

Coordinator:
Alina-Cerasela Avram

Abstracts. **Proceedings** **of the 15th edition of** Romanian International Conference **for Education & Research**

New Perspectives in Education and Research
5th June 2025, Iași

Coordinator: Alina-Cerasela Avram

ABSTRACTS

**Proceedings of the 15th edition of Romanian
International Conference for Education and Research**

New Perspectives in Education and Research

05 June 2025, Iași, Romania

Bucharest, 2025



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Published by: Weik Press

Desktop Publishing: Ioana Cristea

SCIENTIFIC COMMITTEE

Angela Repanovici , Transilvania University (UniTBv), Romania
Gerard Cullen, Dresden University of Technology, Germany
Manolis Koukourakis, University of Crete, Greece
Santiago Fernandez Bou, Polytechnic University of Valencia, Spain
Silviu Butnariu, Transilvania University (UniTBv), Romania
Štefan Koprda, Constantine the Philosopher University in Nitra, Slovakia
Tereza Khechoyan, Yerevan Gladzor University, Armenia
Yelena Kandalina, A.Baitursynov Kostanay Regional University, Kazakhstan
Saltanat Meiramova, Saken Seifullin Kazakh Agrotechnical Research University

SESSION CHAIR

Alina-Cerasela Avram

Senior Researcher II, Institute for World Economy

ORGANIZING COMMITTEE

Alexandra Năstasă, Editor & PR, WEIK Press, Bucharest, Romania
Ioana Cristea, Junior Editor, WEIK Press, Bucharest, Romania
Claudia Preda, Graphic Designer, WEIK Press, Bucharest, Romania
Victor Voican, Founder, WEIK Press, Bucharest, Romania
Alexandra Năstasă, Founder, WEIK Press, Bucharest, Romania

Contents

Emerging Trends in Romanian Music Education:	5
A Literature Review	5
Mapping the Reverse Gender Gap in Higher Education in Romania within the European Context	6
Sustainable Agriculture and Education for Long-Term Development	7
Education in the Imperative of Sustainability. A Step towards the Impact of Science and Technology	8
A Comparative Analysis of Autonomous versus Guided Task-Based Approaches for Enhancing Speaking Proficiency among EFL University Learners	10
Enhance on Clinical Education for Nursing Students with Videos:	11
A Review of the Literature	11
Medical Education in the Digital Age - Benefits and Risks	13
Enhancing Learning Objectives in Legal Education:	14
Comparing Smart and ABCD Strategies	14
Book Reviews in CAE Exams Papers: A Tool for Developing Vocabulary	16
The Efficiency of Teamwork in Medical Electronics Laboratories	17
Exploring Risk Factors of Early School Leaving in the Republic of Moldova	18
The Contribution of Early Childhood Education Services in Supporting the Balance Between Work and Family Life	19
Fostering Computational Thinking Through Educational Robots	20
Perceived Social Support through Students' Drawings in the Fundamental Learning Stage	21

Emerging Trends in Romanian Music Education: A Literature Review

Alexandra Belibou

Faculty of Music, Transilvania University of Braşov

alexandra.belibou@unitbv.ro

Abstract

Romanian music education is changing significantly as a result of international trends and technology breakthroughs. In order to identify important new trends, this paper examines the literature on music education in Romania from the last five years. The study's main topics are interdisciplinarity, digitalization, creative teaching strategies, and future challenges. The article focuses on the growing integration of music into interdisciplinary learning, the use of digital tools, and alternative pedagogical approaches like Orff, Dalcroze, and Kodály methods. Even though there are many advantages to new teaching methods and technology, problems like unequal access to digital resources and teacher training still exist. The study is based on articles published in the last five years, retrieved from the Scopus and Web of Science databases.

Keywords: music education, interdisciplinarity, digitalization, ICT.

Mapping the Reverse Gender Gap in Higher Education in Romania within the European Context

Raluca-Mihaela Molea

University of Bucharest, Department of Sociology, National Scientific Research Institute for Labour and Social Protection (INCSMPS), Bucharest
raluca-mihaela.molea@unibuc.ro / raluca.molea@incsmips.ro, [ORCID](#)

Abstract

This paper aims to analyse, through a longitudinal quantitative approach using secondary analysis, the phenomenon of the reverse gender gap in education, specifically in higher education. It seeks to document and examine the occurrence and evolution of this phenomenon in Romania and in other European countries. Initially, the gender studies were primarily focused on the challenges faced by women and girls in social structures and institutions that hindered their opportunities in education, the labour market, family life and so on. However, in recent decades, while the participation of girls in higher education has increased significantly, a new trend has emerged: the participation of boys has been declining year after year in the majority of countries around the world. Therefore, this paper studies the quantitative and temporal dimensions of male students' participation in higher education. By mapping this gap, the study tries to uncover the underlying factors contributing to this trend, such as shifts in labour market demands, changes in educational policies, and evolving societal attitudes towards gender roles.

