

**REVISTA DE PEDAGOGIE
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ISTORIE ȘI EDUCAȚIE CIVICĂ

Politici

CICLUL POLITIC AL EDUCAȚIEI PENTRU CETĂȚENIE DEMOCRATICĂ

Abstract: *The article represents one chapter (the 2nd) of the All-European Study developed by the Council of Europe and has as a main goal to map the national policies on EDC across Europe and to share the findings for the benefit of multiple users: policy-makers, researchers, practitioners, all stakeholders involved in EDC policies.*

**Cezar BÎRZEA,
ISE**

A MORAL EDUCATION FRAMEWORK FOR AN ERA OF GLO- BALIZATION

Abstract: *Globalization brings forth a number of new challenges and opportunities to the central goals and purposes of citizenship education. The primary goal of preparing students to make informed decisions for the common good within a global society relies upon students' ability to marshal knowledge, skills, and dispositions within the context of moral relationships. But given the ascendancy of content knowledge as the primary fountainhead for educational policy decisions, moral and ethics-oriented education is increasingly marginalized. Therefore, this article describes a conscious and deliberate curricular approach that draws upon reflective thinking, civic education, global education, and social justice so as to reinvigorate moral citizenship within an era of globalization.*

**Thomas MISCO, Ph.D.
School of Education, Health, and Society
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THE IMPACT OF POLICY ON CIVIC EDUCATION AND DEMO- CRATIC CITIZENSHIP IN SOUTH AFRICA

Abstract: *The policy of apartheid relegated Black South Africans to second-class citizens by excluding them from political governance and civic participation. Emerging from oppressive colonial and apartheid rule, newly empowered Black South African citizens lack civic knowledge, skills and values to effectively participate and engage their democratic rights, responsibilities and accountabilities. For this reason civic education programs and curricula are crucial to the development and sustenance of a critical and engaged citizenry. In this paper, we will present a historical perspective of the role of education in South Africa in developing citizenship. We provide loose definitions of the concept of citizenship, responsibility, and accountability from historical and contemporary viewpoints and examine the relationship between citizenship, responsibility, and accountability within the South African context. We utilize this understanding to examine the role of South Africa's democratic constitution and educational policy/curricula in*

promoting the development of democratic citizenship. We specifically focus this discussion on South Africa's National Curricula, particularly Curriculum 2005 (C2005) and the Revised National Curriculum Statement (RNCS). We introduce Project Citizen: South Africa, as an example of how civic education curriculum can address the ideals of active citizenship and nation building.

**Sharon SUBREENDUTH,
Annette de NICKER, School of Teaching and Learning at Bowling Green
State University, Ohio
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Dezbateri

WHERE IS THERE SPACE FOR DEMOCRACY? AN EMERGING STUDENT TYPOLOGY FOR SOCIAL STUDIES METHODS PROFESSORS

Abstract: *In this paper, I explore barriers to the practice of freedom and democracy in a secondary social studies methods course. I do so by addressing a critical aspect of promoting such classrooms—that of student orientation to social studies. Through a case study of my classroom and its members, I describe an emerging social studies methods student typology that describes conceptual orientations to the definition and content of social studies. I then discuss implications for the methods class and democratic teaching in general.*

**Nancy C. PATTERSON,
Bowling Green State University
College of Education, USA**

EDUCAȚIA/ CULTURĂ CIVICĂ - OPȚIUNI CURRICULARE, DESCHIDERE EUROPEANĂ

Abstract: *The article presents the place of Civic Education/Culture in the Romanian system of Education: the subjects for Civic Education, the types of schools and the level of teaching it. In the final it is presented the European dimension of the subject curriculum for Civic Education/ Culture promoting aims in accordance with European documents, the direct contribution to the development of interpersonal, intercultural, social and civic competences as key competences established at European level and the mediate contribution to develop some other key competences - communication in mother tongue, cultural awareness, „learning to learn”.*

**Angela TEȘILEANU,
Centrul Național pentru Curriculum și Evaluare în Învățământul Preuniversitar**

ISTORIE RECENTĂ, MEMORIE, NOSTALGIE – ARGUMENT PENTRU “O ISTORIE A COMUNISMULUI DIN ROMÂNIA”

Abstract: *There are persons who keep for themselves a double memory of the communism: the personal one (of the childhood and of the adolescence during the 50s), unspoiled by the communist ideology and quite hostile towards it, and an „official” memory, inoculated during the lessons of communist political-ideological learning.*

There are two parallel memories, relatively autonomous, contradictory and, at the same time, rival. The '60s and '70s generation conjures up, most frequently, its childhood and adolescence in a detached manner, humourously, ironically and sarcastically. The generation of the '90s does not have got a historical memory of the communist era, due to natural reasons. These are the reasons why its systematic contact to the communist regime through school mediation is necessary.

Mihai STAMATESCU,
Liceul "Traian Lalescu", Orșova

CINE ARE NEVOIE DE CALITATE ÎN EDUCAȚIA CIVICĂ?

