

A CASE STUDY OF STUDIA UNIVERSITATIS BABEȘ-BOLYAI PSYCHOLOGIA-PAEDAGOGIA JOURNAL

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ABSTRACT. The fields of Psychology and Pedagogy in Romanian literature represent an infant domain when compared to foreign literature. *Studia Universitatis Babeș-Bolyai Psychologia-Paedagogia* is a well-registered journal (8 international data bases and 53 other international catalogues), and has reached a long history from the first edition (1958), being 56 years old (www.studia.ubbcluj.ro). It is a scientific and academic journal, and it is published twice a year, in June and December. The mission of *Studia Universitatis Babeș-Bolyai*, the official publication of the Babeș-Bolyai University, is to publish new scientific contributions in all fields of sciences. We observed that almost 40% of the articles were dedicated to the improvement of the educational process. *Studia UBB Psych.-Paed. Journal* provides a lot of researches which present different programs or interventions designed to improve the educational process and school performance of the students. We consider that *Studia UBB Psych.-Paed. Journal* is giving an important contribution to the Romanian literature in the fields of Psychology and Educational sciences.

Key words: *Studia Universitatis Babeș-Bolyai Psychologia-Paedagogia, Psychology, Pedagogy, Education field*

ZUSAMMENFASSUNG. Die Bereiche Psychologie und Pädagogik repräsentieren in der rumänischen Literatur einen blutjungen Domain, im Vergleich zur ausländischen Literatur. *Studia Universitatis Babeș-Bolyai Psychologia-Paedagogia* ist eine gut eingetragene Fachzeitschrift (8 internationale Datenbanken und 53 weiteren internationalen Katalogen), hat eine lange Geschichte seit der ersten Auflage (1958) erreicht und ist 56 Jahre alt (www.studia.ubbcluj.ro). Es ist eine wissenschaftliche und akademische Zeitschrift und es wird zweimal im Jahr veröffentlicht, im Juni und Dezember. Der Auftrag von *Studia Universitatis Babeș-Bolyai*, das die offizielle Publikation der "Babeș-Bolyai" Universität ist, ist es, neue wissenschaftliche Beiträge aus allen Bereichen der Wissenschaften zu veröffentlichen. Wir haben bemerkt, dass fast 45% den Artikeln zur

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Verbesserung des Bildungsprozesses gewidmet waren. Die Zeitschrift *Studia UBB Psych.-Paed.* bietet eine Vielzahl von Forschungen an, die verschiedene Programme oder Interventionen darstellen. Diese sind entwickelt, um den Bildungsprozess und die schulischen Leistungen der Schüler zu verbessern. Wir sind der Meinung, dass *Studia UBB Psych.-Paed. Zeitschrift* einen wichtigen Beitrag zu der rumänischen Literatur in den Bereichen Psychologie und Erziehungswissenschaften eingibt.

Stichwörter: *Studia Universitatis Babeş-Bolyai Psychologia-Paedagogia, Psychologie, Pädagogik, Bildung Feld*

Introduction

The Romanian journals in Psychological and Educational domain represent a small part in the international databases. On July 30, 2013, *Journal Citation Reports* presented the list of all the Romanian Journals registered in *Science Citation Index Expanded* (SCI-EXPANDED), *Social Sciences Citation Index* (SSCI), or *Arts and Humanities Citation Index* (AHCI), and the list included 60 titles (<http://uefiscdi.gov.ro>). 47 of them were from the Sciences domain, 10 were from the Social Sciences domain and only 8 journals represented Arts and Humanities. 2 journals had a citation index both in Social Sciences and Arts and Humanities. Regarding the journals registered in Arts and Humanities, 4 were included in the Philosophy subfield and 2 in the Religion subfield. Making an analysis of Social Sciences, we established that 3 journals were about Social work, Sociology and Political sciences. 3 journals were representing the Economics subdomain, and one journal regarded the Psychological subfield. Not a single Romanian journal that was presented in the Journal Citation Report did target the Pedagogical subfield.

