



Professional Development of Physics Teachers through Postgraduate Programmes in Romania

Gabriela Eugenia Iacobescu, Radu Dan Constantinescu

Department of Physics, University of Craiova, A.I. Cuza 13 (Romania)

gabrielaiacobescu@yahoo.com

Abstract

The need for national Lifelong Learning policies seems to be undisputed and majority of the European countries either adopted or are in the process of developing an Adult Education (AE) strategy. The general objectives of the Lifelong Learning system are customarily related on the one hand to the promotion of competitiveness and on the other hand to social inclusion. But AE is also of utmost importance for the sustainable development of people, being an essential process in offering new qualifications, up-skilling or re-skilling for employment-related purposes.

The present paper focuses on a special case of adult education: two re-training programmes offered at the University of Craiova (Romania) in order to enhance the employability on the real labor market of the graduates of a Bachelor in Physics. More precisely, we shall refer to our postgraduate programmes in Optometry and in Sciences. Three important aspects will be highlighted:

- In the Romanian higher education system, postgraduate courses aim to extend the qualifications acquired through initial training (Bachelor), and have a different status as the second cycle of the Bologna system (Master).
- The two courses fits perfectly with the strategic framework for European cooperation in education and training ("ET 2020") aiming to improve the quality and efficiency of education and training. Moreover, we are dealing with two courses in the field of science education, one of the most important strategic priority for European policy makers, the acquisition of skills in this domain becoming essential in a knowledge-based society.
- From the pedagogical perspective, the main question tackled will be how the already existing knowledge, skills and attitudes of the adult learners can be transferred and validated (transfer possibilities). The answer found is that a reliable tool to create these transfer possibilities is to bridge formal learning and informal learning. The adult learners should capitalize the competences acquired in daily life, but the trainer should carefully deal with the resistance that this previous experience might generate.

The findings we are going to present are partially based on the results of a sociological investigation of almost 200 teachers participating in postgraduate programmes. The survey has been applied in the frame of the EU project "Education against marginalization".