn is a catalyst for classroom interaction and engagement. When students collaborate with each other, it also improves the quality of their work. By allowing students to interact with their classmates and the course material, Ellis (2015) found that Padlet can help students overcome the barriers they face when speaking with their professors and improve their overall learning experience. While Padlet has its flaws, it is a useful tool that can be used in both traditional educational settings and unconventional ones. The study's goal is to find out how engaged students are with Padlet as a teaching tool.

The development of increasingly sophisticated digital technology in this era presents its own challenges for learning Indonesian, especially in learning to write to continue to innovate and be creative in the development of learning media. However, after we note that some universities still do not use interesting and up-to-date learning media. So that students are not enthusiastic and do not pay attention to the lesson well. As a result, it will affect their low interest and ability in writing. Based on the results of observations on writing courses at Universitas Al Asyariah Mandar in the first semester students of the Writing course, lecturers have not used applications that can help students to be more skilled in writing. Therefore, the author wants to apply the Padlet application to second semester students in Writing Skills II at Al Asyariah Mandar University. So that researchers are interested in researching with the title

Method

The type of research used in this research is classroom action research. Indonesian language learning outcomes are devoted to writing skills through the Padlet application. It is said to be classroom action research (CAR) because the setting is in the classroom and the object being studied is in the form of learning practices.

The study used in this research consists of two cycles, namely the first cycle to the second cycle. There are four stages in each cycle, namely planning, action, evaluation, and reflection. After the application of Using the Padlet Application, data will be obtained from the second cycle stage and the researcher will know the improvement of writing skills in students.

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            ┌─────────────┐
            │  Improved   │
            │  Writing    │
            └──────┬──────┘
            ┌──────┴──────┐
            │   Padlet    │
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Cycle → Plannin → Action → Observatio → Reflectio

Cycle → Plannin → Action → Observatio → Reflectio

Analvsi

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Result

In the learning of writing courses in the first cycle, 30 students in the second semester were conducted, but when the researcher did the research, only 15 students were present. The first cycle of data exposure went through four stages, namely: (1) the planning stage; (2) action stage; (3) the observation stage; (4) reflection stage.

a. Planning

The first stage in the first cycle of classroom action research is planning. After observing on the Unasman campus and finding problems in the writing skills of second semester students, the researchers overcame the problems that occurred to these students.

Lesson plans were made using the Padlet application in cycle I. In planning the writing action, students and researchers discussed the things that were prepared for writing practice using the Padlet application.

b. Action

The second stage of this research is the implementation of the action, where the researcher applies or implements the contents of the design that has been made by the researcher. The implementation of this action was carried out by the researcher when giving the task of writing deductive paragraphs using a Padlet application. This action was carried out in two meetings.

1. Quantitative analysis of cycle I

In this section, data from the first cycle will be presented regarding the ability of second semester students in improving writing skills II with paragraph material using a Padlet application. The data will be analyzed quantitatively using the average formula and the percentage formula as a reference for accumulating the results of the study.

As for the aspects of assessment or indicators in this research variable, namely, cohesion and coherence, PUEBI, spelling and punctuation, and linguistic rules.

a. Cohesion

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score of cohesion.

Table 1 : Percentage of Cohesion Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	-	-
2	Good	3	10	33%
3	Fair	2	-	-
4	Weak	1	20	67%
	Jumlah		**30**	**100%**

$$P = \frac{F}{N} \times 100$$

Based on the table above with the number of research objects of 30 people, there are 10 people who get a score with a score of 3 which means good and there are 20 people who get a score with a score of 1 which means good with a total percentage of 100%.

b) Percentage of Coherent Score Gain

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the coherent average score using the Padlet application.

Table 2: Percentage of Coherent Score

No.	Category	Score	Frequency	Percentegae
1	Very Good	4	3	10%
2	Good	3	10	33%
3	fair	2	9	30%
4	weak	1	8	27%
	Jumlah		**30**	**100%**

Based on the table above with the number of research objects totaling 30 people, there are 3 people who get a score with a score of 4 which means very good, there are 10 people who get a score with a score of 3 which means good with total, there are 9 people who get a score of 2 which means enough , and there are 8 people who get a score of 1 which means it is not enough with a percentage of 100%

c) Percentage of Earned Score Using PUEBI

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average PUEBI score using the Padlet application.

Table 3: Percentage of PUEBI Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	8	27%
2	Good	3	15	50%

91

No.	Category	Score	Frequency	Percentage
3	Fair	2	7	23%
4	Weak	1	-	-
	Total		30	100%

Based on the table above with the number of research objects totaling 30 people, there are 8 people who get a score of 4 which means very good, there are 15 people who get a score of 3 which means good, and there are 7 people who get a score of 2 which means enough with a total percentage of 100 %

d) Percentage of Grammar Score Gain

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score of grammar using the Padlet application.

Table 4: Percentage of Language Rule Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	9	30%
2	Good	3	11	37%
3	Fair	2	10	33%
4	Weak	1	-	-
	Jumlah		**30**	**100%**

Based on the table above with the number of research objects of 30 people, there are 9 people who get a score of 4 which means very good, there are 11 people who get a score of 3 which means good, and there are 10 people who get a score of 2 which means enough with a total percentage of 100 %.

After analyzing the data from each aspect studied, the researchers calculated the overall score of the aspects described in the following table:

Table 5: Student Assessment Aspects

No.	Students	Aspects to be assessed				Score
		1	2	3	4	
1	WN	3	3	4	4	14
2	KA	3	2	4	3	12
3	WA	1	2	3	2	8
4	HA	1	4	3	2	10
5	YA	1	3	4	4	12
6	MS	1	3	3	3	10
7	SF	3	2	4	2	11
8	AP	1	4	3	4	12
9	SY	3	2	4	3	12
10	FH	1	3	2	3	9
11	DR	1	3	4	4	12
12	RD	1	4	3	3	11
13	PA	3	2	3	4	12
14	NA	1	2	3	3	9
15	AR	3	3	4	4	14
16	AA	1	3	2	2	8
17	AAT	1	1	3	4	9
18	HS	1	2	2	4	8
19	SH	3	1	3	3	10
20	NA	3	1	3	2	9
21	MS	1	3	2	4	10
22	CT	3	1	3	3	10
23	AM	1	1	3	2	7
24	KH	1	2	2	3	8

25	NS	1	1	3	2	7
26	LS	1	3	3	3	10
27	RH	1	2	3	2	8
28	NH	1	1	2	3	7
29	LI	3	1	2	2	8
30	LR	1	3	4	2	10

Total **297**

Based on table 5 shows that of the 30 students who have been analyzed get an overall score of 297. The categorization of the results of the first cycle analysis can be seen in the following table:

Table 6: Deductive Paragraph Analysis Score Category

Predicate	Score	Category	Frequency	Percentage
4	3,60–4,00	Very Good	0	0
3	3,00 – 3,59	Good	8	27%
2	2,00 – 2,99	Fair	19	63%
1	1,00 – 1,99	Weak	3	10%
	Total		30	100%

Table 6 shows that students with good categories are 8 people with a percentage of 27%, students with sufficient categories are 19 people with a percentage of 63%, students with less enough categories are 3 people with a percentage of 10%.

After seeing the results of the first cycle analysis, the researchers continued the research in the second cycle to see whether the application of the Padlet application was able to improve students' abilities in writing deductive paragraphs.

2. Quantitative analysis cycle II

In this section, data from cycle II will be presented regarding the ability of second semester students in improving writing skills II with paragraph material using the Padlet application. The data will be analyzed quantitatively using the average formula and the percentage formula as a reference for accumulating the results of the study.

As for the aspects of assessment or indicators in this research variable, namely, cohesion and coherence, PUEBI, spelling and punctuation, and linguistic rules.

a) Cohesion

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score of cohesion.

Table 7: Percentage of Cohesion Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	-	-
2	Good	3	17	57%
3	Fair	2	13	43%

4	Weak	1	-	-
	Total		**30**	**100%**

$$P = \frac{F}{N} \times 100$$

Based on table 7 with the number of research objects as many as 30 people, there are 17 people who get a score with a score of 3 which means good and there are 13 people who get a score with a score of 2 which means good with a total percentage of 100%.

b) Percentage of Coherent Score Gain

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average coherent score.

Table 8: Percentage of Coherent Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	10	33%
2	Good	3	18	60%
3	Fair	2	2	7%
4	Weak	1	-	-
	Total		**30**	**100%**

Based on table 8 with the number of research objects of 30 people, there are 10 people who get a score with a score of 4 which means very good, there are 18 people who get a score with a score of 3 which means good and there are 2 people who get a score of 2 which means enough with the percentage 100%.

c) Percentage of PUEBI Score Acquisition

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score for using PUEBI using the Padlet application.

Table 9. Percentage of PUEBI Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	13	43%
2	Good	3	17	57%
3	Fair	2	-	-
4	Weak	1	-	-
	Total		**30**	**100%**

Based on table 9 with the number of research objects of 30 people, there are 13 people who get a score of 4 which means very good, and there are 17 people who get a score of 3 which means enough with a total percentage of 100%.

d) Percentage of Grammar Score Gain

After analyzing the data obtained from the results of this study, a score analysis will be carried out to determine the average score of grammar using the Padlet application.

Table 10. Percentage of Grammar Score

No.	Category	Score	Frequency	Percentage
1	Very Good	4	18	60%
2	Good	3	12	40%
3	Fair	2	-	-
4	Weak	1	-	-
	Total		**30**	**100%**

Based on table 10 with the number of research objects of 30 people, there are 18 people who get a score of 4 which means very good, and there are 12 people who get a score of 3 which means enough with a total percentage of 100%. Furthermore, researchers will analyze the average value of all students from the aspects studied, seen in the following figure:

Table 11. Student Average Score

No.	Students	Average Score	Category
1	WN	3,75	4
2	KA	3,5	3
3	WA	3,5	3
4	HA	3	3
5	YA	3,5	3
6	MS	3	3
7	SF	3,5	3
8	AP	3,25	3
9	SY	3,5	3
10	FH	2,75	2
11	DR	3,25	3
12	RD	3,25	3
13	PA	3,25	3
14	NA	2,75	2
15	AR	3,75	4
16	AA	3,25	3
17	AAT	3,25	3

18	HS	3,25	3
19	SH	3,25	3
20	NA	3,5	3
21	MS	3,25	3
22	CT	3,25	3
23	AM	3,25	3
24	KH	3	3
25	NS	2,75	2
26	LS	3	3
27	RH	3,25	3
28	NH	2,75	2
29	LI	3	3
30	LR	3	3

Average 12,9

Based on table 3.11 shows that the overall average value of students is 12.9. There are 4 students with a score of 2 (enough), 24 students with a score of 3 (good) and 2 students with a score of 4 (very good).

Researchers found that Padlet software could help students learn better by increasing participation in activities inside and outside of the classroom. The software has a wide range of features, allowing students to work on individual and group projects in their own space. It is hoped that students will collaborate with each other on specific tasks, which will make them easier and less stressful for them. Students perform better and learn more effectively when they aren't under too much pressure while doing their work. This study found that Padlet can be used to help students better understand the material they are studying. As a result, the use of more educational software should be promoted and improved upon to enhance the effectiveness of education.

Benefits and risks should be considered when using technology to get the whole class involved in classroom activities. Primarily, among the advantages is the idea of technology as an equalizer, especially when the participant has the option to remain anonymous. If no one knows what a student typed, there is little chance of a student failing because no one knows what they typed. As a result of this realization, the learning process can be more open and experimental. It's not just that students are enthralled by the newness of the technology; they want to use it. Last but not least, the teacher can get a more complete picture of student learning from all of them rather than just a few of the most vocal or confident ones, thanks to real-time participatory technology The teacher can then use this information to help develop lessons, resulting in a more focused and genuine exchange between the two parties involved.

Although real-time participatory technology in the classroom has many advantages, there are also significant risks. First, as any librarian who has worked with students can attest, technology can be fickle and unpredictable. There is no warning when the Internet goes down for maintenance or when a site will be unavailable. You are at the mercy of technology in the classroom, and that fact may be enough to deter some teachers from implementing it. Introducing yet another unknown to the classroom may seem like an act of sheer insanity to some, given the number of unknowns already present. In addition, real-time can be interpreted as real-time. It's possible that students will use the ability to see other students' responses in real time to have fun with technology. Lastly, there is a risk that some teachers may view the use of modern technology in the classroom as "educational smoke and mirrors." For me, it's critical that I

explain to students the educational value of activities, so I also make it a point to explain the rationale behind the classroom use of this technology.

This research is classroom action research, namely the second semester of Indonesian language education students at Al Asyariah Mandar University. After carrying out the results of data processing in this study, it can be concluded that this class action research was successful. The object of this research is Padlet application-based learning in improving writing skills. The percentage of the results of this study indicate that the Padlet application can improve students' writing skills. Like previous research conducted by Nadeem, N. H. (2021) and Mahmud, M. Z. (2019) that "technology-based learning is the answer to the challenges of the times, advances in science and technology, and the industrial revolution 4.0 which is starting to be glorified.

Use Padlet as a web 2.0 tool in a course to encourage positive learning experiences and increase student engagement. There are many ways that this activity may help students become more involved in their classrooms and their fellow students. A positive emotional and cognitive environment is created when students collaborate in online learning contexts. Students become more enthusiastic and motivated to learn when they actively participate in classroom activities. While previous studies have focused on the correlation between classroom engagement and student academic performance, this study aims to examine how students perceive their level of behavioral, emotional, agentive, and cognitive engagement while using Padlet for learning and assessment activities, Muthmainnah, et.al (2022) and Chen, Y. M. (2022).

The use of technology in learning, of course, cannot be separated from the advantages and disadvantages, as well as the Padlet application. However, this study reveals the results that the response of Indonesian language education students to Padlet application-based learning is particularly good.

Conclusion

The conclusion of this study shows that more than 3 are in the capable category with a percentage of 87% totaling 26 students and a score of less than 3 including the poor category with a percentage of 13% totaling 4 students. So that the research on the application of Padlet applications to improve the writing skills of students of the Indonesian language education study program at Al Asyariah Mandar University was declared successful with an average value of 9.9 in the first cycle and an average value of 12.9 in the second cycle.

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ACCESS TO EDUCATION FOR CHILDREN LIVING IN DEPRIVED AREAS

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Access to education is a fundamental right in Europe as a whole, as well as in every European Union member state including Romania. Education is an essential part of mitigating the risk of poverty and social exclusion, and a way of enabling social inclusion among vulnerable groups. In other words, there is a causal relationship between poverty and education and poverty. Families living in economic hardship are less likely to have good educational outcomes for their children; lack of teaching and professional development reduces the chances of social integration in later life and increases the risk of falling into poverty.