Even if the Journal Citation Reports didn't include a journal in the Pedagogical domain, it doesn't mean that Romanian literature doesn't have an academic research activity in this field. We would like to present in this paper the *Studia Universitatis Babeş-Bolyai Psychologia-Paedagogia Journal* (*Studia UBB Psych.-Paed. Journal*), because its history and international visibility drew our attention.

Studia UBB Psych.-Paed. Journal is a Romanian publication of the Faculty of Psychology and Educational Sciences from Babeş-Bolyai University (Cluj-Napoca, Romania). It publishes the academic and scientific studies of the Romanian and foreign specialists in various fields of Psychology and Educational sciences. The journal aim is to disseminate the results of scientific investigations with a practical-applicative and experimental character, but also theoretical

studies. Combining theory and practice represents an important approach in Educational sciences. Thagard (1992, p. 225) defined a theory as a "coherent collection of hypotheses, which serve to explain a broad range of empirical generalization and facts" and the practice approach represent "a general collection of experimental methods and exploratory styles". Dewey (1904) presented the practice work as an instrument in making real and vital theoretical instruction. The practices of research and standards of evidence utilized within a field such as educational and social sciences may be quite different from those employed within the instructional technologies (Koschmann, 1996).

The *Studia UBB Psych.-Paed. Journal* is dedicated to two fields (Psychology and Pedagogy), and we would like to define what Psychology means and what Pedagogy or Educational sciences represents. American Psychological Association defines Psychology as being the study of the mind and behavior, and this discipline embraces all aspects of human experience: from the functions of the brain to the actions of the nations, from child development to care for the aged (www.apa.org). Even if Pedagogy is not easily defined, we present two complex and comprehensive definitions: Watkins and Mortimer (1999, p. 3) defined Pedagogy as "any conscious activity by one person designed to enhance the learning of another" and Alexander (2003) defined Pedagogy as the act of teaching together with its attendant discourse; it is what one needs to know, and the skills one needs to command in order to make and justify the many different kinds of decisions of which teaching is constitutes.

Because we decided to present a journal dedicated to two fields (Psychology and Pedagogy) we would like to underline the importance of interdisciplinarity. The interdisciplinarity concept is rooted in the ideas of unit and synthesis, evoking a common epistemology of convergence (Klein, 1990). In many articles Psychology and Pedagogy are "working" together (Petrovsky, 1974; Willis, 2007; Zuccherro, 2008; Mohamad et al, 2012; Craft & Masterman, 2013) to present new conclusions, new approaches in literature review. Educators, researchers, and practitioners who provide the interdisciplinarity as a well-funded approach work to answer to complex questions, to explore disciplinary and professional relations, to solve problems that are beyond the scope of only one discipline, and to achieve unity of knowledge, whether on a limited or grand scale. After the next presentation we will see that these objectives can be identified in *Studia UBB Psych.-Paed. Journal*.

In this review, the 25 journal articles published in June and December 2013 issues of *Studia UBB Psych.-Paed. Journal* will be classified based on the subject matter and main objective of the article. Finally, the last section will provide our conclusions.

History of Studia Universitatis Babeș-Bolyai - Psychologia-Paedagogia Journal

The *Studia UBB Psych.-Paed. Journal* first edition appeared in 1958 and its main objective was to publish the results of the scientific activities of Babeș-Bolyai University teaching staff (www.studia.ubbcluj.ro). The editorial activity of this periodical publication was run by The National University Research Council and by The Senate Specialized Commissions. The *Studia UBB Psych.-Paed. Journal* is a publication of Faculty of Psychology and Educational Sciences and its current aim is to disseminate the results of scientific investigations with a practical-applicative and experimental character, but also theoretical studies and analysis.

