

Romanian University Curriculum Standards under Scrutiny

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Abstract

The paper is an overview of the use of curriculum standards in Romanian education, with special reference to universities. After defining standards, the authors raise a few moral issues related to the use of standards in teaching and then go on to discuss their functions. The relationship standards – quality in general is also dealt with, before looking at university curricular standards.

The main part of the paper discusses one by one the relationships between standards and principles (general and specific), standard and objectives, standards and contents (selection and grading), standards and teaching/learning methods, standards and (methods of) evaluation, and finally, standards and professor competences.

Although the use of standards at university level in Romanian education is far from being a reality, university freedom and autonomy having prevailed over standardisation, the paper documents a serious concern of the specialists for this issue.

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1. Overview of Curriculum Standards

In the Romanian educational context, the need for standards appeared together with the curricular reform. To quote S. Iosifescu (2000: 3) “the issue of activity standards for various types of organisations (including educational ones) appeared when the changes in the context in which these were operating became quick and unpredictable. The centralised organisations of a rational-bureaucratic and hierarchical type – as most of the schooling systems were and still are – have showed their inability to operate effectively in such a context.” The curricular reform highlights issues concerning the evaluation of the products of education and of all the other curricular subcomponents, i.e. all the essential elements of the educational process.

1.1 Defining Standards

The *Dictionary of Borrowings* (Marcu, F and Maneca, C., 1986) defines *standardisation* as “an action that aims at technical and organisational regulation of production by specifying, typifying and unifying, in order to ensure product quality, material efficiency and to enhance work productivity.” The specialist literature uses terms like “skill standards”, “occupational standards”, and “competence standards”. By *competence* is meant the capacity to apply, combine and transfer knowledge and skills in a variety of situations and contexts, in order to perform the activities required at the work place at the quality level specified in the occupational standards.

From such definitions, education has taken over the need to implement instruments of evaluation and to get organised, as well as the concepts of process and product. These concepts are used for the achievement of specific educational goals – a *savoir* and *savoir-faire* –, with little time and effort but with good results. In curricular reform and theory, standards represent a set of expectations and requirements, explicitly formulated, concerning the attitudes, capabilities and knowledge that a pupil/student should be able to show at the end of a learning cycle, or in other contexts, such as local or national contests, baccalaureate exams, job interviews, everyday work, etc. Such a definition can point to what a standard is and what standardisation means, but such clues are too general. The essential characteristics of standards are summed up by Crețu C. (2000: 170) as follows:

- “Curricular standards represent a synthetic projection of aspirations and expectations connected with the quality of the educational processes.
- Standards in general are defined as norms that establish prescriptions regarding quality, dimensions (extension, depth, dynamics, etc.) as well as other elements characteristic of the product or of the result of an activity.
- Standards are used as units of measurement or evaluation/yardsticks
- Curricular standards allow the evaluation of the quantitative and qualitative characteristics of the curricular phenomena envisaged”.

“Standards are associated with various curricular components (educational goals, psycho-behavioural profiles, curricular contents, school performances, etc.) to indicate to what extent these are fulfilled by reference to an initially projected plan”. As such, standards follow certain taxonomies, according to various criteria like: 1. the criterion of curricular components; 2. the criterion of expected school performance; 3. the criterion of the distinctive characteristics of the population the standards apply to, etc.” (Crețu C., 2000: 170)¹. Standards also concern the teacher and her/his performances in everyday educational practice.

¹ A description of these standards, made according to the criteria mentioned before can be found in Carmen Crețu 2000: 170 foll.

1.2 Standardisation as a Moral Dilemma

We are familiar with the myth of Prokustes, who waited by the road and lured travellers to be measured in his beds. He would cut short or stretch those who were either too tall or too short to match the measures of his two beds. In retrospect, we could say that this character was the precursor of standardisation. This allegory evokes the moral and dilemmatic character of standards. The measure chosen by Prokustes to standardise was people's height and his action was a crime against nature. In education, can we measure, cut short, penalise, reject, remodel, or resize any component? Wouldn't this also be against human nature?