Introduction

Education is a fundamental right of every child. For a good start in life and for a successful career with a corresponding social status, children need a high standard of education. This means, among other things, studying in a modern school where the latest technology is available, and where teachers are well prepared and motivated and whose priorities are the learning needs of the children. In Romania, however, there are schools where classrooms provide the bare minimum. The children at many of these schools have parents with modest incomes or no incomes at all. These are children from deprived backgrounds, whom we might term vulnerable or at-risk. They often face a wide range of educational shortcomings, ranging from poor grades to leaving school entirely. Their difficulties extend to their cognitive abilities and their social skills in general, affecting their preparation for school and their educational performance.

Obstacles that children from poor backgrounds face at school

In accordance with various statistical data, I have identified several categories of children who come from disadvantaged backgrounds and who are harmed as a result. These are: children who are not integrated into the education system; children who have given up school (the main consequence being increased illiteracy); children from rural, isolated areas who lack the necessary conditions to attend school; children who are abused at home and whose ill treatment forces them to give up school; and children subject to forced labour, whose inadequate primary socialisation will cause them to lose all sense of direction in their lives.

From a causal perspective, I have identified the following factors in children from deprived backgrounds: disorganised families who are incapable of providing a normal life for their child; single-parent families where one parent plays the role of both educator and provider of primary socialisation; the breakdown of the family institution; a harmful social environment; being part of an antisocial peer group; and being abandoned by their families.
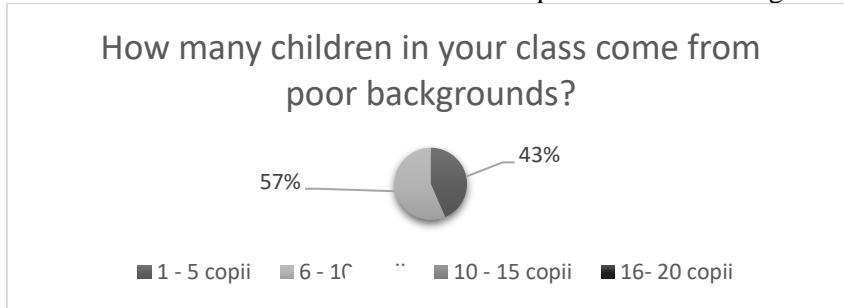
Goals

1. Identifying the level of access to education of children from poor backgrounds
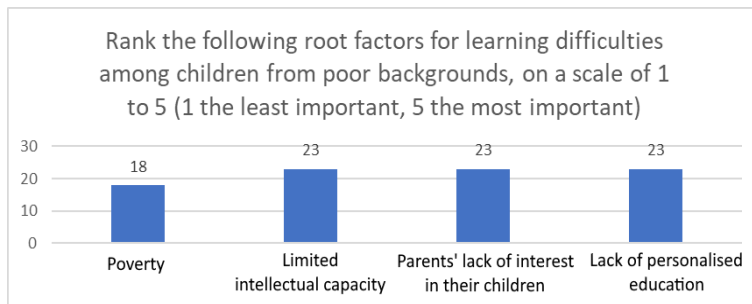2. Identifying the obstacles to education faced by children from poor backgrounds

Tools

The research tool used to identify the level of access to school for children from disadvantaged backgrounds was a questionnaire addressed to staff from two different schools in rural areas.

Some of the results obtained from the questionnaire relating to children from poor backgrounds are:

How many children in your class come from poor backgrounds?

43%

57%

■ 1 - 5 copii   ■ 6 - 1(¨   ■ 10 - 15 copii   ■ 16- 20 copii

According to the diagram in Figure 1, 43% of teaching staff said that 1 to 5 children in their class came from disadvantaged backgrounds, while 57% said they had 6 to 10 such children in their class.

Rank the following root factors for learning difficulties among children from poor backgrounds, on a scale of 1 to 5 (1 the least important, 5 the most important)

According to Figure 2, the three main difficulties in teaching children from poor backgrounds are: limited intellectual capacity, lack of interest in their children, and lack of personalised learning. Each of these factors scored 23%, while poverty, which is also a factor at the root of learning difficulties, scored 18%. A limited intellectual capacity is a major negative factor in the instructive–educative process, but is most often hereditary. The parents of children from deprived backgrounds fail to help them because they mostly work in agriculture, and often they do not know how to help their children, instead letting them do what they want, which is a negative factor for them. Poverty is another factor underpinning learning difficulties because in the majority of cases, due to lack of money, children end up abandoning school or leaving early, even if they have the intellectual capacity to complete their studies.

Rank the following root factors for integrating children who come from poor backgrounds
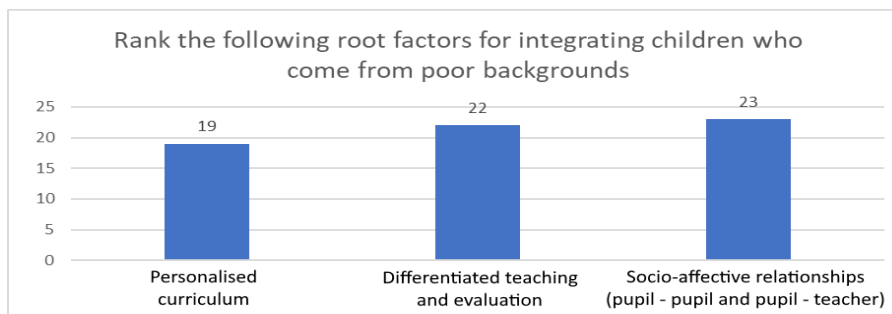
As we can see in Figure 3, the root factors affecting children from deprived backgrounds are: socio-affective relationships between teacher and pupil as well as between pupils (with a score of 23%), differential teaching and evaluation practices (22%), and adapting the curriculum to the child's needs (19%).

The socio-affective relationships between pupil and pupil, and pupil and teacher, are a very important root factor in children from disadvantaged backgrounds, because they feel safe at school, knowing that they can talk to someone and will receive help when they need it. They feel this sense of safety and they can integrate more easily. Currently, the school system does not have an institutional strategy for socio-affective relationships, but only commissions that establish the content of differentiated learning, maintaining that differentiated learning is more important than socio-affective relationships. Teaching staff say that children learn more easily and are more attracted to school in general when the school system has a socio-affective relationship attached, as long as it is within certain well-established limits so that pupils do not go from one extreme to the other where they do not respect their teachers because they are too permissive.

Conclusion

Being a teacher, I have always agreed with the idea of integration, and of helping and supporting children from poor environments who would benefit the most from this. We must encourage children, and to motivate them to come to school and to learn because only success at school and teaching can lead them to a brighter future. From what we know, educational success will be guaranteed in the life of each individual if every parent and teacher does their duty towards their children, and for this reason we must encourage children, to be close to them, mentally and emotionally, and to instil confidence in their own abilities. Only then will we be able to see a certain future and to create responsible teenagers and adults who achieve good results and excel in their professional lives, and to realise their potential for high performance at work.

Teaching and learning culture in the English class
A case study of two English textbooks

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A. The research paper: summary

The present paper aimed to show that culture does fully deserve the place it currently occupies in the English class, and in the future, due to the postmodern world we are living in, its place must be upgraded.

Textbooks will continue to be an important resource in the English class, be it on printed or online suppot, because language is learned by interacting with language samples. If we look at the cultural elements in the two analized textbooks, at first the findings are paradoxical: the older textbook contains much more cultural elements than the newer textbook. But the methodology of English language teaching, as well as the views and opinions of the students using the textbooks validate as more effective and age appropriate the newer resource:`*The key issue in a debate about textbooks is not whether or not they should be used, or even whether theyshould exist, but what they contain.`* (Littlejohn, quoted in Gherdan, 2001)

The present research had as objectives to find out diachronically how many cultural elements there are in the two analysed English textbooks, what kind of elements, fulfilling what functions, and the opinions of the students who used the textbooks throughout a year of study. The motivation of such a pursuit was the nature of the world we are all living in, which, in my opinion, calls for a rethinking of the English teaching and learning process in such a way it emphasizes more the cultural study.

The results of the research both confirmed my hypothesis and determined me to view the process of English teaching and learning and my students with fresh eyes. **English my Love** does contain more cultural elements than **Solutions,** but the positive impact of the latter among students is higher – this is the demonstrated hypothesis. But some of the findings resulted from the questionnaire responses analysis took me by surprise. Regardless of how reasonable the length of a reading text is, most students would prefer a shorter version. Even if controversial, religion is viewed by students as part of culture, and they expect it to be present in their textbook and/or language class. Students expect cost free education and resources. Those findings will be at the basis of my next research quest.

This research proved once more that culture is an essential part of the language class, that textbooks, regardless of their excellency, are but a finite resource, that feedback from the first beneficiaries of the education process – the students – is essential in correcting and improving the system, and first and foremost, the sine qva non element, in both the system and the process, is the human factor, the teacher.

B. Going further

The journey of conducting this research was not smooth, first and foremost because of my lack of experience. The extensiveness of the reading material available on the chosen topic, as well as the vastness of the field, constituted temporary hindrances. The more I read, the more confused I got as to what I wanted to research and what approach I needed to adopt. Writing and re-writing the questionnaire was as challenging as the interpretation of the students responses, once the data collected. It was nevertheless a priceless experience, with a strong growing and developing effect. I exercised patience, and I had the help of all the researchers that went before me, whose papers I read, and the priceless help of the coordinator of this paper, whom I could always count on and who insightfully and promptly advised me on this journey.

Being a first time researcher, I felt that completing a small task and learning to do it qualitatively, is a necessary step to embarking on new, bigger research projects, which I fully intend to do. Throughout the paper there are many pages with no reference whatsoever. These are the places where my voice can be heard loud and clear. Also, the tables and lists in the Annexes and the charts and figures in the paper are my personal contribution.

Looking forward from a cultural point of view, what researchers call global citizenship is the next step. `*The "history of individual peoples, and indeed of whole continents such as 'Europe,' is now being written in terms of a cultural formation defined by something outside, 'the other'" (Halliday, 2001). A global, postnational, or transnational citizenship is emergent; and unlike the longstanding utopias of world citizenship, these terms are heuristic devices to describe actually existing formations.` (Miller, 2007)*

But being a citizen of the world is also an educated attitude and way of life, supported by educated skills. Every person involved in the education system has a role and impact in creating this citizen of the world in schools. And the English teacher has the most important role of all.

John G. Gabriel talks about such a teacher, calling him/her a leader teacher, someone who can:`*affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement`(Gabriel, 2005)*

FOOD WASTE IN DEVELOPED COUNTRIES AND EFFECTS ON PEOPLES ECONOMIES

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Introduction

Food waste is a problem that affects a large percentage of our planet's population. Waste of food in a nutshell is the rejection of untouched food due to the inferior appearance, taste and smell or preferences of each person.

This phenomenon is not only found in households but also in large industries, businesses or stores throughout the food system and in the following stages, which are: the stage of production, delivery, retail and consumption.

A problem of the new Millennium

As mentioned above, food waste is an issue that concerns us from an ethical, environmental and economic point of view. Ethically because at the same time that our people are dying of starvation due to the economic crisis or unemployment that plagues many countries of the world, 1/3 of food is discarded untouched. From an economic point of view, it also has a negative impact because households waste a large part of their income on the food market which will not be used and will end up in the bin.

This phenomenon not only concerns us from a moral and economic point of view but at the same time has a negative impact on the environment and specifically on the deterioration of climate change. Soil, water and sun are essential elements for the crops from which the raw materials of our food come. Thus we contribute to the increase of climate change and not only.

The food that ends up in the bins is then transported to landfills where it decomposes. According to many studies, during the process of decomposing waste foods, they emit huge amounts of carbon dioxide and other harmful substances. Every year, untold tons of greenhouse gases are emitted, estimated at 3.3 billion tons of greenhouse gases.

Animal products make up almost 30% (by weight) of the total food wasted and are responsible for 57% of gas emissions. Vegetables, fruits and cereals, while they make up 36% by weight, contribute only 31% to the emission of gases. In the United Kingdom, food waste is estimated to account for 1/5 of greenhouse gases as well as the price of car emissions across the country.

Gas emissions are not primarily responsible for food waste. Of the water used worldwide, 70% is pumped for crops. Waste of food results in the loss of fresh water and groundwater resources. For example, the volume of water wasted in order to produce food that is not eaten in the end corresponds to about three times the volume of Lake Geneva. More specifically, when we discard a kilo of beef we waste

50,000 liters of water, when we pour a glass of milk we waste 1,000 liters of water and throwing a loaf of bread, more than 1,000 liters of water. Excessive use of water resources in combination with the abuse of not only fertilizers but also other chemicals threaten terrestrial and aquatic ecosystems and endanger human health.

A worker dumps pre-consumer food waste before being fed to black soldier fly larvae at the Enterra Feed Corporation in Langley, British Columbia, Canada, March 14, 2018. (Reuters)

In addition, due to the waste of food, the soil is also affected. 34% of the land is utilized for food production, as a result of which its salinity increases and its plant growth becomes impossible. In addition, the earth begins to erode, decertify and end up becoming a stony area. 1/3 of the total geographical area of our planet, i.e. about 1.4 billion hectares of land, is used for the cultivation of waste food. Huge forest areas are being deforested and exploited, after being converted into agricultural areas, qualified to meet our nutritional needs. In this way, biodiversity and ecosystems are disrupted.

The industrial zones associated with meeting our nutritional needs are expanding, and urbanization, increased demand for food and over-consumption are contributing to this.

Most losses are recorded in developing countries during production, in contrast to countries with higher incomes, about 100 kg per person each year, are discarded at the stage of consumption. In Greece, every citizen wastes about 44 kilos of food per year, while the annual total waste of food in our country amounts to 474 million kilos. Unfortunately with these high numbers we managed to surpass the USA with 278 kg per person per year, as well as Australia with 361 kg per person per year.

At the same time, 88 million tons of food is wasted every year across Europe. In addition, 30% of fruits and vegetables, due to their appearance, end up in the trash, while 1/3 of the food is thrown away due to the expiration date. Finally 14% of food, worldwide, is lost between harvest and distribution.

For many years in economically less developed countries where there is also the phenomenon of hunger, the phenomenon of food waste is considered. This has changed in the last two decades where this phenomenon has begun to be considered in countries with the largest populations of people.

In Greece, where it is one of the developed countries, with a percentage of 53% in households, this phenomenon began to focus on the last links of the food chain. In contrast to other developed countries, such as Greece due to the economic crisis of recent years, many of our fellow human beings are in food insecurity, a phenomenon which is usually approached from the humanitarian point of view of the problem. This fact

in recent years is a logical consequence of very high unemployment in Greece. In our country, close to the poverty line lives almost 1/3 of the population.

Ways to Stop the Problem

Fortunately, there are many ways to stop this situation. After a big part of the waste of food comes from everyday people, we could to help by changing some daily habits.

