



Theoretical and Practical Comparison of Educational Ideologies With Punctual Applications from the United States and Romania

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Abstract

This paper discusses current theoretical and practical comparisons of educational ideologies with punctual applications from the United States and Romania. Thus, the reform of Romanian education introduced an extensive change, which endorsed levels of all system components: the structure, management, legal framework, education policy and the functioning of the educational system (curriculum management, assessment, teacher education, and methods). In the United States, one of the most promising strategies for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities. The aspects of comparison will include the priorities in each educational system to fulfill the society's needs: authentic achievement, values beyond the school, authentic student performance, dimensions of learning, instructional effectiveness and accountability of achievement. The authors will question the perspective of improving the learning qualities such as creativity through these two models of schools based on different assumptions: the Romanian one being on the level of considering that the learning process is preponderantly the student's duty and the American one considering that the teachers and educators have the duty to create an environment in classrooms that engage students in academic work that results in a high level of achievement.