What is the difference between human and industrial standardisation? In industry, standardisation has an extremely rigorous background. For instance, a component is designed, drawn and made according to shape, material, size, weight, width, length, height, deviation, and tolerance characteristics. Any component is then evaluated according to the characteristics of the prototype. How does the myth of human perfection compare to that of the machine as an ideal of perfection? Can technical standardisation be applied to educational performance? Are the educated, the educator, or the process of education entities that can be rigorously standardised? If they are, then the need for standards is obvious; if they are not, then it is unsuitable to talk about standards in education.

The question about the need for standards in education has definitely more than one answer. In our opinion, standardisation in education is the metaphorical expression of the preoccupation of finding conceptual limits within which we can confidently obtain good results, if not very good. It means optimising one's work to the benefit of progress and limiting the educated people's professional frustrations and failures.

1.3 The Essential Functions of Standards

As important parameters are present at all levels of education, standards have undoubtedly several regulating, normative, and prescriptive functions. The essential functions of the standard systems in education are described in the reference literature as follows:²

2. "ensuring observance of the fundamental principle of educational policy;
3. preserving the coherence of the system of education in the context of decentralising and increasing school autonomy and enlarging the participation of local communities;
4. using resources (especially human and financial) effectively, in order to achieve the specific function and to obtain school performance;
5. carrying out initial and continuing formation and professional development for all categories of employees, so that these may be able perform their specific functions and roles proficiently;
6. ensuring quality services in education and evaluating the relationships "costs"/"benefits" and "costs"/"effectiveness" for education services and programmes run at national, regional and local level;
7. defining frameworks and developing policies for organisational and institutional development." (Iosifescu S., 2000: 3).

We can notice that these functions refer to the whole system of education and are present both at vertical, paradigmatic, longitudinal level, and at horizontal, syntagmatic, latitudinal level. At university level we are especially interested in the function described under no. 4. Here, the most

² These functions are described in the document issued by the Laboratory of "Educational Management" at the Institute of Education Sciences, coordinated by S. Iosifescu (www.ise.ro/resurse/ise_oo_man_std.pdf)

important functions of standards are, in our opinion, the *regulating* and the *cohesive* ones, as these account for the unity and coherence of the system.

1.4 The Educational Concept of Quality

The concept of *quality* is intrinsically connected with that of standard, with which it shares the conceptual intension, being in a circular relationship; “in the national system of education, quality insurance relates to a common set of standards”³. We need, therefore, to be more precise in the use of this term, which actually involves the educational ideal of any education system. Due to this relationship of content or consubstantiality between the two terms, it is important to make clear what is contained in what. From an epistemological perspective, the notion of *quality* is pre-theoretical to that of standard, because it exists freely outside conceptualisation. Qualitative standardisation is present when a positive uniformity of the characteristics of a product is deliberately sought after.

1.5 The Principles of Standard Validation

In our opinion, the *educational standards* are the reformulation in terms of competency of the educational objectives, with various degrees of generality. For instance, the objective is a goal, an expectation: “the teacher has to know how to write a lesson plan, using a coherent and functional didactic structure”, and the standard is a result, an achievement: “The reciprocal correspondence between objective and standard can also be noticed in the requirements that an objective has to meet.

These requirements were summarised by economists in the acronym *SMART*. To be precise, the objective has to be: **S**pecific, **M**easurable, temporally **A**dequate, **R**elevant and **T**angible. The standard has to quantify gradually the parameters that have been fulfilled. An analysis of each of these parameters has to be made in order to specify what is common and what is specific, and what needs to be evaluated using standards.

2. University Curricular Standards

When discussing university curricular standards, we often mention the “European curricular standards”⁴. What these European standards are is certainly difficult to say, as in the available specialist literature there are many foreign proposals and models of standards applied to various educational dimensions. None of these models can be said to be the prototype of the “European standard”.