1. Buying the quantities you need is an important way to reduce it waste of food. Search the cupboards and the fridge first and make a list of that you need and do not take anything other than what is written in the list unless they are important. That way you will not have to buy twice as much and maybe three times as much shopping half of them will end up in the trash. This will help reduce waste food and you also save because buying twice as much as that you need is also very expensive.

2. You can plan them before the supermarket for the shopping of the week meals for next week. And, of course, you will only buy the materials you will you need for these meals. If you like you can make a program in paper with the days of the week and what food you will eat that day. Ask and the rest of the family and decide together what you will eat each day

3. Try to control the amount of food you cook because if cook a lot of food for a few people will not eat all and you should fly. In case you cannot control the amount of food you can do not throw away leftover food but use it as a base for a new recipe. Also, you could eat leftover food for dinner if it is something that can be eaten in the evening.

4. Proper food preservation is very important in reducing waste food. Most people throw away almost all food, especially fruit and vegetables, because they spoil. In fact fruits and vegetables can last 2 to 3 weeks if properly maintained. For the proper maintenance of you can follow the maintenance instructions on the packaging food and place fruits and vegetables in the refrigerator without touching very much each other.

5. Another way is to check the expiration dates. Usually most people use the most recently purchased foods resulting in previous to expire. You can solve this by placing objects with latest expiration date in front of your fridge and kitchen shelves.

6. Finally you can put some foods that you will not consume soon in freezer. You can also store fruits and vegetables in the freezer. Other one thing you can store in the freezer is leftovers from lunch or dinner. You can divide them into portions, put them in bags and write on the bags what is inside and the date that you cooked it.

Therefore, the dimensions of the problem of food waste are getting bigger and bigger. Thus, we are faced with climate change and for this reason we must consciously address the situation, since not only each consumer is mobilized individually, but also large industrial units, supermarkets and farmers.

If we take into account that the biggest waste of food is made, we can reduce the supply of this product in order to preserve the resources that are used.

Conclusions

It is very important to pay great attention to food waste. Countries today consume large amounts of energy not only for movement and heating but also for food management. In the coming years there will be a big problem with food and energy. These two together will create great changes on the planet. All this will happen unfortunately because man is very wasteful in all processes of his life. This will be catastrophic for man himself and the planet.

We are at a turning point and we need to realize our problems and mistakes. States must take substantial measures to save natural wealth and the planet otherwise there will be no modern life as we all imagine.

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SPECIALIZED STUDY - THE INFLUENCE OF THE VON RESTORFF EFFECT ON MEMORY. APPLICATIONS IN EDUCATIONAL CONTEXT

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Also known as the isolation effect or the heterogeneity effect of information in a string, the von Restorff effect has been intensively studied during the heyday of Gestaltism, and more recently through the prism of the cognitive paradigm. If during the Gestaltism, the von Restorff effect was considered rather based on perceptual mechanisms, later studies reconsidered this perspective, considering it a phenomenon with deeper roots, placed not so much at the sensory-perceptual level but at the conceptual level.

The analysis of specialized studies outlines two categories of explanatory perspectives on the von Restorff effect. Thus, first of all, the von Restorff effect is a perceptual phenomenon - an aspect supported by the Gestalt theory promoted by von Restorff himself, according to which the mnemonic superiority of discordant information in a series is due to peripheral phenomena, present since the encoding phase. respectively grouping the input into distinct structures (gestalt), which results in an increased volume of cognitive resources per item in the case of discordant elements.

Second, the von Restorff effect is a conceptual phenomenon - a perspective that emerges from Schmidt's (1991) theory that the mnemonic superiority of discordant information in a series of homogeneous items involves a series of deeper cognitive processing and mechanisms. and which consist in the selective activation of structures that are conceptual rather than perceptual (based on content, not form).

There is an obvious incompatibility between the two perspectives circumscribed by the perceptual-conceptual dyad, which is why I proposed a deeper empirical analysis of the proposed distinction trying to verify the functioning of the von Restorff effect in a series of experimental contexts that allow the delimitation. clearer of the two theories / perspectives.

In this study, I aimed to deepen the analysis of the relationship between the perceptual and the conceptual dimension of the von Restorff effect by experimentally manipulating the type of heterogeneity of the discordant item (s). I will note that the von Restorff effect occurs when we are dealing with a series, a succession of elements of the same category (homogeneous) in which a different item is inserted

(heterogeneous) data supporting the fact that the heterogeneous item is retained with higher accuracy than the rest of the items.

Several types of heterogeneity can be identified, and one of them is perceptual heterogeneity, which is specific to the fact that the critical item differs from the rest of the elements in the series based on perceptual characteristics such as shape, size, color, orientation, spatiality, etc. That is, these are strictly identifiable features based on analyzers, an example being the following series:

8 3 6 9 2 7 4

8 3 6 9 2 7 4

8 3 6 new 2 7 4

Carefully analyzing the above series, it is found that the discordant item (here the number / number 9) differs from the rest of the elements in the series by strictly perceptual characteristics (bold, size, shape), but conceptually it falls into the same category. (of numbers).

On the other hand, series can be identified in which an element disagrees with the other items by its conceptual nature, it being part of another category, although at a perceptual level the discord is not present. In this situation it is about conceptual heterogeneity, some examples being the following:

Maria   Rodica Ana verde Irina Elena Alina

red   green   blue four black yellow white

A   M   K □   S   D   Q

From a perceptual point of view, in all three examples above we are dealing with the same pattern: words or symbols consisting of straight lines or concatenated curves (in the case of letters). Moreover, the first 3 and the last 3 elements of each series can be circumscribed to the same category: names of girls in the first case, the name of some colors in the second, respectively capital letters of the Latin alphabet in the third. Although it consists of the same elements as the rest of the elements in the series (we therefore have perceptual homogeneity), the middle item belongs to another category from a conceptual point of view.

Finally, we can identify a third situation, in which the critical item differs from the rest of the elements in the series both in terms of perception and perception. Here are some examples:

A   M S   P   D   K

8
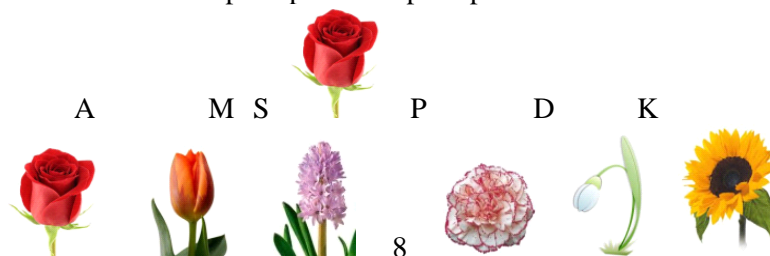
In short, we can identify three types of the relationship between the homogeneity and heterogeneity of the elements in a series, namely:
- Perceptual heterogeneity / conceptual homogeneity
- Conceptual heterogeneity / perceptual homogeneity
- Perceptual and conceptual heterogeneity

Given this state of affairs, the objectives of this study are to investigate the presence and magnitude of the von Restorff effect given that the heterogeneous item in a series differs from the other elements only perceptually (perceptual heterogeneity + conceptual homogeneity), only conceptually (conceptual heterogeneity + perceptual homogeneity) or both perceptually and conceptually (perceptual and conceptual heterogeneity).

We start from the premise that the magnitude of the von Restorff effect is stronger when the discordant item differs from the rest of the elements based on both criteria (both conceptual and perceptual) than when heterogeneity is established on a single dimension (either perceptual or conceptual). . In this sense, we formulate the following research hypotheses:

H1: The type of heterogeneity in a series of parallel items influences the magnitude of the von Restorff effect, in the sense that it is stronger when the discordant item refers to the rest of the string elements both perceptually and conceptually (two-dimensional heterogeneity) than when when heterogeneity is one-dimensional (either perceptual or conceptual).

H2: The magnitude of the von Restorff effect in the series of parallel elements is stronger in the case of perceptual heterogeneity than in the case of conceptual heterogeneity.

The study was attended by a number of 36 subjects, students in the fourth grade of the Secondary School No. 1 Cefa, Bihor, on a voluntary basis. The average age was 11 years with a standard deviation of 0.48, the age range being between 10-12. The gender distribution was slightly unbalanced in favor of boys: 21 boys and only 15 girls.

For the verification of the assumed hypotheses we used 3 sets of 5 series of items, specially designed to be able to be included in the following three categories:
- Perceptual heterogeneity / conceptual homogeneity (N = 5)
- Conceptual heterogeneity / perceptual homogeneity (N = 5)
- Perceptual and conceptual heterogeneity (N = 5)

Each series consisted of 7 elements (6 homogeneous + 1 heterogeneous). The full list of materials used can be found in Annex 3.

The study was conducted with the prior consent of the school management. Participants were told that they would participate in a study of their ability to memorize numbers and letters. In order to motivate them intensely, they were told that this study is being carried out simultaneously in several schools in Bihor County and that the results will be compared between them, the stake being to occupy the best possible position in this hierarchy.

The data collection took place under the protection of anonymity in the classroom, after the end of the teaching activities. Upon entering the classroom, the student was recorded on a card with the initials of his first and last name, the class he came from, his age and gender category, after which the actual task was performed.

We proceeded to the successive exposition of the series from the 3 categories of items used (Perceptual heterogeneity / conceptual homogeneity, Conceptual heterogeneity / perceptual homogeneity and respectively Perceptual and conceptual heterogeneity). Each category included 5 sets of 7 elements, of which 6 were homogeneous (they belonged to the same category) and one was heterogeneous (it belonged to a different category - classified according to conceptual or perceptual criteria, as the case may be - from the other 6). .

The instructions given to the study participants were as follows: In the following, I will present a series of numbers and letters with the task of reading them aloud and trying to memorize them. At the end of each series, at my signal, you will have to reproduce aloud the elements of the series, in the order in which they were presented.

The display of the series of items was done with the help of a computer (laptop). The items were designed in Microsoft Power Point format, the computer being manipulated by the experimenter. The exposure time was similar between the two exposure modes: 7 seconds for the series exposed in parallel, respectively 1 second / item for the series exposed in series.

A relevant aspect is that, since we intend to study the effect of von Restorff on short-term memory, to prevent excessive repetition of items and thus the possibility of their entry into long-term memory, between the end of each series exposure and the time of requesting reproduction items, I administered a distracting task such as: Which letter is placed in the alphabet before the letter X? or simple arithmetic calculations. However, we made sure that their duration did not exceed 10-12 seconds, in order not to exceed the duration of the short-term memory, estimated at 18-20 seconds.

In this study we used a one - factor experimental design of the intragroup type, with
- the type of heterogeneity existing between the elements of the series of items, independent variable with three modalities:
- perceptual heterogeneity + conceptual homogeneity
- conceptual heterogeneity + perceptual homogeneity

- perceptual + conceptual heterogeneity

- the magnitude of the von Restorff effect operationalized by the difference between the number of correctly reproduced heterogeneous items and the average number of correctly reproduced homogeneous items as a dependent variable.

In calculating the scores obtained by each of the study participants in the 3 experimental situations we proceeded as follows: for heterogeneous items, we divided the total number of correct answers by 5 (total number of heterogeneous items in each experimental condition), and for homogeneous items we divided the total number of correct answers by 30. The values thus obtained were subjected to the analysis of the shape of the distributions by the Kolmogorov-Smornof index. Its values are presented in table 1. We observe that the data are distributed in the range 0.486 - 1.167, which corresponds to some significance thresholds from 0.924 to 0.131. Consequently, we will use the mean and standard deviation as descriptive statistical indices of the data, and as processing methods, the parametric methods.

Tab. 1. Analysis of the distribution form of the scores obtained in study 3 by the Kolmogorov-Smirnov index

		Scor_heterogeni HP_OC	Scor_omogeni HP_OC	Scor_heterogeni HC_OP	Scor_omogeni HC_OP	Scor_heterogeni HPC	Scor_omogeni HPC
N		36	36	36	36	36	36
Normal Parameters (a,b)	Mean	.7167	.6426	.6000	.6435	.7611	.6583
	Std. Deviation	.18746	.13348	.17889	.11179	.19015	.13199
Most Extreme Differences	Absolute	.227	.118	.194	.100	.248	.109
	Positive	.178	.111	.194	.100	.169	.103
	Negative	-.227	-.118	-.194	-.082	-.248	-.109
Kolmogorov-Smirnov Z		.763	.708	1.167	.598	.486	.657
Asymp. Sig. (2-tailed)		**.723**	**.698**	**.131**	**.866**	**.924**	**.782**

Table 2 and Figure 1 contain descriptive indices of the scores obtained by participants in:
- Memorization of heterogeneous items exposed in conditions of perceptual heterogeneity / conceptual homogeneity (HP_OC heterogeneous score);
- Memorization of homogeneous items exposed in conditions of perceptual heterogeneity / conceptual homogeneity (homogeneous HP_OC score);

- Memorization of heterogeneous items exposed in conditions of conceptual heterogeneity / perceptual homogeneity (HC_OP heterogeneous score);
- Memorization of homogeneous items exposed in conditions of conceptual heterogeneity / perceptual homogeneity (HC_OP heterogeneous score);
- Memorization of heterogeneous items exposed in conditions of perceptual and conceptual heterogeneity (HPC heterogeneous score);
- Memorization of homogeneous items exposed in conditions of perceptual and conceptual heterogeneity (homogeneous HPC score);

Tab. 2. Initial statistical indices of the results obtained in study 3

	Scor_heterogeni HP_OC	Scor_omogeni HP_OC	Scor_heterogeni HC_OP	Scor_omogeni HC_OP	Scor_heterogeni HPC	Scor_omogeni HPC
N	36	36	36	36	36	36
Mean	.7167	.6426	.6000	.6435	.7611	.6583
Std. Deviation	.18746	.13348	.17889	.11179	.19015	.13199
Minimum	.40	.47	.20	.43	.40	.47
Maximum	1.00	.90	1.00	.90	1.00	.90
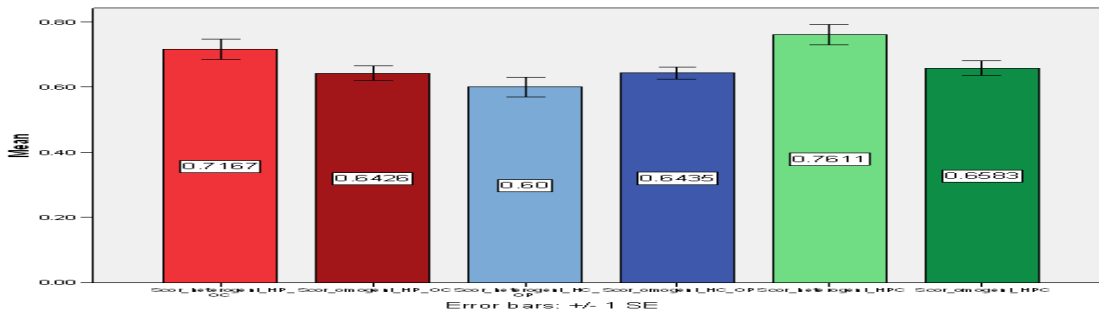
Fig. 1. Mean values and standard deviations of scores

From the analysis of these data we can observe that in the experimental conditions HP_OP and HPC the number of heterogeneous items reproduced correctly is higher than the average of homogeneous items, which indicates the presence and manifestation of the von Restorff effect; In the sense predicted by the research hypothesis, the magnitude of this effect is wider in the case of two-dimensional heterogeneity (conceptual and perceptual) than in the case of one-dimensional heterogeneity (perceptual but non-conceptual).