Keywords: higher education, reverse gender gap, male students, Romania

Sustainable Agriculture and Education for Long-Term Development

Simona Gavrilas¹, Ioan Calinovici²

1. Faculty of Food Engineering, Tourism and Environmental Protection, Aurel Vlaicu University of Arad, simona.gavrilas@uav.ro, [ORCID](#)
2. Faculty of Food Engineering, Tourism and Environmental Protection, Aurel Vlaicu University of Arad, ioan.calinovici@uav.ro

Abstract

Sustainable agriculture is becoming an essential pillar for sustainable development in the context of global challenges related to climate change, natural resource degradation, and population growth. This article explores the link between education and sustainable agriculture, with a special focus on the role of vocational training in adopting precision agriculture. Precision agriculture, based on modern technologies such as GPS, sensors, drones, and artificial intelligence, promises increased efficiency and reduced negative environmental impact. However, the success of its implementation depends significantly on the level of training of farmers and the capacity of educational institutions to respond to the demands of the modern agricultural market. The article analyzes the advantages and limitations of training in this field, proposes directions for improving educational curricula such as the local specific context, and provides recommendations for integrated public policies that support the transition to a sustainable and digitalized agriculture. The conclusions emphasize the need for a synergistic approach between education, technology, and policies to ensure long-term sustainability.

Keywords: agroecological practices; agricultural policies; comparative analysis; green transition; vocational training.

Education in the Imperative of Sustainability. A Step towards the Impact of Science and Technology

Elena-Gabriela Dobre

University of Economic Studies, Bucharest

dobregabriela10@stud.ase.ro

Abstract

Sustainable Development (SD) heterogeneity outlines the diverse challenges of achieving economic growth. The strategy for the SD is framed within the broader framework of biodiversity ecosystems. This roadmap enhances resource management and education, both fundamental for achieving social progress and ensuring performance. Education in the SD strategy represents a significant challenge to the status quo in the domain of complementary education studies, with implications for employment in science and technology. According to Eurostat, the Human Resources in Science and Technology (HRST) index reported that in 2023, 71.8 million people were employed in science and technology within the European Union (EU). Researchers in this domain signal limitations on the education sector's ability to plan for the future, particularly regarding the constraints imposed by resource scarcity and economic growth. Highlighting the challenges of inquiry, this paper explores more specifically the key factors that shape HRST potential, considering the common context of all economies, the natural environment, which substantiates the performance equation that entails household economic growth and investments. Therefore, to grasp the trends of HRST, an analysis of Eurostat indicators was performed. The paper's result was regressed in the landscape of statistical information ranging between 2014 and 2023.

To properly manage the performance context that biases science and technology, attention was focused on the primary keys of ecosystems, such as environmental protection actions, forestry, construction, and agricultural land. Moreover, the construction investment parameters imprint a significant behavior on science and technology, even if environmental protection activities don't have yet a corresponding impact in statistics, as Türkiye case, unlike Western Europe, which creates an influence between environmental protection activities and science and technology.

This framework aims to delineate the scientific and technological potential in achieving sustainable development goals, considering that innovation, science and technology are an imperative for society that connects the educational environment to economic performance.

Keywords: Science and technology, Resources, Education, Sustainable Development.

A Comparative Analysis of Autonomous versus Guided Task-Based Approaches for Enhancing Speaking Proficiency among EFL University Learners

Daniela Duralia

Nicolae Balcescu Land Forces Academy, Sibiu, Romania

d_duralia@yahoo.com, [ORCID](#)

Abstract

This article explores the relative effectiveness of two teaching methods applied in a unit on Artificial Intelligence for two English as a Foreign Language (EFL) groups of students at the same language proficiency level. The instructor applied different strategies to the two 15 student groups: Autonomous Active Learning (AAL) and Guided Task-Based Learning (TBL). Both methods are acknowledged for their potential to improve speaking proficiency among university-level EFL learners. Although both approaches are based on communicative language teaching and task-based instruction, they should be used according to students' needs, depending on learner autonomy and teacher involvement. Through a review of related literature, an analysis of empirical studies, and a theoretical discussion, this research seeks to clarify the advantages and disadvantages of each method. The results suggest that students flourish in active learning settings where they are highly engaged and interact directly with English speakers. While guided TBL provides chances for memorization and practice, it may restrict vocabulary growth and learning new terms due to insufficient exposure to authentic texts and real-life conversations. By the end of the study, students in the AAL group showed increased confidence in presenting their projects, whereas those in the TBL group displayed more hesitance.