Abstract: *The article depicts the challenging and rewarding experience of 4 practitioners working in Tirgoviste who conducted a one-year pilot project hosted by TEHNE (Center for Development and Innovation in Education) and supported by the US Embassy in Bucharest. The „Quality Assurance of EDC” Project is based on the Council of Europe’s Tool for quality assurance of education for democratic citizenship (EDC) in schools published in the fall of 2005.*

*The article emphasizes the novelty of this project: the **holistic approach** to EDC (education for democratic citizenship) and HRE (human rights education) activities at **school level** and the involvement of **all school people** (students, teachers and parents) in setting up a **democratic culture in schools**. At the same time, it shows the main stages of the project (training, school team work, and evaluation) through the glasses of the professional development of participants.*

Corina LECA,
expert independent

PREDAREA ISTORIEI ȘI A CULTURII CIVICE DUPĂ 18 ANI DE REFORMĂ

Abstract: *In this article I intend to present the ways in which History and Civic Education have been changed after 1990. Using a comparative approach, and drawing from practical personal experience, as well as recent off-the-shelf materials, I will refer to the formal curriculum (programmes of Study, textbooks and other resources) as well as to the applied curriculum – classroom issues and student perceptions about the two subjects.*

AncaIVAN,
Școala nr. 58 "Petre Ghelmez"

Realitatea clasei și educația nonformală

POVEȘTILE: VALORI UNIVERSALE, DIFERENȚE INDIVIDUALE

Abstract: *This paper is about using folktales to introduce young children to the past. It examines the ways in which folk tales reflect the different types of people found in the past and now, in all societies and how folk tales reflect universal values as well as differences between societies. It considers how folk tales can encourage young children to find out about past times, using processes of historical enquiry: concepts of time and change, similarity and difference; making inferences from sources; understanding why accounts may differ. Turkish and English folk tales are taken as examples. Finally, a case study demonstrates how a folk tale was used to help a class of English 8– 11 year olds to understand that traditional values in Turkey still apply to their own lives today.*

**Hilary COOPER,
Elizabeth DITCHBURG,
Cumbria University, UK**

RELAȚIA INTERPERSONALĂ ȘI ORA DE CURS

Abstract: *The aim of this article is to show the way in which the concept of interpersonal relations can stimulate the existing links between the culture of the classroom (representing a field of interaction between individuals who are in a position to handle rights and responsibilities, to cooperate, to overcome tensions, and so on) and that of the wider society. This implies understanding of the civil education class as a social-cultural space in which self image is being developed by comparison with the others'. There are some aspects which may really sustain the practical dimension of the field of civil education: accepting a set of social-cultural norms regarding the attitudes and behaviours widely assumed by the community, rethinking the concept of social status and a much more flexible redistribution of the roles the participants have at the interactions in the class.*

**Angela MIHĂILESCU,
ISE**

ISTORIA CONTRAFACTUALĂ CA INSTRUMENT DE LUCRU LA CLASELE DE LICEU

Abstract: *Counterfactual history represents not only a prevailed domain but also a litigious one. It is the history that begins with "What if...?" and can be used in classes by asking the students to write some compositions on certain themes. This type of composition is recommended especially to high school students.*

The article emphasizes two examples of such compositions done by twelfth grade students as a teaching aid for a virtual textbook, explaining also the advantages and the disadvantages of using this strategy during the History lessons.

**Valentin BĂLUȚOIU,
Colegiul Național „Carol I”, Craiova**

EDUCAȚIA PENTRU CETĂȚENIE EUROPEANĂ ȘI EDUCAȚIA ȘTIINȚIFICĂ: VALORI COMUNE

Abstract: Science Education for the Development of European Citizenship (SEDEC) is a COMENIUS 2.1 project developed in 7 EU countries, which contributes to the education in science and aims to raise awareness of European citizenship, through development of a database containing teaching and training methodology and materials. One important part of the project was a survey on teachers' and pupils' perceptions about science. This article presents the Romanian results: one analysis of the teacher's answers, and another one regarding the answers and drawings realized by 9 and 13-14 years old pupils. Based on the outcomes of the analysis (attitudes, stereotypes, fears and expectations regarding science), it was proposed a certain typology of the pupils versus a future professional career.

Luminița CATANĂ,
ISE
Alina MARHAN

PERSOANA: temă de studiu pentru Educație civică în clasa a III-a

Abstract: This article speaks about the didactic experience of studying the theme called „The person” to a Third Grade class, in which it was proposed to use, to estimate, to reconstruct and to enrich the previous experience and knowledge of each child, avoiding the superficial treatment, false „childish” and scientific approaches too abstract or too ample of the knowledge or competence.

Alexandra MATEIAȘ,
ISE

ABORDAREA UNITĂȚII DE ÎNVĂȚARE DIN PERSPECTIVA STRATEGIILOR DE PREDARE-ÎNVĂȚARE-EVALUARE. UN EXEMPLU PENTRU CLASA A XI-A¹

Abstract: The article describes the steps a History teacher is using to adapt the programme of study to a given specific educational context. It refers to the ways in which the teacher's decisions are influencing the content organization, the resources and learning methods.

Laura CĂPIȚĂ
ISE

Recenzii

Jean-Paul BRIGHELLI. **LA FABRIQUE DU CRÉTIN. LA MORT PROGRAMMÉE DE L'ÉCOLE.** Paris, Éditeur Jean-Claude Gawsewitch, 2005, ____ pagini