An interesting aspect that contradicts the assumptions of our research hypothesis is the fact that in the experimental condition HC_OP the von Restorff effect does not seem to manifest itself. On the contrary, in this situation the subjects correctly reproduced a larger number of homogeneous items than of heterogeneous items.

In the next step we will proceed to check if the von Restorff effect occurs under the conditions HP_OC and HPC; for this the differences between the scores for each condition should be significant. In addition, we will make this comparison for the experimental condition HC_OP to see if the differences found, although in the opposite direction to the von Restorff effect, are significant. For this we will apply the t test for paired samples in each of the 3 cases. Its results are presented in Table 3.

Tab. 3. Comparisons made in order to verify the presence of the von Restorff effect in the 3 experimental conditions by the t test for paired samples

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	lower	upper			
Pair 1	Scor_heterogeni_HP_OC - Scor_omogeni_HP_OC	.07407	.17979	.02997	.01324	.13491	2.472	35	**.018**
Pair 2	Scor_heterogeni_HC_OP - Scor_omogeni_HC_OP	-.0435	.18185	.03031	-.10505	.01801	-1.436	35	.160
Pair 3	Scor_heterogeni_HPC - Scor_omogeni_HPC	.10278	.15417	.02570	.05061	.15494	4.000	35	**.000**

The comparisons made indicate significant differences in the experimental conditions HP_OC [t (35) = 2,472; p <0.05] and HPC [t (35) = 4.00; p <0.001]. As the meaning of the differences is in line with our expectations (the number of correctly reproduced heterogeneous items is greater than the average number of correctly reproduced homogeneous items) and the differences are significant, we can conclude that in both two-dimensional and one-dimensional heterogeneity, the von Restorff effect is manifest. However, its magnitude is considerably different, respectively very strongly significant in the case of perceptual and conceptual heterogeneity (p <0.001) and only marginally significant in the case of perceptual but non-conceptual heterogeneity (p <0.05).

Regarding the experimental condition HC_OP (conceptual heterogeneity / perceptual homogeneity), where the meaning of the recorded differences was the opposite of what was expected, the differences are insignificant [t (35) = - 1,436; NS]. Therefore, although the number of heterogeneously reproduced items is lower than the number of homogeneous ones, the differences reported due to chance are insignificant; we cannot invoke the presence of the von Restorff effect, nor its opposite.

To verify the assumptions from which we started, we will calculate the magnitude of the von Restorff effect in the 3 experimental conditions (although, in view of the comparisons made in the previous table, the term "effect magnitude" is improperly used for the HC_OP condition, where the effect did not occur. , however, we will perform this calculation, the value obtained can be more correctly called "the magnitude of the differences"). For this we will subtract the score recorded for homogeneous items from the score recorded for heterogeneous items separately for each experimental condition. The values obtained are shown in Table 4 and Figure 2.

Tab. 4. Descriptive indices on the magnitude of the von Restorff effect in the 3 experimental conditions

	Magnitudine_HP_OC	**Magnitudine_HC_OP**	**Magnitudine_HPC**
N	36	36	36

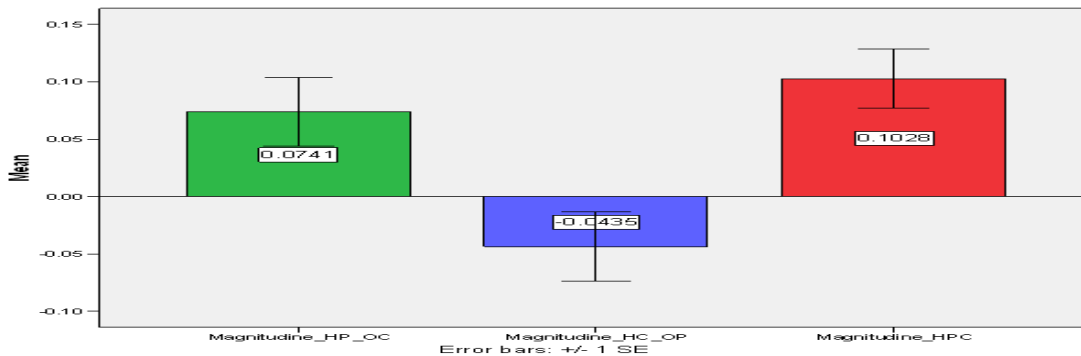|			
Mean	.0741	-.0435	.1028
Std. Deviation	.17979	.18185	.15417
Minimum	-.23	-.70	-.23
Maximum	.53	.30	.40

Fig. 2. Mean values and standard deviations of the magnitude of the von Restorff effect in the 3 experimental conditions

We note that, although the average of the differences between the scores on the heterogeneous and the homogeneous items is a positive one for the HP_OC and HPC conditions, this pattern was not registered for all respondents; on the contrary, there were also subjects who retained more homogeneous items than heterogeneous ones (speaking in this sense are the minimum values recorded of -0.23, found both in the HP_OC condition and in HPC).

Finally, we will compare the three magnitude scores to see if there are any significant differences between them. Since we have an independent variable with 3 ways we will apply the method of analysis of variance. Its results are presented in Table 5. They indicate that the type of heterogeneity established between the items (with the modalities perceptual heterogeneity / conceptual homogeneity, conceptual heterogeneity / perceptual homogeneity and perceptual and conceptual heterogeneity) exerts a significant influence on the von Restorff effect.

Tab. 5. Results of comparisons on the magnitude of the von Restorff effect by type of heterogeneity by ANOVA Repeated Measures method

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Tipul_de_heterogenitate	Sphericity Assumed	.433	2	.216	7.580	**.001**
	Greenhouse-Geisser	.433	1.962	.220	7.580	**.001**
	Huynh-Feldt	.433	2.000	.216	7.580	**.001**
	Lower-bound	.433	1.000	.433	7.580	**.009**
Error (Tipul_de_heterogenitate)	Sphericity Assumed	1.998	70	.029		
	Greenhouse-Geisser	1.998	68.687	.029		

Huynh-Feldt	1.998	70.000	.029		
Lower-bound	1.998	35.000	.057		

However, as the F index in the table above is a global one, of the omnibus type, it indicates only the fact that between the 3 experimental conditions as a whole there are significant differences, but without showing the sound conditions between which these differences are found, we will complete analysis of variance with the t-test for paired samples, in order to identify punctually and specifically the differences between the magnitudes of the von Restorff effect from the two experimental conditions in which it occurred (we will not case, the von Restorff effect was not present).

Table 6 contains the result of the comparison between the magnitudes of the von Restorff effect of the HP_OC and HPC conditions. These indicate that we cannot substantiate the existence of significant differences between the two data sets, the differences being reported due to hazard. In other words, we cannot argue that two-dimensional heterogeneity produces a stronger von Restorff effect than one-dimensional perceptual heterogeneity.

Tab. 6. Comparison of the magnitude of the von Restorff effect from the experimental conditions HP_OC and HPC by the t test for paired samples

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					lower	upper			
Pair 1	Magnitudine_HP_OC - Magnitudine_HPC	-.02870	.23840	.03973	-.10937	.05196	-.722	35	.475

In this study we analyzed the issue of the types of heterogeneity of items in a series and their impact on the magnitude of the von Restorff effect. In this sense, we started from the distinction between three types of homogeneity / heterogeneity relationships that can be established between two items, in this case between the components of a series, namely:

- Perceptual heterogeneity + conceptual homogeneity
- Conceptual heterogeneity + perceptual homogeneity
- Perceptual and conceptual heterogeneity (two-dimensional).

We assumed that the type of homogeneity / heterogeneity ratio has a significant influence on the von Restorff effect and its magnitude, in the sense of the superiority of two-dimensional heterogeneity over one-dimensional (both) and perceptual but non-conceptual heterogeneity over conceptual but non-perceptual heterogeneity.

A first set of results indicated that the von Restorff effect did not manifest itself in all 3 experimental conditions / homogeneity / heterogeneity ratio types studied. Thus, we obtained strong effects under the conditions HP_OC and HPC, but in the case of the condition HC_OP, the von Restorff effect did not manifest itself; on the contrary, in the latter condition, the respondents obtained a higher score for homogeneous items than for heterogeneous ones. Under these conditions, the research hypotheses from which we started are only partially supported, in the sense that the data indicate a stronger presence of the von Restorff effect in conditions of perceptual heterogeneity than in the conceptual one, where it did not even manifest.

The results obtained do not agree with the mechanisms assumed by Schmidt in his 1991 theory that the von Restorff effect should have manifested itself, even more widely, under these conditions. The explanation we can advance here for the pattern of results obtained is that, being about the same category

of concepts, there was a strong interference between them, and the item supposed to be distinct, being only one, was more massively affected by the interference. than those in the complementary category.

Another relevant aspect is that, although there were strong von Restorff effects in both HP_OC and HPC, there were no significant differences between them. Assuming we assumed that the magnitude of the effect would be greater under conditions of two-dimensional heterogeneity, it seems that the "plus" added by conceptual heterogeneity was not enough to give HPC an advantage. Under these conditions, the results obtained tend to tip the balance in the sense of considering the von Restorff effect as a phenomenon rather perceptive than a conceptual one (since in conditions of conceptual heterogeneity it did not even manifest), but to elucidate this aspect additional research is needed. .

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INVESTIGATING THE CREATIVE POTENTIAL OF LITTLE SCHOOLCHILDREN
-EDUCATIONA RESEARCH-

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ARGUMENT

Early school age is increasingly appreciated as the age that includes the most important educational experience in a person's life; during it we record the most significant rhythms in the development of human individuality and some of the most significant acquisitions with obvious echoes for the later stages of its development. Therefore, we cannot ignore one of the essential dimensions for the entire development and affirmation of the personality - creativity.

From this perspective, I emphasize that the psychological profile of early school age includes multiple favorable premises for the cultivation and stimulation of creative potential. We take into account the dynamism, impetuosity and expressiveness proper to this age, that permanent excitement or that inner vibration and

effervescence that gives children specific notes of creative dynamism, availability of spontaneous externalization and enlivened self-expression, analogous to any creative impulse.

Educating creativity is a continuous process that must be carried out throughout school, taking into account all cognitive, character and social factors. The development can be favored by the following conditions: the existence in the school of well-equipped laboratories, of technical-scientific and literary-artistic circles led by creative teachers, the creative school environment, concretized in the use of heuristic methods and procedures in lessons and practical work. Particularly important are the acquisition by the students of creative imagination development procedures, creativity exercises, within the student circles, the recognition and appreciation of the values created by the students, the existence of cooperative relationships between teachers and students.

In the same sense, the atmosphere or psychosocial climate in which the child carries out his activity is the decisive aspect. The role of a climate characterized by openness and relaxed creative style, by ensuring freedom of affirmation and independent expression, by positive recognition and appreciation as well as by encouraging and promoting creative effort can decisively participate in the development of children's creativity.

I.1. The hypothesis, the objectives, the stages of the research and the investigated population

The Romanian language is the sacred depository of the pains and joys of the Romanian nation, of the ancient virtues and bravery, "it is the most precious treasure", said V. Alecsandri, which we inherit from our ancestors and which we owe to preserve with sanctity for future generations. Romanian language and literature is a subject that, approached in accordance with the new program that illustrates the curricular reform, offers a special opportunity to stimulate thinking towards flexibility, creativity and inventiveness, supported by a whole palette of exercises and games that can be masterfully introduced by the teacher where and where necessary, applying modern and active-participative methods. Based on the specialized bibliography covered and the accumulated experience, the research I undertook starts from the working hypothesis according to which the creative potential of young schoolchildren can be stimulated and developed through activities specific to the Romanian language and literature that require divergent thinking of the students.

Starting from this working hypothesis, we set out to carry out an experiment of a confirmative-formative type, of creative training through cognitive tasks specific to the Romanian language. The research was carried out in the 2010-2011 school year, with students from two 3rd grades of the Petricani Arts and Crafts School, Petricani Structure no. 2 and Ţolici Structure, Petricani commune, Neamţ county.

The objectives were pursued:

1. diagnosing the creative potential of the subjects;

2. capitalizing on students' creativity by designing and introducing divergent tasks appropriate to the intended scientific content;

3. retesting the creative potential (through the same diagnostic tests).

In carrying out the research, the following stages were completed:

- stage I - ascertainment, in which tests were administered to investigate the creative potential at the beginning of the third grade, September-October 2010, applied to both the experimental and control classes. The obtained results were recorded in individual sheets and then entered into tables;

- the second stage - formative-ameliorative, in which we worked only with the experimental class by organizing learning according to the criterion of the creative act: the use of exercises and games aimed at stimulating the students' creativity. We used new teaching-learning methods to stimulate and develop creativity: the cluster method, the gallery tour and the six thinking hats method. In the control class, the activities were carried out and organized in the usual way;

- the third stage - final - evaluative, consisted in the application of tests to detect the level of creativity following the lessons from the experimental period. The tests were applied in the same form to the experimental class and to the control class, in order to compare the results, at the end of the 3rd grade, May-June, 2010.

After the administration of the samples of each stage, the results were processed and interpreted, and the conclusions should state whether the hypothesis is verified or not.

The investigated population:

The investigation was carried out on a number of 36 students from two 3rd grades, respectively 3rd grade from the Petricani Structure No. 2 and 3rd grade A from the School with grades I-VIII Ţolici, girls and boys , aged between 9-10 years; third grade Bde Petricani Structure no. 2 class, experimental and third grade A-School with grades I-VIII Ţolici, control class.

The gender distribution of the subjects was as follows:

3rd grade Petricani No. 2 = 18 students; 11 girls and 7 boys; f = 61.11% and b=38.88%

third grade A, Ţolici = 18 students; 8 girls and 10 boys; f = 44.45% and b=55.55%

I. 2. Research methodology; samples and instruments used

Research methods used:

- the biographical study;

- test method (imagination and creativity tests);

- the study of activity products and school documents;

- observing the behavior of the subject during solving a topic that requires creativity;

- the experiment;

- statistical methods and techniques: registration, classification - ordering, comparison - reporting, graphic representation (table, histogram, areolar diagram), statistical analysis.