The Faculty of Psychology and Educational Sciences, in its current structure, was born in 1997. Psychology being closed between 1977-1990, the Department of Psychology, Special Education and Pedagogy has functioned, from 1963 to 1997, as components of the Faculty of History and Philosophy, considering the fact that between 1977-1990 the Psychology was forbidden. Between 1958 and 2013, *Studia UBB Psych.-Paed. Journal* was published under three titles and ISSN numbers (www.studia.ubbcluj.ro): (1) "Studia Universitatis Babeș-Bolyai. Series III. Philosophi et Oeconomica, Jurisprudentia, Psychologia, Paedagogia" (1958-1961; ISSN: 1220-0409); (2) "Studia Universitatis Babeș-Bolyai. Series Psychologia-Paedagogia (1962-1974, ISSN: 12200468); and (3) "Studia Universitatis Babeș-Bolyai Psychologia-Paedagogia" (1975 until now, ISSN 1221-8111).

Today, *Studia UBB Psych.-Paed. Journal* is a semesterly publication (June and December), and it is indexed in the databases worldwide. The journal aims to promote a high level of academic research on innovative subjects and emergent topics in psychology and educational sciences (www.studia.ubbcluj.ro). In this journal are invited to subscribe specialists from all levels of education, students, practitioners, PhD students and academics, who can improve with their researches, analysis and contribution, the field of psychology and education sciences.

Journal's objectives and editorial board

Studia UBB Psych.-Paed. Journal is classified by the Romanian National Council of Scientific Research of Higher Education (CNCSIS) in the B+ Category. The main objectives of the journal are: to include the journal in the prestigious international databases; to distribute the publication abroad on contract of subscription orders; to increase the number of articles written by foreign authors; to develop the visibility of the electronic versions on the internet; and to increase the quality of graphics of the printed publications (www.studia.ubbcluj.ro).

The editorial board is coordinated by Prof. Vasile Chiș, Ph.D. - editor-in-chief, and Associate prof. Maria Anca, Ph.D. - executive editor. The members of the editorial board are 8 professors and one assistant professor, from Romania and other countries. In addition to Babeș-Bolyai University, the editorial board includes members from the University of Birmingham (UK), the University of Sofia (Bulgaria), and The Hobart and William Smith Colleges (Geneva, USA).

The publication is funded through faculties' extra budgetary resources and sponsorship. Copies of the printed version are sent to the universities libraries and research centers worldwide. *Studia UBB Psych.-Paed. Journal* is registered in 8 international data bases, for example: ProQuest CSA-IBSS (2004); Fachportal Pädagogik (2006); ProQuest Serials Solutions (2007); EBSCO (2009) and CEEOL (2010). The journal is registered in 53 other international catalogues (for example: Worldcat.org; E-Journals Columbia University Libraries; MOBIUS Libraries; Digital Bibliothek; British Union Catalog etc.) Each issue can be consulted on-line on journal's web site (http://studia.ubbcluj.ro/arhiva/arhiva_en.php), being presented the abstract of any article, and the list of the contents of all issues published since 1999. The articles can be purchased online through the Central and Eastern Online Library Germany (C.E.E.O.L.)

Journal articles by theme

The last two issues of *Studia UBB Psych.-Paed.* included 28 journal articles which are listed in Table 1.

Table 1.

The 28 articles published in the *Studia UBB Psych.-Paed.* from June to December 2013

Issue	Article Title	Author(s)
June	1. Strengths and difficulties of native and non-native speaking English teachers: Perspectives from the English language classroom in Israel	Karvonen E. & Chiș V.
	2. A new educational program for improving posture and quality of life among students	Gil I. & Bocoș M.
	3. Development of the self-assessment capacity and its influences upon high-school students' school performances	Stan Cr.
	4. A comprehensive analysis of the views of Turkish teachers on the process of intercultural education	Altun S.
	5. Effectiveness of group counseling based on although approach on elderly depression	Salehi F.
	6. Improving the quality of life of the full edentulous patient application of the prosthesis	Buhățel D., Bodea Hațegan C., Ilea A., Moga M., Ionel A., Talvan E. & Câmpian R.S.