To obtain a brief description of this prototype, we have made a short inventory and a critical analysis of the familiar international standards⁵ hoping to gather valuable and relevant information for the discussion of standards. The same procedure was used by the education management laboratory at IES when they had to solve the problem of offering national standards for institutional management.

We are not going to present the whole analysis⁶; suffice it to say that no international standard uses technical descriptions like quantitative measurements. They are formulated like: the student will be able to use five active-participative methods and three expository methods, s/he will be able to use the overhead projector, etc. Being formulated like this, standards belong to the sphere of the conditional-qualitative, their semiotics being of the type “it would be good to...” From

³ *Law for quality insurance in education* (draft) (at www.dppd.usv.ro/legaturi/leg.calit.html)

⁴ Cf. “the external evaluation of quality in education and the instruction process, with reference to the *European and international standards* is done in institutions...” (*Law for quality insurance in education* (draft), at www.dppd.usv.ro/legaturi/leg.calit.html)

⁵ The structural and critical analysis of standards listed under 4.

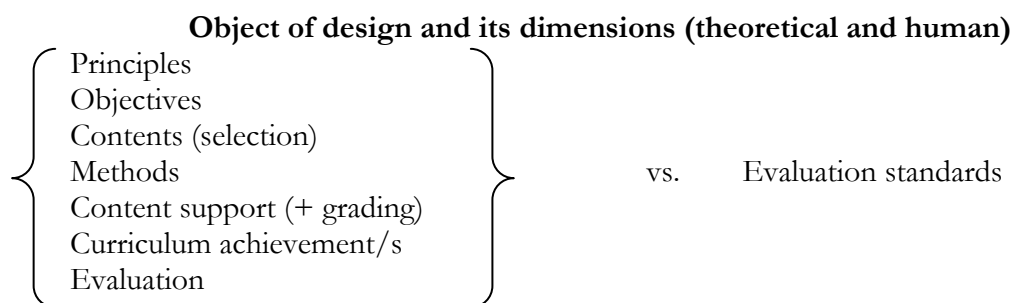
⁶ See www.ise.ro/resurse/ise_00_man_std.pdf, Anexe, p. 32-98.

this perspective one can question the very activity of standard elaboration. Standards are so assertive and flexible that they can be modelled on the whole educational activity, as they do not make use of measurement instruments.

The critical analysis and the dissociation of the characteristics of these standards – although bringing important information on standard elaboration and on the understanding of their functioning principles – cannot render void, at university level, the decisions taken by the course writer. Every attempt at standardisation gives way to the writers’ decisions about how a course should be taught, what and how much of the content should be covered, as well as how evaluation should be carried out. That is why the majority of standards – sometimes even at secondary school level – are formulated starting with the teacher. However, this does not exclude the comparative informative qualities and the regulating function of knowledge offered by the analysis of other similar systems in the country and abroad. The gain from the consultation and analysis of these standards is the building of an awareness of the role of standards in the coherent functioning of academic education. This is the very source of our interest in this topic.

The notion of standard concerns the whole education system in Romania, from its institutional organisation and curriculum design⁷ to the principles that lie at the base of its organisation. The principles which govern the study of a curricular area, the objectives, content, and evaluation, etc., can also be a starting point in discussing issues concerning standards. Here is what the curricular reality looks more or less like:

2.1. Levels of decision-making in curricular design⁸



⁷ This technical term covers three levels: 1. *The level of policy makings*: Once an educational policy is determined, this defines the ideal, the aims, the beneficiaries, the global resources necessary for carrying out the education action, as well as the priorities and law support. As decision makers [although these should be curriculum specialists], D’Hainaut indicates political players at national, regional or local level; however, he does not exclude the consultation within the group of interested people (students, teachers, parents, employers, etc.). “The products of the political activity are statements of intent, positions that expression of beliefs and value choices; there are also laws, provisions, decisions, which detail the fundamental options, which define priorities.” (1981: 86). 2. *The middle level* (the level of administration) of this policy represents an detailing of this policy, accounted for, as results from d’Hainaut’s detailed descriptions, in a national curriculum, a framework with curricular areas and corresponding subjects; standards of performance, general ways of achievement, time resources (grid timetables). The people involved are the representatives of the ministries, specialists and experts. Both levels contribute, in our opinion to what may be called, due to its basic functions, “prospective pedagogy”. 3. *The action level (the “technical or pedagogical” level)*: at this level, objectives are operationalised, the teaching methodology is chosen, the routes or “itineraries of the learning act”, in d’Hainaut’s terms. The level of implementation is the work of the syllabus designers, coursebook and methodology guides writers, etc. The actors involved are the managers of the education institutions and the instructors that use the respective pedagogy. This component represents in our opinion the level of “applied pedagogy”.

⁸ These refer to all levels: secondary school, university and post-graduate.

All these important components and many subsidiary ones have to relate to quality standards. We try to isolate from this broad area the dimension which refers, first to the academia and within it, to the language subjects and their didactics. Thus, we can identify several relationships, with special reference to university level.

These relationships will be discussed in very broad terms, from a synchronic perspective.

- I. relationship Standards – Principles (general and specific)
- II. relationship Standards – Objectives
- III. relationship Standards – Contents (selection and grading)
- IV. relationship Standards – Teaching/Learning Methods
- V. relationship Standards – (methods of) Evaluation
- VI. relationship Standards – Professor competences

I. Standards – Principles (General and Specific) Relationship

In the document “*The Strategy of University Education in Romania for 2002 – 2010*”⁹, issued by the Romanian Ministry of Education and Research, are described the main directions of development of the tertiary education in Romania. These directions are governed by a number of *principles*. In brief, there are two categories of principles, some general (seven in number¹⁰), others specific (17 in number), which refer to and define the directions of development of tertiary education in the years to come.

We have given special attention to the specific principles that make reference to standards: “3. flexibility of the curriculum, by means of constant adjustment to inputs which come from the universities and from outside these; 4. stimulation of the student’s thinking and to a lesser extent, storing of information; 5. promotion of a new management of quality in tertiary education”¹¹. From the way these principles are formulated, we understand that they govern directly the level of decision that we may call “minor pedagogy”, that is, the university curriculum designers and the education process that they manage.

The standards that a university curriculum has to comply with are:

- *the university curriculum will be a document that secondary school curricula will have to refer to*
- *the university curriculum will be student centred*
- *the university curriculum will be tested from the perspective of the quality of information and that of the methodology of information sharing.*

At present these are expected and not achieved standards in Romania.

II. Standards – Objectives Relationship

The Romanian specialist literature dealt with the terms like “objective” and “objective-centred” even before the curricular reform¹², and Romanian education, with or without the label of curricular reform, would have naturally headed towards this new approach. However, this strategy has gained greater importance in the context of the present curricular reform.

⁹ See: <http://almamater.md/documents/130/index.html>

¹⁰ As the simple listing of these principles would not be a conceptual gain, we just mention their number.

¹¹ Cf. <http://www.almamater.md/documents/130/index.html>

¹² See for example the book by Constanța Bărboi’s (coord.), *The Methodology of Teaching Romanian Language and Literature in Upper-secondary School*, EDP, București, p. 36, where we can find “didactic strategies focussed on objectives” and not on contents. The shortcomings were the sole textbooks and the cultural selection made from the standpoint of the historic value of the contents.

In support of the evidence that the amount of knowledge that someone could store is drastically limited by the time allotted¹³, comes the evidence that focusing on memory distracts attention from the more significant objective – learning how to think–. We notice that J. Dewey understood long before us (and his contemporaries) that an educated person is someone who has the power of meditative attention, who raises questions and issues, without which the mind remains at the disposal of habit and external influences. Let us also invoke here Alfie Kohn’s opinion, who says that the best education system is the one organised around problems, projects and questions – in contrast with facts, abilities and subjects. Knowledge is gained in a certain context and for a certain purpose. Stress, then, falls on depth rather than on width, but also on the discovery of ideas rather than on curriculum coverage¹⁴.