Samples and tools used:

To achieve the first objective, the children from both groups were given: a test and a test for knowledge of creative imagination, an imagination and creativity test and an evaluation test.

The test for knowledge of creative imagination (appendix 1) was taken from the volume "Psycho-pedagogical knowledge tests" 1, belonging to the author Elena Bonchiş and is aimed at schoolchildren between the ages of 7 and 11.

The only task of this test was to arrange four given letters in various combinations and aimed to highlight subjects with creative imagination from "very poor" to "very good".

The test of creative imagination, adapted from a test presented by Adina Chelcea in the volume "Psihoteste" 2, was proposed to help in the partial knowledge of the level of creativity of the investigated children.

The content of the test involved the careful observation of six drawings and the choice of one of the three interpretations (marked: A, B, C) corresponding to each drawing: Bonchiş E., Psychological tests of knowledge (for 4-11 year olds), Oradea 2, Chelcea A. Psihoteste, Scientific and Technical Society S.A, Copy-Printa Bucharest, 1994, p.13 – 14.

The imagination and creativity test (Appendix 3) represented a selection of items from a test proposed by Mihaela Roco in the work Creativity and emotional intelligence1. Since more and more specialists believe that thinking qualities play an important role in creativity, the investigation also included this diagnostic test of thinking qualities considered defining in the structure of creativity: fluency, flexibility and originality.

The test included six tests, with one two or four items, as follows:

☐ Test I consisted in identifying the meanings, interpretations for each of the four schematic drawings presented.

☐ The second test involved finding the possible similarities between four pairs of objects

☐ Test III asked the subjects to think of as many unusual uses as possible for four mentioned objects.

☐ The IV test had as a requirement the notation of all objects that produce noise.

☐ The 5th test. The content of the evidence presented an event whose occurrence is unlikely. The children's task was to think, however, about the possible consequences of the respective event.

☐ The VI trial involved finding solutions to improve a product, respectively a situation.

The test samples fall into two types, mostly for verbal creativity (numbers II, III, IV, V, VI) and the one with number I, for figural creativity.

The initial evaluation test was administered to know the creative capacity of the students in the Romanian language and literature classes.

I. 3. Analysis, processing and interpretation of the data obtained following the initial evaluation

During the ascertaining period, the objective of the research was to detect the level of the creative potential of the 3rd grade students.

For this, a test and a test for knowledge of creative imagination, an imagination and creativity test, an evaluation test were administered.

The correction and evaluation of the tests administered in the first stage - the ascertaining stage - was done according to the same assessment criteria for both groups of subjects, subject to research. The test for knowledge of creative imagination was evaluated according to the number of combinations made by each child. The total number of possible permutations was 23 (students were not told this number).

If a 9-year-old child made 5 combinations, he falls into the 75% percentage, which means in Eduard Claparede's opinion – good creative imagination.

The other values are:

100% - very good creative imagination;

75% - good creative imagination;

50% - medium creative imagination;

25% - mediocre creative imagination;

0% - very weak creative imagination.

Evaluated in percentages, the values of creative imagination by class are as follows: the experimental class has: 16.66% very weak creative imagination, 22.22% mediocre creative imagination, 33.33% medium creative imagination, 11.11% good creative imagination and 16.66% very good creative imagination; the control class has: 16.66% very poor creative imagination, 22.22% mediocre creative imagination, 38.88% medium creative imagination and 16.66% good creative imagination, 5.55% very good creative imagination.

These results can also be seen in the histograms in fig.
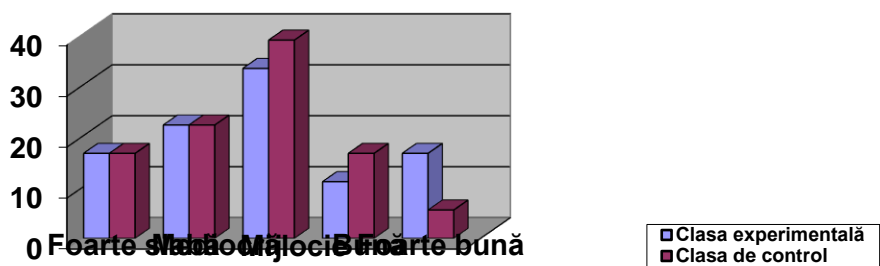
Fig. 1 - Values of creative imagination appreciated

Creative imagination test

In order to determine what kind of imagination each individual subject has, the total choices were made, awarding three points for each interpretation in column A, two points for those in column B and one point for those in column C.

It was considered that:

- the subjects who totaled over 15 points probably have a rich imagination, a lively curiosity, as well as a spiritual mobility. They are very original people, their imagination is always awake. They love the paradox, they have a tendency to look at things as a whole, without investigating the immediate, practical consequences, as well as a tendency towards abstraction;

- the subjects who obtained between 10 and 15 points, prove a good balance between dream and reality. They have a vivid, very effective imagination, which allows them to approach problems without complexes and inhibition. The level of their aspirations is commensurate with the skills they possess. They are dynamic and inventive;

- the subjects who totaled less than 10 points, may have a weighted nature, a rigorous thinking, inclined towards detailed observations, oriented towards the concrete. They probably avoid abstract speculations, being attracted to what is clear and coherent. Their curiosity is directed towards the everyday and tangible world. They are endowed with a sense of measure and reality.

Also, the three scoring options were noted - arbitrarily - with the letters A, B, C in the order in which they were presented and detailed.

Taking into account the score obtained and, respectively, the level of creativity recorded, the results of this test were recorded in another table, designed this time for both batches, as follows:

The evaluation of the creative imagination test results generated the following areola diagrams:
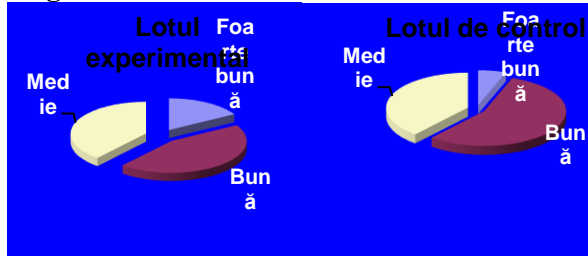
Fig. 2 The results of the creative imagination test

Analyzing the areolar diagrams, it appears that, in the experimental group, the situation presents itself as follows: 38.88% – C, 44.44% – B and 16.66 – A.

In the case of the control group, the centralized results provide the following situation:

38.88% - C, 55.55% - B and 5.55% - A.

The percentage calculation performed both in this test and in the previous test expresses values of creative imagination or its levels slightly higher in the experimental class in relation to the control class. The differences are not significant from a statistical point of view, so the requirements of an experiment are respected. In the case of subjects of the experimental group, the results obtained in a series of previous exercises similar to the one in the creative imagination test, suggest that one of the impediments to obtaining some values higher was the time, of only one minute.

The choices made by taking the creative imagination test highlight the still predominantly concrete character of the students' thinking, the "obstructed" universe of images and even their emotional experiences and interests.

In conclusion, the working hypothesis that was the basis of the confirmatory experiment - the creative potential of young schoolchildren can be developed under the conditions of solving different problem situations imposed by the involvement in didactic games and exercises applied in the Romanian language and literature classes - with certainty, after a year of intense activity with the experimental group, is confirmed.

The students subjected to the training gained more confidence in themselves, in the power of their thinking and creative imagination. Giving rein to a certain non-conformism, but keeping the limits of decency and good manners, it was observed in the little schoolchildren the manifestation of a relaxed attitude, free from any rigid canons, prejudices and imposed rigors.

The activities carried out in the Romanian language and literature classes were called to compete for an educational act as complete and complex as possible. The development of observational spirit, perspicacity, skills and abilities to solve different types of exercises, competitive but also team spirit, divergent thinking - characterized by fluency, flexibility, originality was followed in the students with whom we worked . Through these varied, exciting activities, it was possible to achieve the proposed objectives, as evidenced by the children's final results in Romanian language and literature.

The conducted experiment was also the opportunity to detect the extent to which the social and family environment leaves its mark, including on the students' creative thinking. It has been seen that students who come from favored family backgrounds obtain special results, meeting the requirements of the educational process. The explanation lies in the conditions offered by these environments: culture, civilization, modern means of information, varied concerns, ways of spending free time in a pleasant and useful way, aesthetic taste, etc. All this still represents, for some children of the experimental group, gaps that the school tries to fill aiming to ensure not only the formal, but also the non-formal and informal side of the education of these studen

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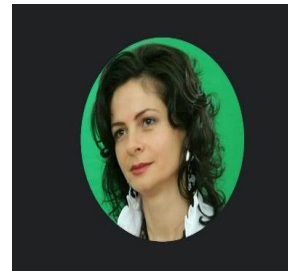
THE IMPACT AND THE EFFICIENCY OF THE ONLINE SCHOOL

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The work presents the way in which teachers adapted themselves to the new online teaching system and how the students' interest is stimulated in a more and more digitized environment. The reason why I have chosen this theme is that the problems we came across during the online teaching must be overcome and teachers must adapt themselves to the new teaching and stimulating techniques for students.

Being a teacher it is not an easy thing as we take into account three aspects:

- the everyday challenges that we encounter in the classroom
- permanent learning
- the limit between the professional and the family relationship with the students.

The satisfaction offered by this job is great when students use, in a constructive way, the knowledge they got and have and, also, when the teacher, entering the classroom, is expected and met with respect.

At the case study took part 22 teachers, from both village and town schools. They are Math teachers from teaching 5 th to 12 th grade.

The teachers' common problem is getting the student's attention when using the digitized material during the class, so the student not to be tempted to access the Tik Tok, Instagram, Snapchat, Twitter social media. Sometimes it is hard to understand students' lock of interest and how a teacher should deal with the problems of the class. What should the teacher first take into consideration when, during the lesson, there are a lot of problems but he/ she does not have the necessary time to face all the

requires? What can I do, as a teacher, to treat all the children in the same way? Each pupil is different because it has different necessities. The teacher's wish to do whatever it take for the student's needs means to treat them differently but showing them the same appreciation.

Digital didactic communication

Communication is the process by which a person sends information to another person or to a group of people. To us, the people, communication is essential to carry on our everyday activities. During the last decades humanity has discovered new communication and information methods: the phone, the internet, television. So communication came to peaks people would have never imagined 100 years ago. The same is in the teaching system. Because of the world new situation created by the new virus covid-19, the teaching system should use the advantages offered by the use of the internet for its own good, stepping from the common teaching to the digital one.

Didactic communication is the basis on which the teaching-learning-evaluation process takes place. Within the didactic interaction, several types of relationships are created, which facilitate or can block the efficiency of communication. Among them we list:

- the relationship of information exchange, provided that it is understood;
- the relationship of mutual influencing of behavior, based on the understanding and acceptance of the message transmitted and received;
- socio-affective relationships between the sender - teacher and the receiver - student;
- democratic relations, of teacher-student cooperation and cooperation between students, within didactic or educational communication".

Digital resources

Due to the current situation caused by the new covid-19 virus, the school system around the world is going through a period of transition from physical classroom teaching to online teaching.

Online teaching has many advantages, but it also has disadvantages:

Benefits:
1. Keeping distance for limiting the spread of viruses
2. The variety of materials used
3. Correcting the tests and finding out the grade in a much shorter time
4. Students can work in smaller groups favoring collaboration between students

Disadvantages:
1. Lack of physical communication
2. Difficulties in using technology
3. The student's ease of distraction

Digital tools

Each teacher has the opportunity to access and use the digital tools that suit them. Next I will present some of them:

1. *Whiteboard.fi* - is a web page where the teacher uses a mini whiteboard to enable all students to answer the same question. Students can write or draw their answer and all answers will appear on the screen. It is not necessary to create an account, access is done by entering a code received from the web page. After 120 minutes of inactivity, the created room closes and all activity is permanently deleted.

2. *Answergarden.ch* - is a digital feedback application where students' answers appear in real time. Access is by link and can be used for many educational purposes such as formative assessment, synchronous and asynchronous communication, surveys.

3. *Meeting words*. With the help of this program, students can write a document together. Each student gets a color for written text. The program can be used in subjects where it is necessary to write texts following the discussions held by a group.

4. *Kahoot!* – is a digital game based on choosing the correct answer in the shortest time. The student who accumulates the most points wins. This application is used by teachers to increase the activity of students in class but at the same time to check the degree of understanding and knowledge gained by students.

5. *Google Meet* is an application provided by Google that allows the teacher to have real-time contact with all students at the same time. The application facilitates the presentation of documents, films, interactive games.

6. *Google Classroom* is a free web service created and developed by Google for schools. This system is used in many schools because it streamlines the file sharing process between students and teachers. A virtual classroom can be created for most objects where, in the classroom flow, informational materials, individual or group worksheets are stored in the classroom. Assignments given by teachers are also stored in files and students turn in assignments by creating documents or presentations with the Google program. Before posting the assignment, the teacher chooses the date of the assignment, thus being able to have better control over the students' assignments. Taught assignments can be corrected by teachers and returned to students for review before final teaching. At the beginning of the 2020 - 2021 school year, Google added a new feature - plagiarism control.

Effects of online education

On students

As much as we want online learning to work the same for all students, we need to consider the different methods by which students can best acquire knowledge. To retain information, people use one of four filters: visual, auditory, written/read, and kinesthetic. In her study, Nicoleta Prepelita presents the four "types of students" [2]:

1. Visual learners, who learn using mostly the sense of sight by looking around them. These students prefer images, colors and diagrams to receive and memorize information;

2. Auditory learners, who learn best through listening and conversation. Their interest is maintained through discussions, listening to readings;

3. Students who read/write are students who retain information presented in the form of words. They pick out the most important information when they need to study for a paper or exam by taking notes.

4. Kinesthetic learners, who learn best through experience. They touch the objects around them needing to use their sense of touch and information is retained better when they are involved in actions.

The activities offered to the students are important because through them the student develops his creativity and structures his ideas better. At the same time, it gives them the opportunity to develop new skills.

On parents

In Romania, all forms of the education system adopted the online teaching method between March 11 and June 1, 2020, and parents of students in small classes had to assume the role of teacher's assistant. Parents started getting messages with what the student needs to do from the teachers. Some parents do not have the necessary knowledge to guide and control the student. "In the end, everyone managed as they could, some learned to use the platforms provided, and others used the simpler means of communication such as Messenger or WhatsApp"[3].

On teachers

The role of the teacher in online teaching is significant in terms of:

- choosing the right methods and tools for each subject,

- how he chooses to carry out his online teaching activity,

- training students in order to acquire and use digital materials,

- rethinking and creating new evaluation methods through which the student can apply the acquired knowledge and skills.