Issue	Article Title	Author(s)
	7. Psychological facial paralysis in children. A pilot study	Ilea A., Andreica B., Sava A. & Trombiţaş E.V.
	8. Identification of students with talent in the technical domains	Ionica-Ona A.
	9. An Inquiry into the ecological opinions and attitudes adopted by managers and employees hired in the industrial sector	Olteanu C.M.
	10. Experimental data on the choice of the theme for bachelor's thesis by students	Manea D.A. & Stan Co.
	11. Disable children school inclusion in mass preschools	Băiescu A.
	12. Verbal comprehension - lexically and grammatically mediated	Bodea Haţegan C.
	13. Second language vocabulary acquisition in children; A developmental perspective	Dolea D.D.
	14. The particularities of applying the methods of written evaluation to the teaching activity. Observational study	Jucan D.
	15. Applications of the teaching film in academic learning, for practical skills training	Stan Co.
	16. Using computer technologies in the resource room	Talaş D.A.
December	17. Testing a Mindfulness-based program on a non-clinical sample of Romanian children: The effects on the levels of internalizing, externalizing and attention-related problems	Natanga A.C. & Rusu A.S.
	18. Psycho-pedagogical intervention structured on components specific to reading and writing activities	Grec C.D. & Chiş O.
	19. Development of tactile strategies and use of tactile resources in emergent literacy at children with visual impairment	Hathazi A. & Bujor M.
	20. The relation between the developmental level of communication skills and the display of challenging behaviors in children with ASD	Crişan C.
	21. Writing proficiency in transparent orthographies: When do Romanian children start to spell correctly?	Dolean D.D. & Andronache D.
	22. The influence of career education on professional success	Stan Co.
	23. Academic policies and strategies to support students with talent in technical domains	Ionica-Ona A.
	24. Modern and traditional pedagogical perspectives in the Mureş Press of the XXth century	Precup A.
	25. Multi- and intercultural education- Dimensions of contemporary education	Cristea N & Maxim A.N.

Table 2 organizes these 25 articles published in the June to December 2013 into 3 fields: Psychology, Pedagogy and Special Education. We added the third field (Special Education) in addition to Psychology and Pedagogy because we saw a possible important frequency of articles dedicated to speech therapy and children with disabilities.

Table 2.

Themes contained in *Studia UBB Psych.-Paed.* articles from June to December 2013

Fields	References	# of journal articles	% of Total
Psychology	• Stan Cr. (2013)	7	
	• Salehi F. (2013)		
	• Ilea A., Andreica B., Sava A. & Trombițaș E.V. (2013)	- 5 articles in June issues;	
	• Olteanu C.M. (2013)	- 2 articles in December issue.	28
	• Dolea D.D. (2013)		
	• Natanga A.C. & Rusu A.S. (2013)		
Pedagogy	• Stan Co. (2013)		
	• Karvonen E. & Chiș V. (2013)	_____	
	• Gil I. & Bocoș M. (2013)	_____	
	• Altun S. (2013)	11	
	• Ionica-Ona A. (2013)	_____	
	• Manea D.A. & Stan Co. (2013)	- 8 articles in June issue;	
	• Jucan D. (2013)	_____	
	• Stan Co. (2013)	- 3 articles in December issue.	44
	• Talaș D.A. (2013)	_____	
	• Ionica-Ona A. (2013)	_____	
Special Education	• Precup A. (2013)	_____	
	• Cristea N. & Maxim A.N. (2013)	_____	
	• Buhățel D., BodeaHațegan C., Ilea A., Moga M., Ionel A., Talvan E. & Câmpian R.S. (2013)	7	
	• Băiescu A. (2013)	- 3 articles in June issue;	
	• Bodea Hațegan C. (2013)	- 4 articles in December issue	28
	• Grec C.D. & Chiș O. (2013)		
	• Hathazi A. & Bujor M. (2013)		
• Dolean D.D. & Andronache D. (2013)			
• Crișan C. (2013)			

Taking an overview of table 2 we can conclude that pedagogical domain represents almost 50% (44%) of the articles published between June and December 2013, and Psychology (28%) and Special Education (28%) are equally represented in these two issues. But, taking a closer look to the December issue, we can see that the balance is changed. In this issue, 44% (#4) of articles are from the field of Special Education, and Pedagogy (33%) is on the second place.

