

# **Current Issues in Educational Methods and Theory in a Changing World**

**Edited by  
Gail Caruth  
Marilena Ticusan**

Athens Institute for Education & Research  
2018



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First Published in Athens, Greece by the  
Athens Institute for Education and Research.

ISBN: 978-960-598-209-6

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Printed and bound in Athens, Greece by ATINER

8 Valaoritou Street, Kolonaki

10671 Athens, Greece

[www.atiner.gr](http://www.atiner.gr)

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Dr. Caruth has over 20 years working experience in management as a human resources director and consultant in higher education and other industries with an emphasis in Training and Development. She has experience in planning, designing, developing, implementing, and evaluating professional management development and other courses as part of the role of human resources director and consultant. She is a certified Senior Professional in Human Resources (SPHR), a title conferred by the Society for Human Resource Management.

During her career, Dr. Caruth has authored or coauthored 3 books and over 80 academic and professional journal articles in adult learning, higher education, and human resource management. She serves as a member of the editorial board or reviewer for a number of academic journals.

**Marilena Ticusan**, PhD, is an Associate Professor in the Faculty of Psychology and Educational Sciences at Spiru Haret University, Brasov, Romania. As a Principal Clinical Psychologist she has specialized in the evaluation of various psychological problems and the assessment of mental health status in individuals seeking short interventions for specific problems. Within this broad field, Dr. Ticusan has more specially focused on education counseling and psychological counseling within school settings. In this capacity she has led initiatives on issues such as psycho-educational counseling in behavioral disorders, psycho-educational evaluation and intervention in anxiety, and stress management in learning activities.

Dr. Ticusan has many years of experience organizing support and development for courses and seminars on the above listed topics, as well as for well-being promotion, school advancement, and developmental care. Furthermore, she teaches specific courses on Psychology and Pedagogy, the Psychology of Creativity and Methods in Educational Sciences.

During her career, Dr. Ticusan has authored or co-authored nearly 10 books and over 40 articles centered on her practical work within education and child development. These have been published on various scientific platforms and presented at a multitude of international conferences.



# Current Issues in Educational Methods and Theory in a Changing World: An Introduction

*Marilena Ticusan & Gail Caruth*

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Education is and has always been involved with a series of complex problems. Their solutions are neither simple nor obvious given the current conditions of society's economic and social dynamics and development. The pursuit of education is thus complicated, and those within the field must seek new and improved processes and models to improve the practice at all levels. Accordingly, today's educators continue to focus on educational methods and theories that will enable them to stay current in the field regardless of teaching specialty.

The purpose of this academic journal is to assist those in education with these challenges. In this text, different paths are sought to improve the situation by developing modern educational approaches, in both methods and theory, that will not only improve the quality of the educational process, but also solve many challenges without affecting the mental state of the trainings. These present modern educational technologies that can shape the transmission of knowledge from teacher to student, while also taking into account the close, organic links between the educational system, education itself, and society.

Obtaining some valid answers and results in solving this complex problematic is absolutely necessary for identifying general theoretical premises, which are solidly founded and clearly formulated. *Current Issues in Educational Methods and Theory in a Changing World* includes recent research that addresses these questions and concerns confronting educators today. This journal was compiled for those who are in search of new and improved processes and models that could enrich their educational practices. This publication is divided into three sections, with research articles organized according to each section's theme.

