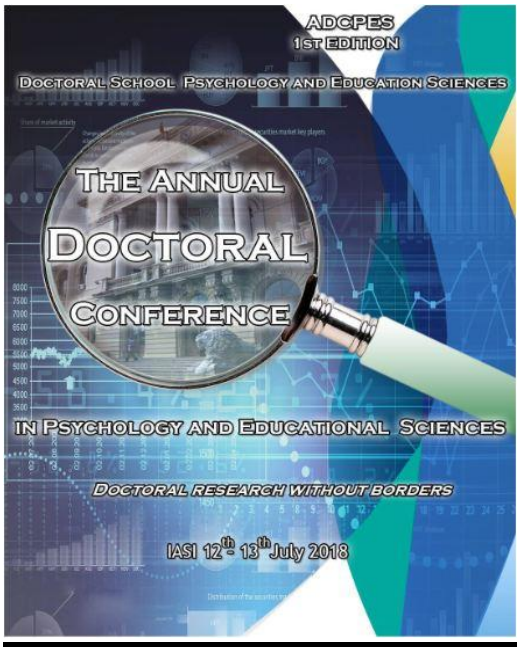
THE ANNUAL DOCTORAL CONFERENCE IN PSYCHOLOGY AND EDUCATIONAL SCIENCES (ADCPES) 1ST EDITION 12TH AND 13TH JULY, 2018 IAŞI, ROMANIA – ABSTRACTS



Contents

The Annual Doctoral Conference in Psychology and Educational Sciences (ADCPES) 6

SCIENTIFIC COMMITTEE 7

ORGANIZING COMMITTEE 8

KEYNOTE SPEAKERS & WORKSHOPS 10

Bogdan BALAN, *Université du Québec en Outaouais Gatineau, Rivière des Prairies Hospital, Montreal, QC, Canada* -METHODOLOGICAL ISSUES IN EVALUATING THE EFFECTIVENESS OF PSYCHOTHERAPY 11

Petru CURSEU, University Babeș Bolyai, Cluj Napoca, Romania COLLABORATION IN MULTI-PARTY SYSTEMS 13

Maria Nicoleta TURLIUC, University Alexandru Ioan Cuza, Iași, Romania RELATIONSHIP SATISFACTION. RESULTS FROM EVIDENCE-BASED RESEARCH 15

Dragos ILIESCU, University of Bucharest, Romania - THE IMPACT OF TECHNOLOGY ON PSYCHOLOGICAL ASSESSMENT 17

Andrei MIU, University Babeș Bolyai, Cluj Napoca, Romania-EMOTION REGULATION IN DAILY LIFE 19

Cristian –Dan OPARIUC- Ovidius University, Constanța - DATA ANALYSIS-INTRODUCTION TO THE R LANGUAGE 20

PRESENTATIONS SESSIONS 23

IMPACT OF ACCOMPANYING HOMEWORK ON RAISING EDUCATIONAL ATTAINMENT IN MATHEMATICS - Yosef Abd ALGANI 29

YOUNG PEOPLE AT RISK - THE FABRIC RELATIONSHIPS BETWEEN POVERTY SOCIAL EXCLUSION AND THE EMERGENCE OF THE NEW ADULTHOOD - Aharon SHABI 30

WORD PROBLEMS WITH AN EMPHASIS ON MATHEMATICAL REPRESENTATIONS -Saleh ABU ROMI, ... 31

THE PROFESSIONAL IDENTITY OF THE NEW ROLE OF SCHOOL EVALUATION COORDINATOR - Maha KASSIS 32

THE ATTITUDES OF STUDENTS OF DIFFERENT ETHNO-LINGUISTIC COMMUNITIES TOWARDS ENGLISH LANGUAGE -Summar FARAJ 34

THE ROLE OF THE NARRATIVE IN SHAPING PROFESSIONAL IDENTITY AND ITS INFLUENCE ON CAREER DEVELOPMENT – Ariella ZEEVI, Co-author: Professor Carmen CREȚU 35

INTEGRATION OF TEACHING DIGITAL TECHNOLOGIES IN THE EDUCATION SYSTEM -Scientific advisor: Prof. dr. Marius-Ciprian Ceobanu Phd: Shay SOLOMOVICH 36

HOW THE GEOGEBRA IS INTEGRATED IN THE TRAINING ACTIVITIES BY PRE-SERVICE TEACHERS - Nabil ASSADI, Co-author: Professor Carmen CREȚU 39

TEACHING ENGLISH AS A FOREIGN LANGUAGE AMONG ARABS IN ISRAEL CHALLENGES AND DIFFICULTIES- Hanan ABU ZAID Co-author: Professor Carmen CREȚU 40

STUDENTS ARE THE AIM OF OR MEANS TO ECONOMIC GROWTH? - - Aviva MISHAELI, Co-author: Professor Carmen CREȚU 41