Journal articles by main objectives in education

Each journal aims to provide fine articles, tending for registrations in prestigious international data bases. For that, the editorial board and reviewers must be very careful when they accept an article. For journals edited in Pedagogy, they must be grounded in contemporary literature. The educational sciences promote quality pedagogy through teacher education, improving the education, equity and diversity (Ladson-Billings, 1995; Olson & Bruner, 1996). The next paragraphs analyze these four objectives and Table 3 presents *Studia UBB Psych.-Paed* through these aims.

1. Teachers' education

Teachers' education plays a relevant role in preparing students for life. For a proper process of students' learning, teachers must adapt to all the changes or challenges imposed by society and culture (Solhaug, 2013). The success of the programs not only depends on the effective planning, material support and financing, but depends on the adult education teacher (Reddy & Devi, 2012). Teachers' background and training represent the basic lines for their performance. Editing journals, where the researchers can present their studies, represent an important support for teachers' training and professional preparation. Journals can aid teachers' training on two ways: the articles can provide news for teachers (about different programs and interventions) or can offer information about teachers (where they are subjects for research).

2. Improving education

To benefit an improved education, the innovations must be infused (Reddy & Devi, 2012). Another means to improve education are represented by providing professional program to upgrade the educators' qualification (Ngidi et al, 2010) or improving teachers' education through inquiry-based learning (Orlieb & Lu, 2011). Libraries should be the second class for students, and they have an extremely important position and function in quality education (Yang, 2011). These strategies are extracted from a great number of researches in the field of educational sciences. In general, a growing social pressure on addressing the issues of improving the quality in administration of education has resulted in various national and international initiatives (Hrnčiar & Madzik, 2013). *Studia UBB Psych.-Paed*. Journal can represent such an initiative, in our opinion.

3. *Equity in education*

In the last two decades, the researches in educational sciences have indicated that more is required to improve school efficiency through equity (Prieto-Flores & Cruz, 2010). To improve school efficiency and equity it is important to look not only at the variations in students' performance caused by changes in different educational inputs, but also to pay special attention to changes in school organization and to the culture that places students' performance at the core of the school project. Table 3 presents if *Studia UBB Psych.-Paed.* journal includes this theme in its topic.

4. *Diversity in education*

Addressing the increasing diversity and ever-changing cultures within student populations is often skimmed over within teachers' education curriculums (Orlieb & Lu, 2011). Often teachers are criticized for dumping-down their instruction, failing to lead students to become critical, creative, and curious thinkers. That's why Freire (1993) said that it is important to know and chase the society requirements and to develop an especially flexible, critical spirit when the society begins to transit from one epoch to another (as cited in Orlieb & Lu, 2011).

Table 3.

Educational objectives in *Studia UBB Psych.-Paed.* Articles from June to December 2013

	Objective	# of journal articles	% of Total
1.	<i>Teachers' education</i>	4	16
2.	<i>Improving education</i>	10	40
3.	<i>Equity in education</i>	5	20
4.	<i>Diversity in education</i>	2	8

Articles included in *teachers' education* category refer to programs for teachers, and the main objective is to provide information about teachers' activity and how they can improve their performance in their job. Article proposed by Karvonen and Chiş (2013) is one study dedicated to this category. This research

record and analyze the experience of thirty novice teachers, teaching English as a foreign language. The conclusions emphasize why the native speaking English teachers' apparent advantage might also prove to cause specific difficulties.

The most often category/theme (40%) encountered in *Studia UBB Psych.-Paed.* journal is *improving education*. This category includes articles which provide different studies where the main objective is to present different strategies and techniques which want to develop education and students' leaning process. In this area, article proposed by Gil and Bocoş (2013) analyze an educational program for improving posture and quality of life among students. The research is developed on the Israeli students, and exam the correlation between correct posture and educating for correct posture, and quality of life. This article provides important values and principle for improving education and quality of life. The authors consider that there is a correlation between posture, or health in general, and quality of life. Another interesting article in the improving education category is proposed by Dolean and Andronache (2013). The results of the research, which involve four hundred and forty four Romanian students, indicate that overall, there were no significant differences in spelling performance of students after 3rd grade. They also suggest that learning the phoneme-grapheme correspondence of regular words reaches ceiling within the 1st year of instruction (97% proficiency).

