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Development of Inclusive Competencies through Teacher Training

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Abstract

Inclusive teacher training should respond to different factors, such as educational policies and theoretical perspectives. As the importance of inclusion in education increases, it is expected that training programs in this perspective should increase at least in number, as recommended by existing studies in the last decade in Romania. Based on this finding, the present research aims to identify whether there was a change in the number, forms, and contents of inclusive training programs between 2017 and 2022 in Romania, by comparing the names, categories of training programs, and future training offers. This research examines how many training programs have been carried out in the teacher's training centers, synthesizes information about training topics and trainers, and identifies potential training programs for the 2022–2023 school year.

Keywords: inclusive training; teachers training; trainers.

Designing Generation Z Future Career in Challenging Times through Digital Marketing Education in Romania-Serbian Cross-Border Vision

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Abstract

Hardly employable categories in rural areas (young people without university degrees or a high school diploma), are enabled to start new jobs using IT technologies and market skills.

The objective of the study was to identify and create a pilot program in a cross-border Romanian-Serbian region by following the labour market needs. Nevertheless, the research underlines the importance of improving the quality of teaching and developing digital and marketing skills for youngsters by creating extracurricular programs in partnership. We applied 80 online surveys in two high schools Timis and Vrsac and conducted five semi-structured interviews with companies.

The main result of the research is an extracurricular program “Digital U” which was created in accordance with the needs identified. The program will provide employment opportunities in the rural area of the cross-border region Timis-Vrsac by setting up personalized activities to promote employment by the market trends, implementing vocational training in digital and marketing skills, raising awareness regarding the importance of soft skills (teamwork, self-esteem, critical thinking) for youngsters with ages of 16-24 years from vulnerable groups to stay in their

birthplaces, establish their businesses, and have families there.

Keywords: employability capability, cross-border cooperation, digital marketing training, need analysis, extracurricular program.

Education and Moral Values in a Multicultural World: Medical Students' Perspectives

Stela Spînu

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Abstract

The article explores the complexity of education and the profound significance of moral values in the development of young people's personalities and character, emphasizing the fundamental role of education in shaping society and promoting the good. It highlights the transition from cognitive to pragmatic values and their impact on education in the modern and postmodern eras. The article discusses the value crisis in the context of moral values and emphasizes the importance of moral education for navigating the complexities of a multicultural society, promoting universal moral values such as honesty, kindness, and tolerance. The results of a survey conducted among 120 students at the State University of Medicine and Pharmacy „Nicolae Testemițanu” reflect the recognition of the positive impact of moral values, but also a certain reluctance in accepting interethnic dialogue, thus illustrating the challenges and opportunities of moral education in a culturally diverse environment.

Keywords: education, moral values, multicultural society, medical students.

Education in the age of Artificial Intelligence

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Abstract

The aim of this research paper is to present how education is impacted by the development of new technologies, especially artificial intelligence. Because of its capacity to generate content based on prior experiences, artificial intelligence has immense impact and potential. The educational system has to adapt to the changing needs of society by incorporating new technologies into the lessons taught. Artificial intelligence has the ability to improve learning for students in a number of ways, one of which is by giving teachers precise feedback and by offering students with learning experiences that are tailored and adaptable. Artificial intelligence can be used to boost student engagement and motivation, which may be used to inspire students to take responsibility for their education and to be committed to achieving academic success. Also, students need to acquire the abilities employers will be looking for in the workers of tomorrow in an increasingly algorithmic and digital environment. Many companies already employ artificial intelligence for tasks such as writing product descriptions, developing customized products, customer support, and targeted, tailored content for their consumers. The education system will have to teach students to co-create together with artificial intelligence as it becomes more integrated into business, products, and service

Keywords: artificial intelligence; education 0.5; augmented intelligence; future of work, AI ethic

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Exploring Current Trends in Education: A Comprehensive Review of Original Works

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Abstract

In the ever-evolving realm of education, staying attuned to current trends is imperative for stakeholders to navigate the complexities of modern pedagogy effectively. This article aims to present a comprehensive review of original works that delve into the latest developments in education. Through an analysis of recent literature and empirical research findings, it illuminates key trends shaping educational practices, policies, and discourse. From the integration of technology to the promotion of diversity and inclusion, and the challenges posed by remote learning, this abstract synthesizes diverse perspectives to offer a nuanced understanding of contemporary educational paradigms. By examining the implications of these trends on teaching, learning, and educational outcomes, this abstract aims to inform educators, policymakers, and researchers seeking to innovate and adapt in response to the evolving needs of learners in the 21st century.