Refuting what appeared to be an absolute truth, i.e. that being educated means to have the capacity to reproduce as many elements chosen by the current culture as possible, we agree that, indeed, the quality leap of the present curricular reform consists in the focusing on formative objectives, to which informative contents are subordinated.

The objectives-related university curriculum standard is:

- *the university curriculum will be centred on formative-informative objectives.*

The relationship that we are dealing with next will back up our previous conclusion.

III. Standards – Contents (Selection and Grading) Relationship

In the context of an initial process of Europeanization and of an accompanying globalisation of university education, in the sense of transgressing the national education systems without blocking incompatibilities, we are now faced with the problem of curricular compatibility, which regards the selection and grading of content.

Contents are considered to be real springboards for reaching the ideal of all education systems, which can be encapsulated in the phrase “being well educated”. It is time to dissociate between academic purposes, which stress the informative aspect, and the social goals, that stress the formative ones. The selection of contents is in an unstable balance between these two categories of purposes, which are difficult to harmonise. Here is how the experts in education deal with this issue. Alfie Kohn is asking the question “what does it mean to be well educated?” and invokes Nel Noddings’ (Professor Emeritus at Stanford University) opinion, who says that we should reject the outdated notion that the school’s first priority should be the development of the intellect. In his opinion, we should replace this by what he thinks the main purpose of education is: producing competent, civil and considerate graduates¹⁵. Although the latter statement does not annihilate the former – as ‘competent’ actually means having a developed intellect, capable of comprehending the complexity of problems and to solve situations considering all factors involved –, the latter statement encompasses, besides the formal, official curricula, several other informal types, expanding the coverage of the education system in new directions.

The issue of contents is also dealt with by Prof. Jirí Kotasek in a speech concerning *Aspects of Teacher Training in Central and Eastern Europe* (1). He notes that, in the Czech Republic, the most recent university teacher training programmes are less narrowly specialised in one or two academic areas. The introduction of new subjects and areas relevant for the school curricula in use, such as *effective communication, interpersonal communication*, has determined a growth of interest

¹³ This is true not only for the schooling years, when knowledge may never be fully understood, but rather stored due to their conceptual level, but also for the whole life and the classical values that one is supposed to (ideally) master, in order to be regarded as an educated person.

¹⁴ <http://upg-ploiesti.ro/buletin-upg/2005/mai/estudiantina.htm,p.4>.

¹⁵ <http://www.upg-ploiesti.ro/buletin-upg/2005/mai/estudiantina.htm>, p. 1

for pedagogic training¹⁶. In the Czech Republic, the curriculum has been remodelled according to the principles of instruction by cooperation, differentiation and individualisation, the formation of communicative abilities, stimulation of creativity, motivation, the integration of children with disabilities, teacher-student relationship, pedagogic diagnosis, etc. The key aspect is then pupil-/student-centeredness.

As far as the contents are concerned, there is no consensus regarding their selection, as these cannot be submitted to validity tests for either international or national cultures or subcultures, due to geographical, cultural and historical relativism. Can content diversity, which seems to be mutable, be treated as immutable by the unification of contents? We would like to rally to Alfie Kohn's opinion that any content compatibilisation by selection is a weak starting point for redesigning the curriculum and judging the success of education. Curricular compatibilisation will refer therefore, not only to what is taught and how much is taught but also to how it is taught, as can be noticed from the directions of curricular development in the Czech Republic. This means that content will be subscribed to the relationship objectives – methods that we will discuss below.