Keywords: university level, EFL (English as a Foreign Language), Autonomous Active Learning (AAL), Guided Task-Based Learning (TBL), speaking.

Enhance on Clinical Education for Nursing Students with Videos: A Review of the Literature

Hong Nga Thi Nguyen

Doctoral School of Economics and Business Administration,
Alexandru Ioan Cuza University of Iași, Romania

hong.nguyen@student.uaic.ro

Abstract

Clinical education is the cornerstone of nursing education, essential to equipping students with the skills, knowledge, and attitudes required for professional practice. However, challenges such as limited clinical placement opportunities, varying levels of instructor support, and increasing student enrollment have necessitated the consideration of alternative or complementary teaching methods. One such method that is gaining prominence is video-based learning.

The review synthesizes findings from peer-reviewed studies published for ten years (2015-2025), highlighting the diverse ways in which videos have been employed-including procedural demonstrations, scenario-based simulations, and reflective learning modules. Evidence suggests that video-based instruction enhances *learning outcomes development, emotional-interpersonal development, and technological integration-accessibility*. Moreover, video tools offer flexible, repeatable, standardized learning opportunities that accommodate various learning styles.

Despite the numerous advantages, the literature also identifies challenges such as the need for high-quality, evidence-based video content, technological barriers, and the importance of integrating video resources with active learning strategies and instructor guidance. This review concludes that while video-based learning should not replace hands-on clinical training, it serves



as a valuable adjunct that can enrich the educational experience and better prepare nursing students for competent, safe, and compassionate patient care.

Keywords: nursing education, clinical training, video-based learning, educational technology, skills development, student engagement.

Medical Education in the Digital Age - Benefits and Risks

Curis Cecilia¹, Curis Sebastian-Marius²

1. University „Dunărea de Jos”, Galați, Romania, cecilia_curis@yahoo.com
2. University „Dunărea de Jos”, Galați, Romania, curissebastian20@gmail.com

Abstract

The prophylactic and curative programs aim to use digital literacy as a tool to promote health education and to increase the accessibility and quality of health services. What is called "e-health" has become an important component of connecting health systems around the world. Variables such as cost, time, availability can be improved through the mechanism of digitization. Despite the benefits, there are a number of barriers, among which we mention the lack of digital literacy, reduced access to devices, user reluctance, and the danger of accessing scientifically unvalidated databases. Also an important risk factor is the vulnerability per se of these types of systems, which contain sensitive data about large categories of individuals. Apart from the risks and imperfections of actual digital health networks, the overall benefits of digital health networks cannot be minimized. Therefore, it is necessary to increase the literacy level of the population, in line with the current policies to be implemented by 2030. The aim of the study is to raise awareness among policy-makers and patients about the need for digital literacy. Through the current research we conducted an analysis of a total of 182 studies that we have identified in the PubMed database for the period 2005-2024. Data processing was performed using Microsoft Excel. The findings of the study point to the need for digital literacy of the population with the amendment to correct issues such as misinterpretation of data, misuse of databases or misuse of devices.

Keywords: Internet, self-care, medical information, diagnosis

Enhancing Learning Objectives in Legal Education: Comparing Smart and ABCD Strategies

Olga Dorul¹, Andrei Nastas²

1. “Dunarea de Jos” University of Galati, Romania, Moldova State University, Republic of Moldova, dorulolga@yahoo.com
2. “Dunarea de Jos” University of Galati, Romania, Moldova State University, Republic of Moldova, andrei.nastas@ugal.ro

Abstract

The process of training future specialists of legal professions in higher education institutions of any country, today is subject to teaching traditions that have been strongly imprinted by the culture of that geographical space. The culture of teaching legal subjects is dictated by the particularities of the great legal systems. Although national legal systems differ significantly—even within the "major legal families"—we find it appropriate, within the present investigation, to identify the "ideology" of an effective and efficient methodology for training law students. In essence, the "legal education architecture" will strictly respect learning objectives.