MODEL FUNCȚIONAL CARE LEAGĂ COMPETENȚA EMOȚIONALĂ CU FUNCȚIONALITATEA PERSONALITĂȚII ADOLESCENTULUI - Aurela BULGAC 42

CHILDHOOD EMOTIONAL MALTREATMENT, EMOTION REGULATION AND SENSITIVITY TO SOCIAL REJECTION- - Ioana BUNEA & Andrei C. MIU 43

TRANSLATION AND VALIDATION OF PERMA-PROFILER ON ROMANIAN POPULATION- - Simona Mirela CALINICI 44

BIG FIVE PERSONALITY TRAITS AND MORAL DILEMMAS: CONTRIBUTIONS OF AGREEABLENESS AND CONSCIENTIOUSNESS – Raluca D. SZEKELY-COPÎNDEAN[1] 45

GENETIC AND ENVIRONMENTAL CONTRIBUTIONS TO EMOTION REGULATION: A TWIN STUDY-- Mirela I. BÎLC[1] & Andrei C. MIU[1 1] 47

THE EFFECTS OF TRYPTOPHAN DEPLETION ON FRONTAL ALPHA ASYMMETRY IN AN EMOTION REGULATION TASK - Alexandra HUH, Mirela I. Bîlc[a], Romana Vulturar[a, b], Bèla Kiss[c], Raul C. Mureșan[d], Andrei C. Miu[a] 48

MODERNITATE ȘI POSTMODERNITATE ÎN PREDAREA ISTORIEI - Felicia Elena TATU(BOȘCODEALĂ) 49

ÎNVĂŢAREA LA VÂRSTA ADULTĂ DINCOLO DE LIMITE – Tatiana-Gabriela PESCARU (MARINESCU) 50

INTERCULTURAL COMPETENCE: A KEY COMPETENCE OF THE 21S CENTURY- Ioana BOGHIAN .. 51

INTERVENTION STRATEGIES IN CHANGING NUTRITIONAL BEHAVIOR - Andreea E. CHIRILĂ- 52

TRANSHUMANISM AND DISABILITY - THE THEORETICAL APPROACH AND PRACTICAL PERSPECTIVE - Diana-Alina OANCEA- MATEI, *PhD student,* Alois GHERGUȚ, *Phd Professor,* 53

EMOTION REGULATION TRAINING MODULE OF DBT AND CYBERBULLYING Mioara BOCA-ZAMFIR 53

REWARD, IMPULSIVITY AND PARENTAL SELF-CONTROL AS ANTECEDENTS OF SELF-CONTROL IN CHILDREN - PhD. Professor Maria Nicoleta TURLIUC PhD. Student Simona POJOGA 54

INTERPERSONAL EMOTION REGULATION – A CONCEPT IN SEARCH OF CLARIFICATION- Mihaela JITARU 55

POSTER & OTHER- 56

MORALITY AMONG CHILDREN: A SPONTANEOUS, QUALITATIVE APPROACH- Alexandra MAFTEI - *Alexandru Ioan Cuza University of Iasi* 56

IMPLICAŢII EDUCAŢIONALE ALE COMUNICĂRII ŞI PERSUASIUNII ÎN FORMAREA ATITUDINILOR ELEVILOR - ADĂSCĂLIŢEI Andra-Mirabela & 56

Adăscăliţei Cristian Universitatea Pedagogică de Stat “Ion Creangă”, Chişinău 56

PARTNERS & SPONSORS 57

Alexandru Ioan Cuza University of Iasi 58

Faculty of Psichology and Education Sciences 58

Psiterra Association 58

E-team Psychology Association 58

ENFORMATION 59

TRAIN TO PERFORM 59

SCC 59

VEL PITAR 59

BOHEMIA 59

The Annual Doctoral Conference in Psychology and Educational Sciences (ADCPES)

12th and 13th July, 2018

Iaşi, ROMANIA

You are cordially invited to participate in The Annual Doctoral Conference in Psychology and Educational Sciences (ADCPES) to be held at the Alexandru Ioan Cuza University – Iaşi. The Conference will take place on 12th and 13th July, 2018 in Iaşi, ROMANIA.

ADCPES is an opportunity to present and promote the research conducted by graduate students (PhD, post-doctorate) in Psychology, Education and related fields. To this end, we accept submissions on any topic or theme relating to psychology and educational sciences from current PhD students and post-doctoral fellows, as well as from alumni of doctoral schools in these fields. Interdisciplinary approaches are particularly welcome. In addition to the scientific presentations, ADCPES will offer intensive research training and workshops on advanced data analysis skills.

We invite graduate students to send their proposals for oral presentations and to attend ADCPES symposia, plenary and round sessions, as well as the workshops. The working languages of the conference are English and Romanian.

Attending the Conference is free for all guests and participants.