The content-related standards are:

- *the university curriculum has contents selected by the course writer*¹⁷
- *the contents of the university curriculum will be managed from a formative – informative perspective*
- *contents will be evaluated from the standpoint of student-centeredness.*

IV. Standards – Methods of Teaching, Learning, and Evaluating Relationship

Although there is little Romanian literature on university didactics in general, and on the didactics of the Romanian language in particular, the need for change was confirmed by the report written on university educational policies under the auspices of the Romanian Socrates National Agency. This report deals with *Teaching and Learning Foreign Languages in Romania in European Perspective*. The authors conclude that there is some conservatism in university didactics, the activities organised during courses and seminars are characterised mostly by academic style, teacher centeredness, and little openness to new patterns of learning that may offer the student a more involved and active role (cf. Cunița *et al.*, 1997: 97-99).

If the key to reform throughout Europe is student-centred instruction, this management component should also comply with the same requirement. This means that the methods of teaching, learning and evaluating should also contribute to building student competencies.

In the context of the two aspects discussed so far, we notice the general conservatism of university methods, characteristic of the Romanian system, and the need to redesign this surface aspect especially notable and important for students. We also mention the experience of some German universities¹⁸, which formed a consortium to elaborate a set of instruments of special value with which they reconsider the entire approach to academic teaching. As far as methods are concerned, the German specialists suggested, described and instrumented or tested about 40 active methods that we are just mentioning in order to give a picture of the possibilities of accounting from the benefits of formative methods at tertiary level: *Advocatus diaboli*, *Aktives*

¹⁶ <http://www.almamater.md/articles/536/>, p.1

¹⁷ Cf. “at university level, complete freedom for schools regarding the development of curricular structure and contents is absolutely justified and natural. There are no superior instances that could interfere.” (*ibidem*, p.2)

¹⁸ We refer to 10 workbooks of university methodology with the title *Besser Lehren*, written by a group at “Albert Ludwig” University in Freiburg. Workbook 2 contains the description of these methods, which are then illustrated in the other 9 workbooks: www.beltz.de.

*Strukturieren, Archäologenkongreß, Blitzlicht, Brainstorming, Concept Mapping, Debatte, Diskussion, Dreiecks-Methode, Entscheidungsspiel, Evaluationskulptur, Expertenbefragung, Feedback, Fishbowl, Glückstopf, Gruppenarbeit, Impulsreferat, Kofferpacken, Kollegiale praxisberatung, Kugellager, Lernslogan, Lernstop, Metaplantechnik, Mindmapping, Muddiest Point, Partnerinterview, Partnerstafette, Planspiel, Postersession, PQAR-Methode, Pro-Kontra-Argumentation, Pyramidenmethode, Rollenspiel, Sandwich, Simulation von Lehr-Lern-Situationen, Target, Vorstellung mit Dingen, Vorstellungsgruppe mit inhaltlichem Zentrum*¹⁹.

As far as evaluation is concerned, its standardisation is possible by means of ever more refined assessment tests, a tendency in the European university education, with clear preference given to qualitative evaluation, through homework (Hausaufgaben), projects, short essays, tasks, etc.

The method-related standards are:

- *Qualitative: evaluating to what extent a certain method favours equally the informative and formative characteristics of learning*
- *Quantitative: keeping the students' motivation for the subject by using varied methods; the same method can lead to both its waning and the diminishing of the interest in the subject.*

V. Standards – Professor Competences Relationship

The interest in the elaboration of professional standards became bigger and bigger after the beginning of the curricular reform²⁰, taking as model documents produced in countries with a good tradition in the field²¹. Nevertheless, for various reasons²², none of the attempts targeted university education²³. According to present-day education philosophy, one of the objectives of the international standards is the stimulation of such professor's competences as:

¹⁹ *Besser Lehren*, Heft 2, *Methodensammlung*, 2, überarbeitete und erweiterte Auflage, Beltz, Deutscher Studien Verlag, 2000, p. 16 – 96.