By analyzing teaching traditions, curriculum frameworks, perspectives of labor market representatives, and the views of legal education beneficiaries, this paper evaluates the effectiveness of the SMART methodology—defined by its focus on specificity, measurability, achievability, relevance, and time-boundedness—and the ABCD model, which emphasizes audience, behavior, condition, and degree, in defining the learning objectives within the field of legal sciences. The analysis aims to demonstrate how the pedagogical principles advanced by Malcolm Knowles and Benjamin Bloom can be implemented in a harmonious way and

integrative manner, enabling universities not only to impart knowledge and develop professional competencies, but also to foster and reinforce fundamental human values among future legal professionals. However, in this research, based on the role of the jurist in contemporary society, we intend to formulate strategies for defining learning objectives in the context of new challenges to legal education: artificial intelligence, pandemic, economic security, migration, armed conflicts, environmental protection giving rise, already at university level, to scenarios that future legal professionals must not only reflect upon, but also address and respond to promptly.

In the paper, in order to demonstrate the theses formulated at the outset, we have employed theoretical research methods: analysis and synthesis. We employed deductive reasoning whenever necessary, as it is central to legal argumentation and, by extension, to legal activity. This emphasis on deduction does not diminish the importance of its counterpart, induction, nor does it reduce the relevance of combining analysis with synthesis and applying other complementary methods. Certainly, in order to substantiate the research results, we resorted to empirical methods such as observation, verification, and testing. Empirical methods specifically allowed us to identify qualitative indicators of learning objectives formulation strategies. Learning from experience and through experience is the key to the success of training valuable professionals in the field of legal sciences. In this regard, contemporary methodologies abound in methods and techniques of experiential learning. Therefore, in the proposed study, we will identify to what extent experiential learning fits into the strategies for formulating SMART and ABCD learning objectives. In the ideal version, a curricular standard at the law faculties will be thoroughly thought out by calibrating the learning objectives with the teaching techniques and methods that allow the most successful achievement of the training goals.

Keywords: strategy for formulating learning objectives, SMART model, ABCD model, training of future lawyers, teaching traditions

Book Reviews in CAE Exams Papers: A Tool for Developing Vocabulary

Raluca-Andreea Nechifor

School of Doctoral Studies, "Vasile Alecsandri" University of Bacau

raluca.nechifor17@gmail.com

Abstract

Cambridge Assessment, generally known under the name Cambridge University Press & Assessment, is a part of the University of Cambridge plays a major role in educational assessment and qualifications worldwide. Its main roles include providing internationally recognised exams and results, organising and marking exams in order to be obtained different certificates, supporting institutions, candidates and teachers, as well as ensuring reliability and fairness in global education standards.

In conducting our study on the role of book reviews in CAE examinations and English language learning, we focused on identifying the use of both the descriptive and evaluative discourse of literary critics, used with the main purpose of persuading the audience, as well as on assessing its educational and instructional qualities, concerning Cambridge English exam candidates.

Keywords: book reviews, literary critique, Cambridge qualifications, vocabulary development.



The Efficiency of Teamwork in Medical Electronics Laboratories

Bianca-Alexandra Zîrnă¹, Denis Mihailovschi²

1. Faculty of Medical Engineering, National University of Science and Technology
POLITEHNICA Bucharest, bianca.zirna@upb.ro

2. Faculty of Electronics, Telecommunications and Information Technology, National
University of Science and Technology POLITEHNICA Bucharest,
denis.mihailovschi@upb.ro

Abstract

With so many teaching strategies available today that enhance students' learning, it might be difficult to decide which one to implement in electronics laboratories at a faculty. Is the most effective method still the straightforward, traditional, team-based work, or are the new methods—flipped classroom, role play, gamification, etc.—suitable for students? Do students perform better working individually or in a team of people that share the same interests? The participants of this study are second-year students who worked either in free-chosen teams of two to three people or in pre

established teams of three to four people in the medical electronics laboratories of the Faculty of Medical Engineering over the course of a year. The goal of this paper is to answer these questions regarding the optimal teaching and learning strategy for university students by using a form with different questions about their perspective on teamwork.

Keywords: Teamwork, University students, Laboratory classes, Close-ended questions form

Exploring Risk Factors of Early School Leaving in the Republic of Moldova

Mariana Crîșmaru

Academy of Economic Studies of Moldova, National Institute for Economic Research

crismaru.mariana@ase.md / mariana.crismaru@yahoo.com, [ORCID](#)

Abstract

This study explores the determinants of early school leaving in the Republic of Moldova, with a focus on individual-level and contextual risk factors that shape young people's educational trajectories. Based on data from the 2020 Generations and Gender Survey and using binary logistic regression, the analysis identifies key predictors associated with increased likelihood of educational discontinuation among youth.