The ease of teachers in adapting to online education depends on both objective (volume, nature, meaning, degree of logical structuring of the material) and subjective factors (functional state of the brain, functional capacity, motivation, age, autosuggestion). To reflect on one's own way of teaching based on a thorough knowledge of theoretical knowledge, but also with the help of peer evaluations and self-evaluations.

Before making the planning, the teacher must consider the time a student is attentive to the lesson promoting the quality of learning. Following the research [2], it was concluded that the student shows involuntary attention during the first 5 minutes, then the ability to concentrate begins to increase, and

voluntary attention comes into play. This is based on the voluntary, conscious and oriented effort on the assimilation of knowledge. The place of voluntary attention is taken over by intellectual fatigue after about 40 minutes of activity, and it is necessary to introduce a break.

In carrying out the case study, I applied a questionnaire to the teachers that included evaluative questions, but also heuristic questions. The role of the heuristic questions was to arouse interest through a set of questions that ultimately led to obtaining an answer to two given problems, in the present case the adaptation of teachers to online education and the stimulation of students' interest in mathematics classes in grades V-XII.

Questionnaire - Online Learning

Are you satisfied with online teaching?

                       1   2   3   4   5

Totally unsatisfied   ○ ○ ○   ○ ○   *very satisfied*

How was online teaching for you?

....

How was the adaptation of online teaching activities for you?

....

What do you find difficult about online teaching?
- *Using digital tools (computer, ipad, whiteboard, etc.)*
- *The use of digital materials (classroom, electronic tracks, etc.)*
- *Work environment (at home, in the classroom)*

How do you handle using technology?

....

How do you rate online communication?

....

Is there peace and order in the classroom during lessons?

                       1   2   3   4   5

No, not at all   ○ ○ ○   ○ ○   *Yes, absolutely*

How do you assess the degree of difficulty in capturing students' attention?

                       1   2   3   4   5

Very large   ○ ○ ○   ○ ○   *Very small*

How do you think the effectiveness of digital materials in stimulating students?

                       1   2   3   4   5

Ineffective   ○ ○ ○   ○ ○   *Very effective*

What digital materials do you use?
- *Kahoot*
- *Quiz*
- *Google drive*
- *Classroom*
- *Whiteboard.fi*
- *Answer Garden*
- *Meeting Words*
- *Book Creator*
- *Others:* ....

List three positive things about online teaching.

....

Is the class time enough to pay attention to each student?

                                         1   2   3   4   5

No   ○ ○ ○ ○ ○   *Yes*

Do students with ADD, ADHD receive the necessary attention for the smooth running of the lesson?
- o *I don't have students with ADD, ADHD*
- o *Yes*
- o *Another colleague takes care of the student/s with ADD, ADHD*

Is the time spent on correcting assignments and tests reduced in online teaching ?

....

Do students need more help from the teacher in online teaching?

                                       1   2   3   4   5

Yes   ○ ○ ○ ○ ○   *No*

Are online classes more exhausting than classroom classes?
- o *Yes*
- o *No*

Justify the answer

....

How is the participation of students with ADD, ADHD in online teaching?

....

List three negative things about online teaching.

....

In your opinion, how do you think we can improve online teaching?

....

Analyze

Are you satisfied with online teaching?
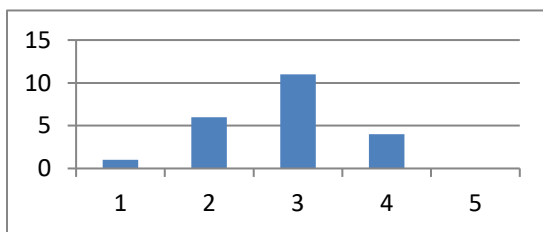
1- totally dissatisfied   5- very satisfied
We see an average rate of teachers satisfied with online education.

How was it for you to start teaching online?

Easy
Very easy
Hard
Very hard
0   5   10   15
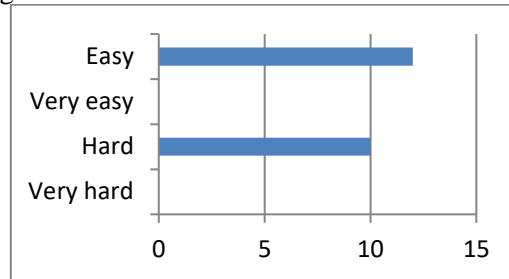
According to the answers received, the start of online raised no problems.
How was the adaptation of online teaching activities for you?

Easy
Very easy
Hard
Very hard
0   5   10   15
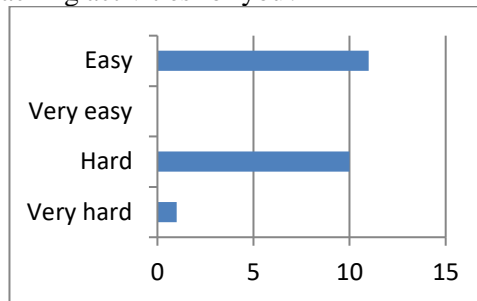
It seems that a problem for teaching staff is the work environment not adapted to the new requirements:

What seems difficult at teaching online?

- using digital instruments (pc, ipad, whiteboard, etc.)
- using digital materials (classroom, digital books, etc.)
- the work environment (at home, in the classroom)
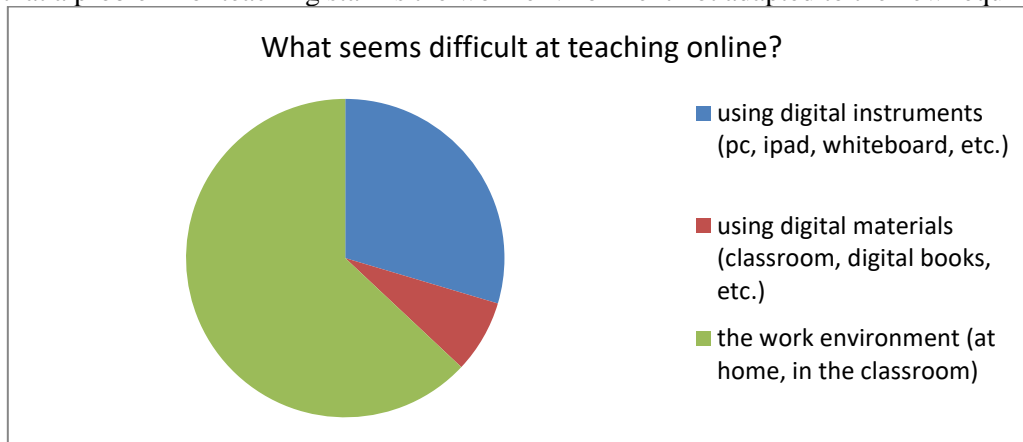
We also concluded that the time spent on correcting assignments and online tests is higher, which indicates that there is more work for teachers.

To the question posed to the 22 teachers in the case study, "Are online classes more exhausting than classroom classes?", a secondary school teacher said: "It is difficult to maintain the students' attention and concentration during the lesson. Most students have family members next to them who distract them (brothers, sisters), the internet connection is weak or breaks. With us, students are not given absences for not participating in online classes, and then only the most demanding ones come in, or they come in and do something else during the class (watch movies, chat with friends). Also, our students can stay with the video camera closed, it does not have to be open. In this case, they close the room and play, eat, go out in the yard, etc."

The teacher cannot have the same control over the student as in the classroom. "In Romania there are still significant differences between urban and rural environments in terms of the availability of technological tools" [1], which prevents the participation of all students in online education. "Teachers

find that they spend more time than in the traditional way and find it much harder to motivate and keep students interested."[1]

The study found both the benefits and limitations of online teaching.

Benefits of online teaching:
- Students learned to be more patient and respect others when speaking,
- Students learned to work more individually in the context of a more flexible schedule,
- Students can be more easily involved in planning lessons,
- The teacher can provide more accurate feed-back,
- Both students and teachers learn new things, use new digital tools,
- Attractiveness towards the learning process, through the use of digital tools and resources,
- The novelty of some learning activities such as interactive materials,
- Children develop their skills to use technology, parents have access to children's homework and activities,
- Recordings of some lesson sequences, content presentation films, etc.
- Emphasis on the formation of students' digital skills,
- Saving information - which can be accessed by students - whenever needed.

Disadvantages of online teaching:
- Lack of direct interaction which leads to the isolation of the individual,
- Dependence on internet network and devices,
- Socio-human sciences presuppose socialization, empathy, face-to-face debate, the impossibility of transmitting emotions, feelings,
- Harmful effect on health, physical and mental fatigue,
- The impossibility of having control over all students,
- Difficulty in getting everyone to participate due to technical glitches, students feel that their workload at home has increased,
- Material limitations of students,
- Some teachers insisted on the mandatory presence of the open web camera for better collaboration with students.
- The limited number of teachers who can help students with special needs or learning difficulties classes did not raise any problems.

For an online education system to be functional, it is not enough to provide only digital equipment without having created a stable platform with permanent improvements that will help both teachers and students, especially those with special needs or with learning difficulties.

Romanian teachers' opinions regarding the improvement of the online education system are divided. Some of the teachers are of the opinion that the online teaching system can be improved through a good infrastructure, teacher training, perseverance and responsibility; the other side is of the opinion that the online system cannot be improved and "online teaching should come in a percentage of 15-25% to supplement conventional learning, not replace it".

To capture students' attention in the online environment, more work is needed from the teaching staff. He must follow professional qualification courses where he will learn about the diversity of programs and applications that can be used in all subjects, but also specially created such as for example for real subjects. In professional training courses, teachers will have the opportunity to practice interactive teaching, in order to be able to implement it in parallel with traditional classroom teaching.

The teaching staff emphasized that a detailed planning made by the teacher helps the student by giving him an overview and a deeper understanding of the topic he will be working with. Unfortunately, a lot of administrative work is also included in the attribution of teaching staff. This can negatively impact planning time.

We live in an era where digitization continues to gain momentum, also penetrating the education system. Online education can be said to be one of the consequences of digitization. This can be the beginning of the change in the education system we were used to and through the involvement of

teachers, the fluidity of online learning, the stimulation and guidance of students for a sustainable education is ensured.

Proposals to improve the quality of online education:

- Professional courses at regular intervals in order to train teaching staff in the digitalization field.
- Creating interesting programs and applications for students
- Using Dewey's method, "Learning by doing", we can correct the mistakes made and improve the quality of online education. We can achieve better results in capturing students' attention in the digital environment through persistence and practice.
- Circles of teachers who teach the same subject, with monthly or bimonthly online meetings to discuss grading issues, student stimulation, exchange of materials and information.

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Tribute to Romanian writers - an experienced research –

Teacher Adina-Ionela CIOLOȘ
Vocational Pedagogical High School „Nicolae Bolcaș", Beiuș, and teacher Iștoc Silvia Mirela

I. 1. Preliminary considerations. Formulation of the research topic, research methodology, place, period and sample used

The success of research work is given by the methodology used.

In the first stage, we established the place of the experiment. It took place at the **"Nicolae Bolcaș" Vocational Pedagogical High School,** Beiuș, Bihor County, where I work.

The research period was the school year 2019-2020.

The sample of subjects - in order to follow the objectives I set myself and to verify my research hypothesis, a numb of 60 children who attended the fourth grade, and here I refer to the fourth grade A and the fourth grade B, aged 9-10 years, participated in the research.

We had two groups, each of 30 students, the experimental group and the control group. The experimental group has 15 boys and 15 girls, and the control group has 20 girls and 10 boys.

Histogram 1-distribution by sex
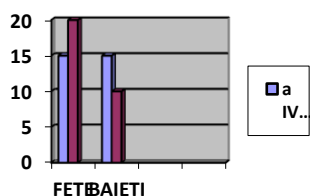
The sample of content were poems - especially pastels (80%), stories, short stories, novels (20%) from children's literature, additional literature for the fourth grade.

Methods used:

- ➢ **Observation**: the surprise of some communication elements, the way in which the child manifests freely,
- ➢ **Analysis of children's products**: information about creativity, imagination, thinking, memory, from each child we collected drawings, collages, greeting cards, compositions,
- ➢ **Experimental**: we measured the effect of introducing additional reading, especially pastel and making compositions,
- ➢ **The questionnaire**: I assigned a questionnaire to each class after previously reading and going through the list of additional readings focusing on the poems of Tudor Arghezi,
- ➢ **Tests** - initial and final, tests that highlighted the progress of children in reading through the poetry of Tudor Arghezi.

I. 2. Organization of the experiment

The groups were equal in number of children, the same age, 9-10 years old, habitual families of parents, they are not disorganized families, and I used three stages in my research: the pre-experimental stage, the experimental stage, the final stage.

I. 3. The purpose of the experiment

My investigation focused on the way in which the lyric work for children is used in the reading classes but also outside the school, namely in the children's visits to the library, and the reading of books, especially the reading of Tudor Arghezi's poems.

From here results **the purpose of the research**, namely: ***The role of children's literature in the development of school children's vocabulary and language, in the development of creativity, the development of reading skills through Tudor Arghezi's poems.***

I. 4. Research objectives

Research objectives:

- ➢ Language education and the development of schoolchildren's vocabulary and expressiveness;
- ➢ Designing reading activities both in class and outside it, at the library;
- ➢ Measuring the effects of reading poetry in language education;
- ➢ Enriching the educator's culture regarding the methods of stimulating creativity used at school.

The objectives pursued by me in the activities with schoolchildren to verify the research hypothesis were:

- ➢ To actively participate in the proposed activities as an auditor, as a speaker;
- ➢ To read texts in such a way as to prove their understanding;
- ➢ To enrich their vocabulary;
- ➢ To be able to create small stories, small dramas, create compositions, based on what they have read, using an appropriate expressive vocabulary;
- ➢ To memorize poems - pastels, to make a short analysis of it.

Research hypothesis:If we use the reading of lyrical works - within language and communication activities, the schoolchild will enrich his active and passive vocabulary, he will be able to recite and memorize poems, using an appropriate language both oral and written, being able to create own creations and literary compositions.

I. 5. The actual conduct of the research and the collection and interpretation of the obtained data

The stages of the investigation are:

- ➢ pre-experimental stage;

➤ experimental stage;
➤ the final stage.

I. 6. The pre-experimental stage

In this stage, I established and formulated the hypothesis, I established and formulated the objectives, I established and chose the sample of children, I chose the appropriate research methods, I organized an initial assessment for the two groups, I designed didactic and extra-didactic activities in which I used the role play, respectively the dramatization.

At the beginning of the school year I gave the children a questionnaire, considering that they can read and write, I would use the library role-play, taking care to achieve my goals mentioned above, while also following the way in which they read and what literary works they know, the lyric work, how much time they spend to reading in a day, what kind of books they prefer.