Equity in education is represented in this journal through articles dedicated to special interventions for children with disabilities (ASD, ADHD and others). For this area, an interesting article is provided by Grec and Chiş (2013). The research investigates the efficacy of the psycho-pedagogical intervention program which wants to develop the organizational skills of students with attention deficit hyperactivity disorder who have reading and writing difficulties. In the context of mainstream school, the teachers' experience and knowledge represent an important element in the teaching-learning process of students with this disorder. The authors propose with this article efficient psycho-pedagogical intervention techniques, which can be implemented by the classroom teacher on the ADHD children, without disturbing students' educational program.

From 100% of articles, only 8% (#2) are representing the diversity in education. These articles are about multi-and intercultural education and the process of intercultural education. One of these two articles analyzes multi- and intercultural education-dimensions of contemporary education (Cristea & Maxim, 2013). The authors emphasize that due to today's tendencies towers globalization, mondialisation and internationalization, the educational system is faced with a great number of challenges. They consider that the intercultural education represents not only one if the major challenges of the contemporary educational system, but also a possible solution for the prevention of the major future national or international crises.

The main objectives in education can be clearly seen in the illustrated articles. We emphasize that in a continuing reformation of the Romanian educational system, the high percentage (40%) of the article in the *improving education* category is reasoned.

Conclusions and discussions

The mission of *Studia Universitatis Babeș-Bolyai*, the official publication of the Babeș-Bolyai University, is to publish new scientific contributions in all fields of sciences (www.studia.ubbcluj.ro). The Faculty of Psychology and Educational Sciences aims (through *Studia UBB Psych.-Paed.* journal) to disseminate the results of scientific investigations with a practical-applicative and experimental character, but also theoretical studies.

We analyzed the content of two issues of *Studia UBB Psych.-Paed.* journal, from June to December 2013. In our review we analyzed 25 articles, presenting the general objectives of the journal, the themes identified in last two issues and if these articles correspond with the main objectives in education. We established that the field of Pedagogy is most frequent in the articles' theme (44%), regarding last two issues of the *Studia UBB Psych.-Paed.* journal. If we analyze each issue separate, we can observe that the field of Special Education is leading in the December 2013 issue. According to this data, we can conclude that is safer for the editorial board to construct the journal around two or more fields, because in this case one issue can be edited. Having a journal dedicated only to Psychology or to Pedagogy can jeopardize the periodicity publication of one issue, lacking articles or authors interest to publish.

We remember that the main objectives of the *Studia UBB Psych.-Paed.* journal are: to include the journal in the prestigious international databases; to distribute the publication abroad on contract of subscription orders; to increase the number of articles written by foreign authors; to develop the visibility of the electronic versions on the internet; and to increase the quality of graphics of the printed publications (www.studia.ubbcluj.ro). Regarding foreign authors, we emphasize that in 2013 *Studia UBB Psych.-Paed.* journal enrolled only three foreign authors (two from Turkey, and one from Israel), two articles were written by two independent authors, and one article in collaboration with a foreign author. In December, not a single article was written by a foreign author. We think that this objective was underachieved and to increase the number of articles written by foreign authors, the editorial board must make more efforts to disseminate the journal and consolidate the connections with the 53 international catalogues.

In another analysis, we observed that almost 40% of the articles were dedicated to the improvement of the educational process. *Studia UBB Psych.-Paed. Journal* provides a lot of researches which present different programs or interventions designed to improve the educational process and school performance of the students. We consider that *Studia UBB Psych.-Paed. Journal* is giving an important contribution to the Romanian literature in the fields of Psychology and Educational sciences.

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