²⁰ See the following documents: *Professional Standards for Teaching Profession*, Gliga L. (coord.), MEN, CNPP, Bucureşti, 2002 and *Teaching at Primary Level; Teaching Mathematics at Lower-Secondary Level*; The standards of the Council for Occupational Standards and Licensing (COSA): *An Occupational Standard. Profession: Lower and Upper Secondary School Teacher*, Bucureşti, 1999; also the standards elaborated in Iaşi by a secondary-tertiary level partnership within START project.

²¹ Here are some of these models which inspired the elaboration of the Romanian standards listed in the previous footnote: *Standards of Practice for Teaching Profession*, Council of Ontario College of Teachers, Nov. 1999); UK, Scotland, The Scottish Office, Education and Industry Department: two documents for lower and upper secondary school teachers: 1. *Competences of Newly Qualified Teacher*, 2. *Standards for New Teachers; Standards for Heads of Departments*, Teachers Training Agency (TTA): *Standards for Teaching – the Exquisite Teacher in the United States*; “What Teachers Should Know and Be Able to Do”, elaborated by the National Board for Professional Teaching Standards (NBPTS), USA; *National Standards for Qualified Teachers*, UK, Wales, May 1988.

²² The Romanian Ministry of Education asked the General Direction for Continuing Education, Formation and Training to elaborate standards for graduate education cf. “Standards for designing and implementing national standards in teaching”. At curricular level, they mention “Agreement on national curricular standards for both university training departments and university colleges”. However, neither institution has worked with a curricular standard yet. It seems that university freedom and autonomy have prevailed over standardisation. Standardisation in Romania will probably be the consequence of an activity of feedback rather than of feed-before.

²³ Such standards cover all the stages of a teaching career or another comprehensive criterion in education:

Graduate training:

- Standards for area methodology
- Standards for practicum

Postgraduate training:

- Standards for new teachers or probation teachers

Continuing education:

- Standards for tenure teachers
- Standards for 2nd degree teachers

- commitment to students
 - commitment to education
 - professional competence
 - quality of teaching activity
 - management and cooperation with community
 - continuing professional development
- (cf. *Standards of Practice for Teaching Profession*, Council of Ontario College of Teachers, Nov. 1999)

These objectives are sometimes instanced as principles at the level of national standards, e.g.:

1. teacher is knowledgeable in the field and in the teaching of the respective field
 2. teacher knows the pupil/student and helps him/her in his/her development
 3. teacher is an active member of the community
 4. teacher has a reflective attitude
 5. teacher promotes a system of values in agreement with the educational ideal
- (Standards elaborated by *START* Project, Iassy 2001-2005)

However, we need to mention that no specific standards have yet been elaborated for professors in general, or for those who teach languages in particular. Such principles, derived from the educational ideal, can function as benchmarks. Specific formulations for the field of languages would have to highlight those qualities the professor needs in order to ensure a good language preparation for his/her students.

Conclusions

1. Romanian university education is able to react positively to these preliminaries in the area of standards; it could adopt a comparable model, which could be then adjusted in each university. Our analysis and the ensuing modelling are just attempts to pin down the new issues referring to standards.

2. The main curricular standards could be:

- *university curriculum will be centred on the student*
- *university curriculum will be tested for information quality and teaching methodology*
- *university curriculum will be centred on formative-informative objectives*
- *university curriculum contains content selected by course author*
- *curricular contents will be managed in relation to a formative-informative approach*
- *contents will be prospectively assessed for student centredness*

3. However, standards can be understood differently by every student involved in the professor's day-by-day activity, as the standards' semiotics are decoded according to the quality of teaching. They refer to contents, methods of teaching and the quality of assessment. The other relationships are subsidiary.

4. And yet, the standardisation of teaching will remain ineffective if it leaves out the training of newly qualified academics. In Romania, this kind of training is done not by the Ministry of Education, but by the universities themselves.

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- Standards for 1st degree teachers
 - Standards for mentors
 - Standards for teachers without degrees who have attended training courses

These standards need to be different in both quantity and quality, and be both normative and prescriptive.

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