The first section, "Theoretical Aspects of the Modern Classroom" presents recent research in educational theory. This section includes: (a) "Facing Complexity of Inclusive Classrooms through Reflection on Simplex Principles" in which the authors proposed action research to discover whether teacher efficacy and teacher agency can be modified following a training course based on a participatory reflective approach. (b) "Toward a View of Classroom Social Psychology: An Examination of Real Life Classroom Situations" which the author concluded that potential instructors take different responsibilities, respect different norms of classroom procedures, accredit student and instructor behaviors to different causes, and have interventional or preventative opinions toward classroom management for resolving real world struggles. (c) "A Phenomenon Called Learning: 21<sup>st</sup> Century Skills" which the authors suggested that neither pedagogical wisdom nor subject matter (curriculum) is sufficient; it is the instructor's understanding of the connections between learning and real life that leads to transformational educational settings. (d) "Happiness Education: The Role of Education in Boosting Happiness" which the author asserted that happiness

should be appreciated as an educational goal. And (e) “Liberal Education as a Key for World Citizenship” which the author alleged that a liberal education must be at the top of the agenda of education policy and public debate.

The second section, “Methods for Creating Success in the Classroom” introduces current research in educational methods. This section includes: (a) “The Impact of Class Size on the Academic Achievements of Students” which the author conducted a survey questionnaire regarding the positive and negative outcomes of class sizes for English instructors in Iraqi Kurdistan universities. (b) “High School Students’ Views of Mathematics as a Tool for Social Critique” which the author declared that participants will develop understandings of mathematics and society that are less confused if they use math as an instrument for social assessment in school. The authors of (c) “Education to Vocation: Curriculum, Outcomes and Practices Leading to Greater Employability for Undergraduate Students” claimed that modifications in evaluation and assessment practices not only measure new indicators but also assure students and employers that graduates are well-equipped and prepared. (d) “Exploring Best Practices in the Supervision of International Students in Engineering and IT” which the authors found that the workshop design and subject matter were well-received by student and they also discovered that the cross-cultural discussion activities to be of value. And finally, (e) “The Effects of Instruction on 5<sup>th</sup> Grade Students’ Conceptual Understandings of the Concept of Light” in which the author maintained that instruction caused an increase in the frequency of students’ scientific responses about the concept of light.

The third section, “Project Reports of Contemporary Education Undertakings” offers contemporary research projects in education. This section includes: (a) “Mathematical Education in the Italian Project FSTF” which the author claimed that scientific education was noticeably improved through a constructivist activity never tried before in the Italian school system. (b) “Children, Things and Culture Observations in a FabLab” which the author addressed the interactive relationships between children and things by introducing high-tech workshops for anyone who would like to produce products from jewelry to furniture with the help of computer-aided machines resulting in children producing an electronic musical instrument known as a drawdio and programmed a computer game. (c) “Students’ Perceptions of Young Adult Poetry in the Classroom” which the author revealed that students were not as captivated by poetry as much as had been expected with a text directly aimed at their age group. (d) “Erasmus Horicius and Ratio’s Conceptions in Teaching/Learning Contexts: A Historic Educational Approach” which the author stated that Erasmus offered a mathematical theoretical construct for a virtual pitch relation space and a continuum of rational numbers and is a vital step toward setting the base for the real number system. And, (d) “The BDFP and the Business Venture Can Be Closely Related” which the authors showed that the implementation of the Bologna Plan in Spain (1) drives changes in the strategic planning of the university environment; (2) constitutes an interesting line of academic research, given its innovation and methodology diversity; (3) marks the beginning of a deeper research to be carried out on the

stakeholders involved - students, professors/tutors and even entrepreneur initiatives developed by means of a BDFP execution; (4) relates closely; (5) changes future Spanish business reality, and (6) results in a more equitable and competitive society.

The contributors have offered their various research findings in their respective areas in the field education with the goal of adding to the overall body of literature. By combining works in such a capacity, this volume contributes to providing new perspectives and educational strategies for the improvement and development of future generations adapted to the dynamics of the 21st century. Through these new perspectives and approaches, the authors both highlight ways in which teaching and learning styles may be enriched for better development of all involved and shine a light on the ultimate goal of education itself: to transform the human being into the leader of their own thoughts and abilities. We applaud these researchers for their dedication to such educational practice and theory. Without this body of knowledge, educators could not be effective or affective in the classroom. Education would only continue as it has always done.