Keywords: education, trends, development, diversity

The role of intergroup apologies and intergroup contact in promoting reconciliation in severe intergroup conflicts

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Abstract

One of the big challenges of social psychologists is how to contribute to solving existing intergroup conflicts. The present experiment (N = 178) was conducted in the context of a severe intergroup conflict between Romanians (the privileged group) and Romas (the underprivileged group) and investigated the effects of *intergroup apologies*, *intergroup contact* and their interaction on intergroup *forgiveness* and *trust*. Perceived *sincerity* of the apology and perceived *typicality* of apologizing representatives were studied as moderators of apology's effects. Results show that intergroup contact was positively associated with forgiveness and trust in the perpetrator group, while intergroup apologies had a direct effect only on trust. Apology's effect on trust was moderated by both perceived sincerity of the apology and perceived typicality of the apologizing representative, while its effect on forgiveness was moderated only by perceived sincerity. Theoretical and practical implications are discussed.

Keywords: intergroup conflict, reconciliation, intergroup contact, intergroup apologies, experiment

Organizational Incivility: Patterns and Profiles among Teaching Staff

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Abstract

Organizational incivility is a type of behavior that can be frequently encountered in the workplace environment. Even if it can have a low intensity and is vaguely perceptible, studies in recent years find that these manifestations can be contagious and over time can become part of the organizational culture. It usually manifests itself through behaviors such as: taking credit for someone else's work, unpleasant emails, compliments with ambiguous meaning, which cumulatively affect the well-being of employees at work. Distinct characteristics of the target (victim), the instigator and the witness were noted, taking into account criteria such as: position in the organizational hierarchy, certain personality traits and behavioral reactions. The teaching staff have not been spared of manifestations of workplace incivility as it can be seen through the interviews that it is a frequent occurrence.

Keywords: intergroup conflict, reconciliation, intergroup contact, intergroup apologies, experiment

The Value of Self-Analysis of the Teaching Activity of Primary School Teachers and Its Relevance on Self-Perceived Professional Progress

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Abstract

The present qualitative study, part of a wider research, aims to investigate the ways in which self-analysis of teaching activity is used among primary school teachers in Romania and the relevance of this approach on the self-perceived professional progress of teachers. Data collection was carried out by applying the focus-group method for a sample of 51 participants. The focus-group grid consisted of several preliminary questions, six open questions that allowed the formative valences of the self-analysis of the teaching activity to be outlined, and a concluding question. In this paper, we have focused on the ways in which self-analysis of teaching activity can be used and the contribution of this process to teachers' self-perceived professional progress. Following the recording of the answers, their analysis and coding, aspects such as: the permanent reporting of teachers to students, the achievement of educational goals, the optimal and prompt change of teaching strategies, the use of self-reflective questions, didactic self-regulation and the efficiency of the instructional-educational approach, considered as prerequisites for the practice of self-analysis of teaching activity, were highlighted. On the other hand, we found that all 51 primary school teachers claim that self-analysis of teaching activity contributes significantly to their self-perceived professional progress.

Keywords: self-analysis of teaching activity; self-perceived professional progress; reflective self-questioning; teaching self-regulation.

Irrational Thinking and Stress among Adolescents: The Role of Self-Efficacy

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Abstract

Everyone on the planet knows what stress means. The purpose of this related study was to explore the relationship between adolescents' perceptions of their own worth and their acceptance of irrational thinkings and stress. 310 high school students in the Baghdad area participated in the study and provided data for this analysis. There were 177 females (57.1% of the sample) and 133 males (42.9% of the sample). The mean age of participants was 16.43 (SD = 1.20) years. We collected information from the Rosenberg Self-Efficacy Scale, the Perceived Stress Scale, and the Adolescent Irrational Thinking Scale. The data were tested using Bootstrap method, ordinary least squares regression, Pearson correlation analysis and descriptive statistics. The results show that self-efficacy has a strong mediating effect between irrational thinking and feelings of stress. Previous research findings are considered and recommendations are made for future mental health researchers and practitioners.

Keywords: Irrational thinking, Self-efficacy, stress, adolescents.