The results highlight the significant impact of parental education, with youth whose parents have completed only lower secondary education being more likely to leave school early. Rural residence also emerges as a strong predictor, reflecting disparities in access to educational and transport infrastructure, as well as broader socio-economic disadvantages in non-urban areas. Gender differences are evident, with boys more likely to disengage from education, pointing to the influence of gendered socialization patterns. Additionally, early parenthood (before the age of 19) and growing up in larger families (three or more children) are significantly associated with higher odds of early school leaving. These findings emphasize the need for targeted, inclusive, and context-sensitive educational policies that address both structural inequalities and individual-level vulnerabilities.

Keywords: education, early school leavers, logistic regression, determinants.

JEL Classification: I21, I24, J13.

The Contribution of Early Childhood Education Services in Supporting the Balance Between Work and Family Life

Chistruga-Sîncevici Inga

Academy of Economic Studies of Moldova

chistruga_sinchevici.inga@ase.md, [ORCID](#)

Abstract

Parents' balancing act between work and life presents a major challenge, especially for those with young children. One of the most significant obstacles they face is finding trustworthy and affordable help. The importance of childcare services for working parents cannot be overstated, as these services provide parents with the flexibility and time needed to continue their careers, while also ensuring the well-being and development of their children.

This article explores the contribution of early childhood education services in supporting the work-life balance and highlights the essential benefits they offer. Additionally, it emphasizes how these services generate flexibility for parents, reduce stress, and facilitate the integration of professional and family responsibilities. Public policies and adequate funding for early childhood education are also analyzed as vital for promoting a more balanced future for families. The findings underscore the necessity for authorities to focus more on structural changes and the development of accessible early childhood education and care services, as well as expanding these services both in rural and urban areas. The article concludes with case studies and concrete examples of best practices, illustrating the importance of early childhood education within the context of work-family balance.

Keywords: child, parent, work-family balance, preschool education services.

Fostering Computational Thinking Through Educational Robots

Emilia-Felicia Coșniță¹, Păun Antonescu²

1. National University of Science and Technology Politehnica Bucharest, Romania,
emilia.cosnita@stud.mec.upb.ro
2. National University of Science and Technology Politehnica Bucharest, Romania,
panton38@hotmail.com

Abstract

The study analyzes the development of computational thinking and technical skills through educational robots, combining theoretical instruction with the development of haptic robotic devices. It proposes a teaching framework that facilitates learning through robotics projects, using force-feedback haptic devices, enabling students to acquire essential skills, improve their digital abilities, and adapt to real-world challenges.

The study evaluates the impact of integrating educational robots on cognitive development within an appropriate teaching environment, utilizing the equipment in the robotics lab. The results indicate an improvement in deduction and reasoning abilities, programming skills, use of haptic interfaces, as well as in building and manipulating robots. The implementation of robots and haptic devices has led to significant changes in both teaching strategy and the students' learning process.

Keywords: computational thinking; educational robots; project-based learning; haptic; teacher.

JEL Classification: C63, C69, I21, I290.

Perceived Social Support through Students' Drawings in the Fundamental Learning Stage

Grigoriță Mălina-Elena

Faculty of Psychology and Educational Sciences, Iași

malinagrigorita@yahoo.com

Abstract

This study explores how students in the early years of primary education (preparatory class, first grade, and second grade) understand and perceive social support in the school environment through the analysis of their drawings and verbal explanations. Students were asked to draw “a day at school when someone helped them,” and the analysis focused on the content of the drawings, the use of symbols, colours, emotions, and depicted relationships, as well as the students’ verbal presentations. The results revealed that students perceive social support as largely provided by peers and teachers, in the form of concrete assistance (such as lending a pen, sharing a snack) and emotional encouragement. A positive perception of their social environment was reflected through symbols (hearts, stars, the sun, and butterflies) and warm colours (red, yellow, and pink). The larger drawings of certain figures indicate their emotional significance. This study highlights that drawing is a highly useful tool for teachers, allowing them to identify students’ emotional and social needs, particularly among young children, and providing a natural means of expression. Drawing can be used both individually and in group settings to observe the dynamics of relationships, but it is important that interpretations are approached with caution and with careful respect for the child’s privacy.

Keywords: perceived social support, students, drawing, teacher-student relationship, emotional support.