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We live in an increasingly important social context displaying a multitude of transformations brought about by the tremendous progress of information technology. Thus we coexist in newly emerged environments that monopolize a large amount of our time and resources. This social movement has become a focus in many areas of activity, and its reverberations have been carefully investigated. Consequently, as a result of the deepening discrepancy between the dimensions of the educational environment offered by the school and the students who are part of the digital generation, a number of issues have emerged in the field of education where the fundamental question is “Why should we go to school?”.

Starting from this social turmoil, by means of a theoretical-reflective analysis, this book brings to attention a series of questions triggered by the educational crisis, the answers of which are fundamental landmarks in understanding and consciously going through the educational approach, from the perspective of both the mediator and the disciple.

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The book is structured in eleven chapters. The first chapter, “A Collection of Problems”, reviews all the issues brought to attention and commented on throughout the work.

Chapter two, “Neurosciences and recipes in education”, emphasizes, on the empirical basis of neurosciences, the role of education in the development of the human individual, as a general purpose of the school, making a clear cut between *education* and *learning*, the latter being the means of fulfillment for the former. When elements specific to the digital space and those specific to the material space overlap, the paradigm shifts in terms of classroom management, so that it provides support in optimizing the size of training, without neglecting the effects in education.

In the current circumstances of a society overwhelmed by new technologies that facilitate access to learning even outside of school and that generate more pleasure for children, chapter three seeks a justification for an essential question that is the basis of the education crisis which is more intensely felt lately – “Why should we go to school?” Thus, this chapter aims at regaining the educational dimension of the school, that started being diminished in front of the alternative sources of learning brought about within the digital society.

Chapter four, “About education, again”, presents the process of education in the vertical relationship between the one who masters knowledge (the adult) and the one who does not (the child) where the former, attempts to bring the latter on the path of knowledge, and manifests a form of power over him/her, by showing the greatness of adult life. Beyond this power, based on the dependence of the child on the adult, both in terms of meeting survival and socio-emotional needs, there is the false dimension of education as this cultivation strategy influences the child in the formation of individual conduct principles.

Chapter five, “Ideal and Models,” presents the degradation of the ideal in the relativistic age we live in, that is capable of arousing motivation and the need to imitate, as an effective means of learning and success. This chapter also discusses the major educational challenge that the school (as a representative of formal education with the role of transmitting the acquisitions

of humanity to the young generation) faces in providing students (today, digital natives) with the necessary support in developing skills, by strengthening a true role model as a motivator who is able to emphasize concentration and resistance to disruptive factors.

Chapter six, “Edutainer versus traditional teacher”, presents the teacher’s metamorphosis. Guided by the fundamental goal of the school, i.e. supporting the child on his way to adulthood, the teacher outlines the dimensions of his profile of teaching competence, relating to the students’ features, needs and interests, which are propagated by the challenges of the contemporary culture.

Chapter seven, “The learning crisis-the obsession of the present”, explains the learning process, discussing both the cognitive spheres on which it is based and its phases - from exploratory learning, imitation learning, and adult-mediated learning that can meet the needs and curiosities of the child or, on the contrary, can ignore them, covering, however, the areas of knowledge that the adult considers fundamental in the child’s development. At the same time, the author explores the effectiveness of the learning process in this social perspective that is dominated by digital applications; through their configuration, digital apps create challenges that bring high satisfaction to children.

Chapter eight, “The game and a dangerous demonstration”, highlights one of the major causes of the school’s educational crisis, which has diminished its educational dimension. Thus, starting from the absence of a narrative that children can understand and that could support the legitimacy of the school, the chapter highlights the fundamental role of the playful dimension, explaining, by reference to the implementation in the educational process, the concepts of *game*, *teaching game*, *serious game*.

Chapter nine, “Motivation beyond truisms. Comments on the others’ ideas”, presents the low effectiveness of the school while justifying its educational dimension, to trigger and support students’ motivation, by emphasizing the discovery of the most effective methods of motivation, rather than supporting the intrinsic motivation, which the child manifests from birth. Starting from the empirical results based on the theory of self-determination, in order to respond effectively to this accentuated challenge posed by the issue of

motivation in the classroom, the teacher must scaffold the educational environment so as to allow the child to choose and get involved. In this context, which responds to the children's fundamental needs, going beyond the dimension of control, and allowing the manifestation of the child's autonomy, competence and relationship, will increase the intrinsic motivation.

Chapter ten, "Rewards and their demons", emphasizes the importance of reconsidering procedures and tools to stimulate internal and external motivation in school in order to be in line with the child's living environment, enhanced in a dopaminergic way. Also, starting from the theory of self-determination, the chapter presents suggestions on the effective use of rewards, so that they can support, in the long run, the child's curiosity and psychological needs.

Chapter eleven, "Gamification and its educational impact", presents the role of gamification of the educational space (by transferring points, praises, badges, etc. on several levels increasing in difficulty) in enhancing students' motivation and its educational effects, in terms of changing behaviors, skills development and stimulating innovation.

Already accustomed to the reading public with the numerous and profound theoretical, reflective, but also practical-applicative approaches of the issues focused in education, Emil Stan, professor within the Department of Educational Sciences at the Petroleum-Gas University of Ploiești, offers in this work, landmarks both for the actors involved in the educational act, and for those interested in going through this highly topical subject in detail. Thus, in an extensive and penetrating representation of the subject in discussion, this book may represent a real support in shaping a clarification on the dimensions that the educational system faces nowadays.

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