Questionnaire

CLASS IV OF EXPERIMENTAL GROUP

1. How do you choose the books you read?
- by title and cover; (10 students)
- the funnier the cover, the better;
- I read the references at the end to see if it is interesting; (20 students)
-I look at the author to see if they are interesting;
- I choose them if they are interesting and have a good title;
- I choose my books by the title and the book cover.

To the first question, 10 children answered that they choose a book from the library by the title, and 20 students choose their book by researching its contents.

2. How much time do you spend reading in your spare time?
- about 30 minutes; (14 students)
- 15 minutes; (5 students)
 -one hour; (4 students)
- I read three pages or more;
-20 minutes;
-10 minutes; (2 students)
- an hour or half an hour sometimes;
 - I read for 5 minutes;
- I don't read much;
-in a day I read for an hour, almost every day. (5 students)

On the second question, I have noticed that a small number of children read for an hour a day, and this is due to the computer, which steals a lot of the child's free time.

3. What types of books do you like?
   a) science fiction (10 students)
   b) adventures (5 students)
   c) fairy tales (10 students)
   d) of poetry (1 students)
   e) others (4 students)

From the third question we draw the conclusion: a large number of children prefer adventure books and science fiction, and a very small number read poems.

4. Who recommends the books you could read?
   a) the teacher
   b) parents
   c) the librarian
   d) other people

To this question, the children circled the answers as follows: the teacher - 29 children, the parents - 3 children, the librarian - 10 children, other people - 0 children. It is worrying that, apart from

the teacher, the parents do not recommend books for their children to read, and this fact is due to the parents' disinterest in school, in books, considering that the total contribution to the child's cognitive development is the school.

5. Do you like reading poetry?

     a) yes (0 students)

     b) no (20 students)

     c) no (10 students)

 A large number of children do not read poems, although their text is short, easy, rhythmic.

6. What attracts you to poetry?

-they rhyme; (12 students)

- they are funny; (5 students)

- I like them because they rhyme and are sometimes funny; (2 students)

- she is funny and she is beautiful;

- they are short and rhyme; (5 students)

-they are short; (3 students)

-they rhyme, are short and funny;

- nothing; (3 students)

-they show us how to develop our minds, they have short rhymes;

- the references.

A large number of children still prefer poems for the rhyme, therefore the ease of reading.

7. List the poems you read this school year.

At this point, 29 children did not know what to write, did not know the titles of poems, did not read.

8. Whose poems do you like to read and recite?

   a) Vasile Alecsandri (10 students)

   b) George Coşbuc (5 students)

   c) Otilia Cazimir (10 students)

   d) Stefan Octavian Iosif

   e) Tudor Arghezi

   f) George Topârceanu (5 students)

   g) Others

     The poets that are read most are Vasile Alecsandri and Otilia Cazimir, and this is due to the school, which has these poets in its optional curriculum during reading hours.

9. Mention three poems that aroused strong emotions in you.

-The Lame Puppy, The Punished Tomcat, The Ballad of a Little Cricket; (4 students)

-The punished boy, Song by George Coşbuc, The lame puppy;

(8 students)

- Song by George Coşbuc, The ballad of a small cricket, The punished Tomcat;

-none; (5 students)

-The lame puppy, The swallow's nest, Song by George Coşbuc, The punished Tomcat, The ballad of a small cricket; (2 students)

-The punished boy, Song by George Coşbuc, The lame puppy; (3 students)

-The lame puppy, The Ballad of a Little Cricket, Song by George Coşbuc, The Punished Tomcat;

-The Lame Puppy, The Punished Tomcat, The Ballad of a Little Cricket; (3 students)

-The lame puppy; (5 students)

-The Lame Puppy, The Swallow's Nest, The Punished Tomcat.

     If at this point the children received the titles of the poems, they knew how to mention whether they liked it or not, they remember the poems made in class.

The result of the questionnaire test was quite worrying, from the point of view of reading and reading poems, so I proposed, based on the experiment, to start a two-months reading program, additional reading that will be checked weekly, worksheets of reading, visits to the school library, the establishment of a small library at each child's home.

Questionnaire
CLASS IV B CONTROL GROUP
1. How do you choose the books you read?
- by title and cover; (11 students)
- the funnier the cover, the better;
- I read the references at the end to see if it is interesting; (19 students)
-I look at the author to see if they are interesting;
- I choose them if they are interesting and have a good title;
- I choose my books by the title and the book cover.
To the first question, 11 children answered that they choose a book from the library by the title, and 19 students choose their book by researching its contents.
2. How much time do you spend reading in your spare time?
- about 30 minutes; (14 students)
- 15 minutes; (5 students)
 -one hour; (4 students)
- I read three pages or more;
-20 minutes;
-10 minutes; (2 students)
- an hour or half an hour sometimes;
- I read for 5 minutes;
- I don't read much;
-in a day I read for an hour, almost every day. (5 students)
On the second question, I noticed that a small number of children read for an hour a day, and this is due to the computer, which steals a lot of the child's free time.
3. What types of books do you like?
    a) science fiction (10 students)
    b) adventures (5 students)
    c) fairy tales (5 students)
    d) of poetry (6 students)
    e) others (4 students)
From the third question we draw the conclusion: a large number of children prefer adventure books and science fiction, and a very small number read poetry.
4. Who recommends the books you could read?
    a) the teacher
    b) parents
    c) the librarian
    d) other people
To this question, the children circled the answers as follows: the teacher-25 children, the parents-3 children, the librarian-2 children, other people-0 children. It is worrying that, apart from the teacher, the parents do not recommend books for their children to read, and this fact is due to the parents' disinterest in school, in books, considering that the total contribution to the child's cognitive development depends on school.
5. Do you like reading poetry?
    a) yes (0 students)
    b) no (25 students)
    c) I don't know (5 students)
A large number of children do not read poems, although their text is short, easy, rhyming.
6. What attracts you to poetry?
-they have got rhyme; (10 students)
- they are funny; (7 students)

130

- I like them because they rhyme and are sometimes funny; (2 students)

- it is funny and it is beautiful;

- they are short and rhyme; (4 students)

-they are short; (4 students)

-they have got rhyme, are short and funny;

- nothing; (3 students)

-they show us how to develop our minds, they have short rhymes;

- the references.

A large number of children still prefer poems for the rhyme, therefore the ease of reading.

7. List the poems you read this school year.

At this point, 29 children did not know what to write, they did not know the titles of poems, did not read.

8. Whose poems do you like to read and recite?

  a) Vasile Alecsandri (15 students)

  b) George Coşbuc (1 students)

  c) Otilia Cazimir (5 students)

  d) Stefan Octavian Iosif

  e) Tudor Arghezi

  f) George Topârceanu (9 students)

  g) Others

The most read poets are Vasile Alecsandri and Otilia Cazimir, and this is due to the school, which has these poets in its optional curriculum during reading classes.

9. Mention three poems that aroused strong emotions in you.

-The Lame Puppy, The Punished Tomcat, The Ballad of a Little Cricket; (2 students)

-The punished boy, Song by George Coşbuc, The lame puppy;

(10 students)

-Song by George Coşbuc, The ballad of a small Cricket, The punished Tomcat;

-none; (5 students)

-The lame puppy, The swallow's nest, Song by George Coşbuc, The punished Tomcat, The ballad of a small cricket; (1 students)

-The swallow's nest, Song by George Coşbuc, The lame puppy;

-The punished boy, Song by George Coşbuc, The lame puppy; (4 students)

-The lame puppy, The Ballad of a Little Cricket, Song by George Coşbuc, The Punished Tomcat;

-The Lame Puppy, The Punished Tomcat, The Ballad of a Little Cricket; (2 students)

-The lame puppy; (5 students)

- The lame puppy, The swallow's nest, The punished Tomcat.

     If at this point the children received the titles of the poems, they knew how to mention whether they liked it or not, they remember the poems made in class.

     The result of the questionnaire test was quite worrying for the control group as well, from the point of view of reading and reading poems, so I proposed, based on the experiment, to start a two-months reading program, additional reading that will be weekly checked, reading cards, visits to the school library, the establishment of a small library at each child's home.

I.7. Experimental stage

     At the experimental stage, a stage that lasted two months, Drag de carte, (October, 2014), a ppt presentation was made with the theme and objectives proposed by me, with a foray through the works of some immortal childhood poets and writers: Vasile Alescandri, Elena Farago, Mihai Eminescu, Ion Creangă, Petre Ispirescu, Ioan Slavici. The students recognized and recited beautiful verses, went to the library and bought story books. They answered questions proposed by me regarding reading, which highlighted their interest in literature, in general, and poetry, in particular. They also received the bibliography for reading for the months of October-November, and then in December what they read should be checked, especially poems by T. Arghezi.

The months October-November 2014 - We play by saying poems, it was thought as an incursion into the world of Alescandri's poems. A seating area was created, the seating area will offer them to read and recite from T. Arghezi's poems.

During two months, the children will read pastels and memorize lines from several poems, then in December they will receive an evaluation test. The analysis of a stanza was followed.

Learning activities:
• -reading the text of the poems, respecting the intonation imposed by the punctuation marks;
• - establishing rules/requirements for recitation, rhyme, rhythm;
• -identification of some literary motifs/themes.

Procedural resources: conversation, explanation, exercise;
Material resources: supporting texts from the school library, tokens with motifs/themes of the pastels.
Semester I- evaluation test-lesson project
December 2014

<u>Lesson project</u>

School: Lic. Voc. Ped. Beius
Proponent: teacher Istoc Silvia Mirela
School subject: Romanian language and literature
Class: 4th A
The subject of the lesson: T. Arghezi's poetry
Lesson type: assessment
The purpose of the lesson: cultivating interest in reading and the pleasure of reading, aesthetic taste in the field of literature
Evaluation methods / techniques/ tools - evaluation: evaluation tool - reading aloud evaluation grid, and test
Oral evaluation criteria: the student:
• Adopts a correct position while reading.
• Read correctly and clearly (Articulate correctly the sounds, syllables, words in the read text).
• Reads fluently (Includes at least two words in the visual field, so that the reading is fluent, intelligible)
• Adequately adopts the volume of the voice and the rhythm of the speech, in order to be heard and understood by the listeners. (Intones the utterances according to the punctuation marks)
• Read expressively (Adapts voice volume, reading rhythm, intonation and mimicry to the read text.
Evaluation criteria in the written test:
  -ITEM.1.Identifies the verses and titles of the pastel.
  - ITEM.2. Makes the correspondence between pastel and literary theme/motif.
  - ITEM. 3. Correctly identify at least 2-3 poems written by T. Arghezi.
  - ITEM. 4. Correctly identify adjectives in the poem.
  -ITEM 5. Analyze a stanza.

WRITTEN ASSESSMENT TEST

1. Identify the title of the appropriate pastel according to the lines below:
-,, Light vapors of the night like phantasms rise / Evil luster curls under the trees like a dragon ''-
…………………………………………………
- "Oh God! Here is a butterfly that is lost in the air / In the old field, here is a blade of green grass"-
…………………………………………..
2. Draw a line between poetry and poet:

The meadow from Mirceşti	*a. Vasile Alecsandri*
Zdreanţă	*b. Ion Creangă*
Winter	*c. Petre Ispirescu*
Midwinter	*d. Emil Gârleanu*
In the morning	*e. Mihail Sadoveanu*
Cucoarele	*f. Ion Slavici*

3. Correctly identify 4 poems written by T. Arghezi.

_____

4. *Zdreanţă.*

……………………………………………………………….
5. Analyze the content of the first stanza.

……………………………………………………………..

I.8. The final stage

At this stage we initially started by watching a short documentary about the technological process that resulted in a book. In the second part of the activity, we held a debate regarding the history of the book and its evolution; the way a book looks, how we keep it, its importance, what we use the knowledge from a book.

In the second part of the activity, we watched a video about the life and work of Vasile Alecsandri. At the end, the children were informed that they would have two months to read poems, especially pastels. Thus, together with the teacher, I followed the children's reading, I guided them, and every Friday, during the reading hours, I checked one pastel, asking the children questions about the content, or challenging them to memorize stanzas from the poems, thus preparing an artistic medallion for the celebration at the end of the school year.

IInd semester

PERIOD - April-May-2015

Reading - Poems - T. Arghezi

Venue: School library, classroom

Number of participants for each category: 30 students from the experimental group and 30 students from the control group, teaching staff.

Description of the activity: The children were shown a video about the life and work of Vasile Alecsandri. The children were informed that they will have two months to read poems, especially pastels. Thus, together with the teacher, I followed the children's reading, I guided them, and every Friday, during the reading hours, I checked one pastel, asking the children questions about the content, or asking them to memorize stanzas from the poems, thus preparing an artistic medallion for the celebration at the end of the school year.

IInd Semester -evaluation

Period: June 2015

Lesson project

School: Lic. Vocaţ.Pedag. Beiush

Proponent: teacher Istoc Silvia Mirela

School subject: Romanian language and literature

Class: 4th A

Lesson subject: Poems-T.Arghezi

Lesson type: assessment

The purpose of the lesson: cultivating interest in reading and the pleasure of reading, aesthetic taste in the field of literature.

Evaluation methods / techniques/ tools - evaluation: evaluation tool - reading aloud evaluation grid, and test

Oral evaluation criteria: The student:

• Adopts a correct position while reading.

• Read correctly and clearly (Articulate correctly the sounds, syllables, words in the read text).

• Reads fluently (Includes at least two words in the visual field, so that the reading is fluent, intelligible)

• Adequately adopts the volume of the voice and the rhythm of the speech, in order to be heard and understood by the listeners. (Intone the lines according to the punctuation marks)

• Read expressively (Adapts voice volume, reading rhythm, intonation and mimicry to the read text.

• Memorize a few stanzas from poems written by T.Arghezi

Evaluation criteria in the written test:

-ITEM.1. List at least 4-5 poems written by T. Arghezi.
- ITEM.2. List at least 4-5 beautiful expressions found in poems and make sentences with them.
- ITEM. 3. Compose a short text of 6-7 lines in which to use the given expressions.
- ITEM.4. He writes the first stanza of the poem Zdreanța, written by T. Arghezi.
-ITEM 5. Analyze the parts of the sentence in the given statement.

WRITTEN ASSESSMENT TEST

1. List 6 poems written by T. Arghezi.

……………………………………………………………………………………………

3. List 6 beautiful expressions found in poems and make sentences with them.

RESEARCH

Histogram 2 of the results of the two groups at the initial test
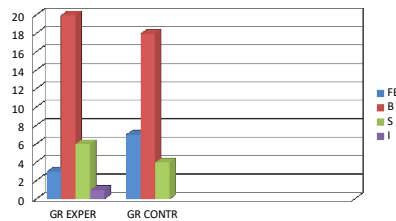
From the results of the first test, it appears that the students do not have such a large number of FB qualifications from the total number of the class. The qualification B predominates. Students do not read enough, and even if they do, they do not understand the content of the reading, of the poems. They did not go to the library often, considering that information is easier to get from the Internet. There are also few children who read additional reading at home.

II. FINAL TEST

At the final test, in the experimental group, out of the group of 30 children, the following qualifications were obtained.

At the final test, in the control group, out of the 30 children, the following qualifications were obtained.

Histogram 3 with the results of two groups at the final test

From very

with group.
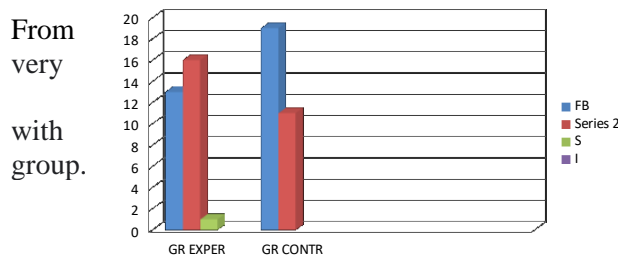
the third histogram the results are very good, a large percentage of children read much more, the literary sessions were beneficial, and the results the most FB qualifications are in the control

Chart 5 with the results of the initial tests from the two groups:

Initial test	FB	B	S	I
Experimental Group	3 pupils	20 pupils	6 pupils	1 pupil
Control Group	7 pupils	18 pupils	4 pupils	1 pupil

From this table it follows that a rather small number of pupils obtained the FB qualification, most being B or S and even I qualifications, for both groups involved in the research.

Chart 6 with the final results of the two groups:

Final Test	FB	B	S	I
Experimental group	**13 pupils**	**16 pupils**	**1 pupil**	**-**
Control group	**19 pupils**	**11 pupils**	**-**	**-**

In the second table, namely the one with final results, we can see the progress, many grades of FB, only one S, in the experimental group, and no child with the grade I.The progress made in the two groups, the experimental group and the control group in the two tests, is represented in the following tables, respectively histograms:

Experimental group:

Chart 7:

Qualification	Initial test	Final test
FB	3	13
B	20	16
S	6	1
I	1	-

Histogram 4
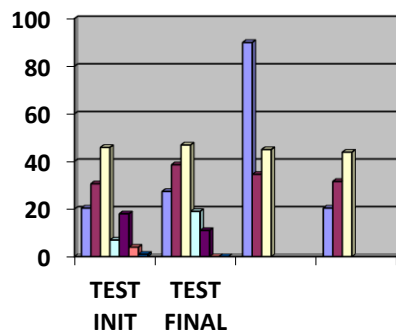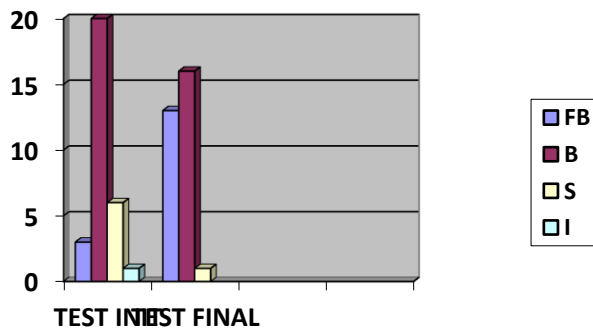
Histogram 5

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RESEARCH CONCLUSIONS

Research conclusions: Individualized learning and systematic reading leads to the elimination of some gaps in the knowledge and skills of less gifted students, but also to the enrichment and deepening of the knowledge of those students capable of higher performances. It represents a condition of school progress, because the maximum yield can be achieved by a student only in the situation where the tasks received for solving are at the upper limit of his solving capacities.

The advantages of reading - it stimulates students' originality and creativity; capitalize on previous experience; are adapted to their own learning styles; respects the student's individual rhythm; stimulates team spirit, cooperation; ensures the correlation of children's interests with curricular objectives; each student is assured confidence in his own strength; the student is evaluated and compared with himself.

As a result of this educational-didactic research, it was found that: ***if we use the reading of lyrical works - as part of language and communication activities, the schoolchild will enrich his active and passive vocabulary, he will be able to recite and memorize poems, using an appropriate language both oral and written, being able to create own creations and literary compositions.***

The control group made a huge progress, with the FB qualification predominating. A large number of children from the experimental group also made great progress between the two tests, and these students also obtained a large number of FB qualifications.

„International Youth Summit" -2022
Hădărean Diana, Romania and Rachana Chakraborty, CWMA, Bandra National College, Mumbai, India
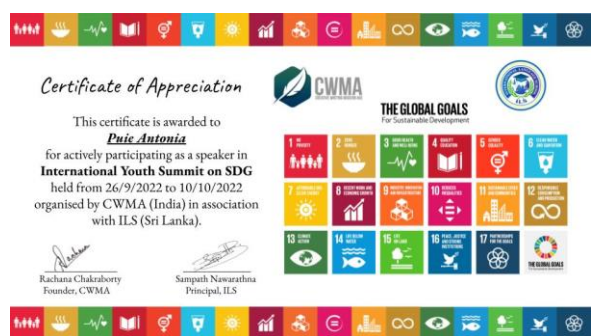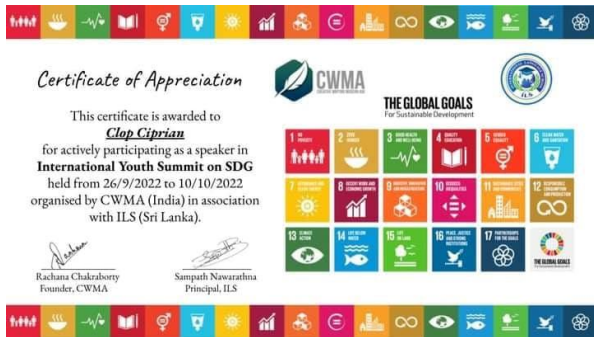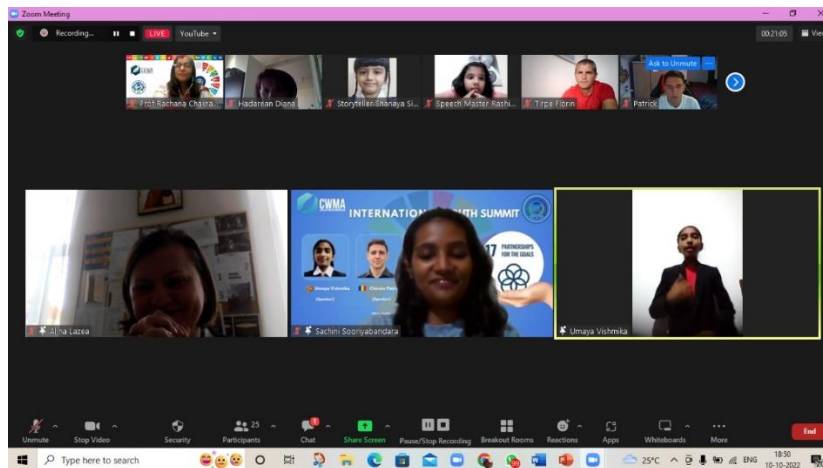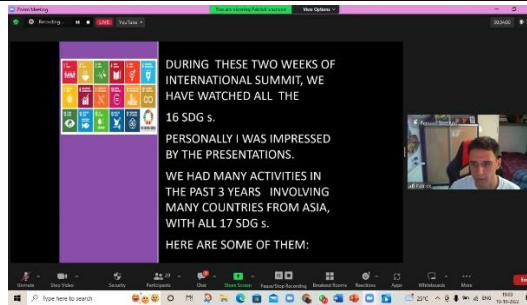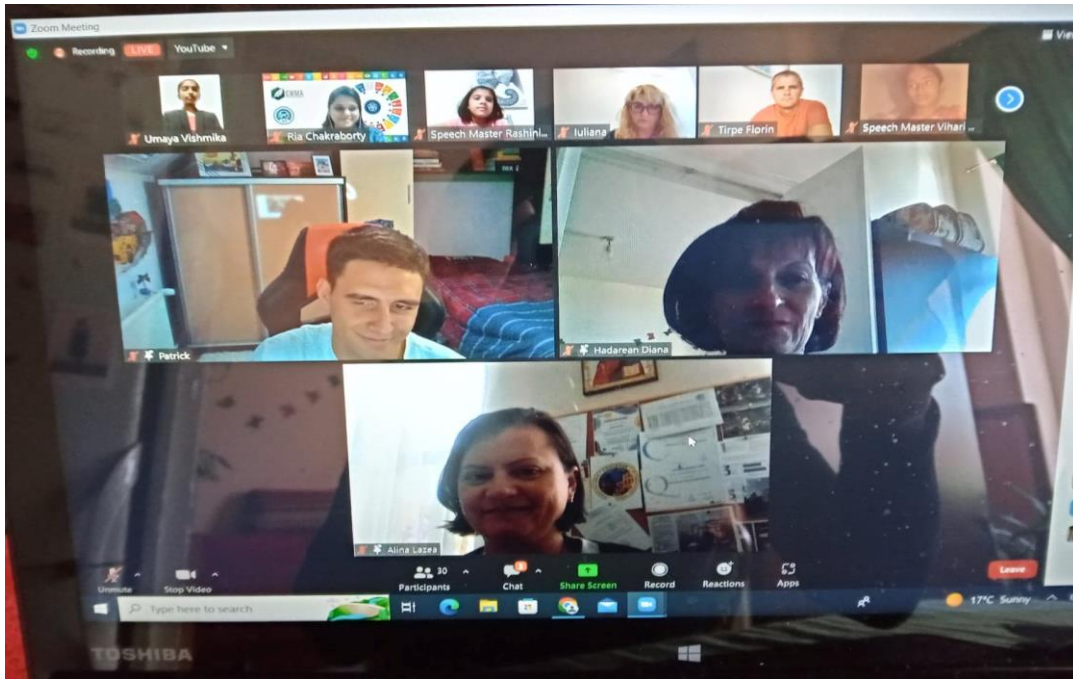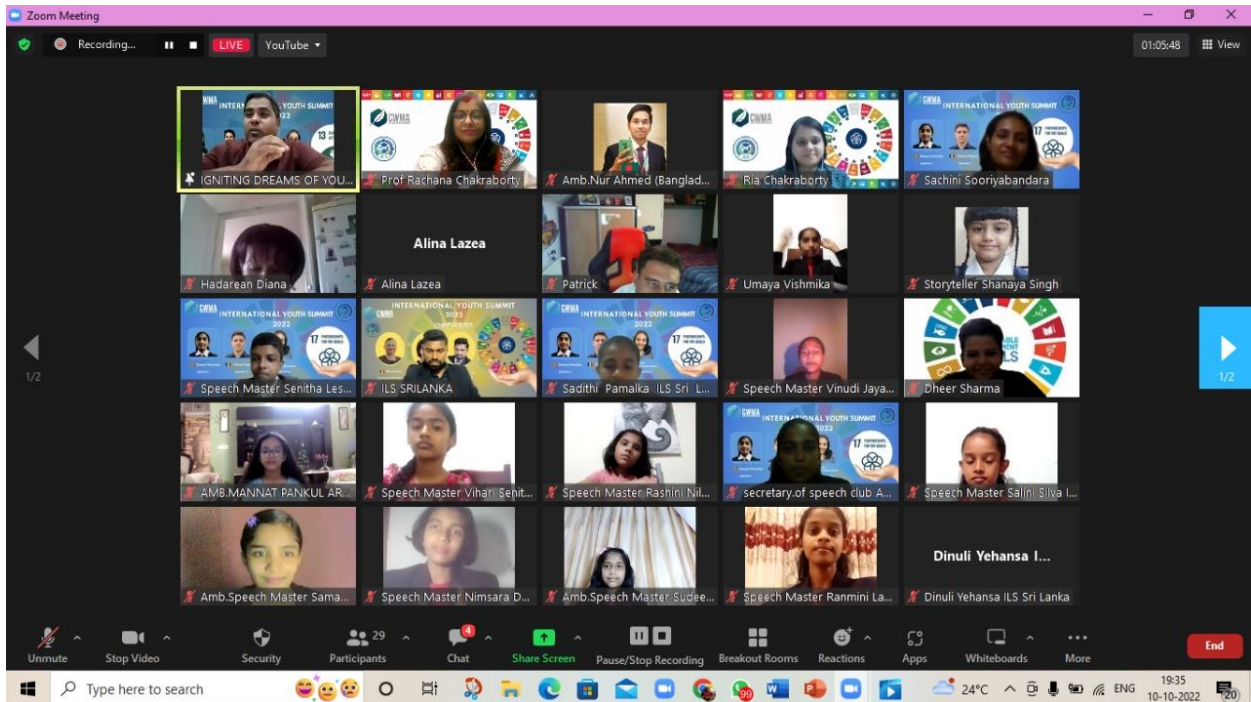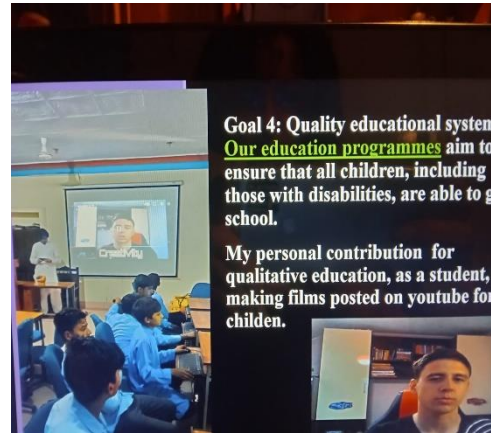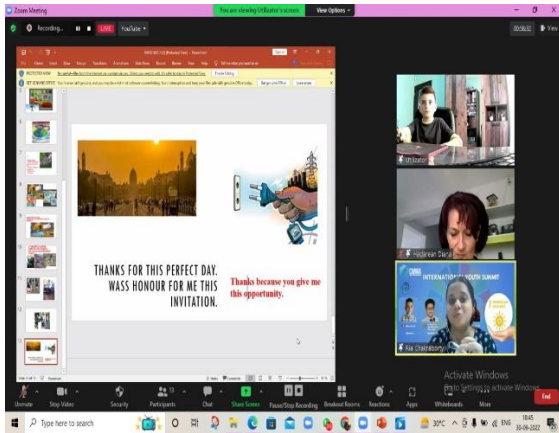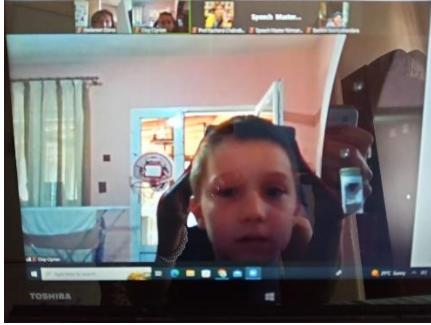
Students from Romania: Puie Antonia, David Mihoc, Clop Ciprian, Patrick Chiroiu