SCIENTIFIC COMMITTEE

1. **Bogdan BALAN**, *Université du Québec en Outaouais Gatineau, Rivière des Prairies Hospital, Montreal, QC, Canada*
2. **Stefan BONCU**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
3. **Petru CURŞEU**, *Faculty of Psychology and Education Sciences,, Babeş-Bolyai University, Cluj-Napoca, Cluj, Romania*
4. **Ovidiu GAVRILOVICI**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
5. **Andrei HOLMAN**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
6. **Dragos ILIESCU**, *Faculty of Psychology and Education Sciences, Psychology Department, University of Bucharest, Romania*
7. **Andrei MIU**, *Faculty of Psychology and Education Sciences, Psychology Department, Babes Bolyai University, Cluj-Napoca, Romania*
8. **Nicoleta POPA**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
9. **Nicoleta TURLIUC**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
10. **Alin SAVA**, *Faculty of Psychology and Education Sciences, Psychology Department, West University of Timisoara, Romania*

ORGANIZING COMMITTEE

1. **Ticu CONSTANTIN**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
2. **Ovidiu GAVRILOVICI**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
3. **Daniela MUNTELE HENDRES**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
4. **Liliana TIENHOVEN**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
5. **Ovidiu-Ilie STOFOR**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
6. **Andreea URZICA**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
7. **Octav CANDEL**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
8. **Oara PRUNDEANU**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
9. **Tina TURICEANU**, *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*

VOLUNTEERS

PhD Students

10. **JITARU Mihaela** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
11. **AIFTINCĂI Andreea** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
12. **BALAN Veronica** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*

Students

13. **ARNAUTU Monica -** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
14. **CATANA Laura -** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
15. **CARCIUC Roxana** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
16. **DAJBOG Teodora** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
17. **JALBA Tatiana** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
18. **SMARANDA Ania** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*
19. **ZAROJANU Gabriel** *Faculty of Psychology and Education Sciences, Alexandru I. Cuza University, Iasi, Romania*

THE ANNUAL DOCTORAL CONFERENCE IN PSYCHOLOGY AND EDUCATIONAL SCIENCES (ADCPES) 1ST EDITION 12TH AND 13TH JULY, 2018 IAȘI, ROMANIA – PRESENTATIONS ABSTRACTS

THE ANNUAL DOCTORAL CONFERENCE IN PSYCHOLOGY AND EDUCATIONAL SCIENCES (ADCPES) 1ST EDITION 12TH AND 13TH JULY, 2018 IAȘI, ROMANIA –CONFERENCE PROGRAMME

	Thursday (July 12, 2018)		Friday (July 13, 2018)
8^{30} - 9^{00}	Participants registration *(UAIC, A Building)*		
9^{00} – 9^{30}	Official opening ceremony *(Aula „Mihai Eminescu„ UAIC, A Building)*		WS:*Data analysis-Introduction to the R language*- Cristian –Dan OPARIUC , University Ovidius, Constanța, România (9^{00}-13^{00}) *(Room D206, D Building)*
9^{30}-10^{15}	KS: *Methodological issues in evaluating the effectiveness of psychotherapy* –Bogdan BALAN, Université du Québec en Outaouais (UQO), Canada*(Aula „Mihai Eminescu„ UAIC, A Building)*		
10^{15}-11^{00}	KS: *Collaboration in multi-party systems* –Petru CURȘEU, University Babeș Bolyai, Cluj Napoca, Romania *(Aula „Mihai Eminescu„ UAIC, A Building)*		
11^{00}-11^{15}	COFFEE BREAK *(UAIC, A Building)*		
11^{15}-12^{00}	KS:*Relationship Satisfaction. Results from Evidence-Based Research*-Maria Nicoleta TURLIUC, Alexandru Ioan Cuza University of Iași, Romania *(Aula „Mihai Eminescu„ UAIC, A Building)*		
12^{00}-12^{45}	KS: *The impact of technology on psychological assessment* – Dragoș ILIESCU University of Bucharest, Romania*(Aula „Mihai Eminescu„ UAIC, A Building)*		
12^{45} – 13^{30}	KS: *Emotion regulation in daily life* - Andrei MIU University Babeș Bolyai, Cluj Napoca, Romania *(Aula „Mihai Eminescu„ UAIC, A Building)*		Closing of the ADCPES CONFERENCE (13^{00}-14^{00}) *(Room D206, D Building)*
13^{30} - 15^{00}	LUNCH BREAK		
15^{00} - 17^{00}	Presentation Session(RO) *(Senate Hall, UAIC, A Building)*	Presentation Session (ENG) *(Ferdinand Conference Room, UAIC, A Building)*	SOCIAL PROGRAM /Departure of participants
17^{00} – 17^{30}	COFFEE BREAK *(UAIC, A Building)*		
17^{30}-19^{00}	Presentation Session(RO) *(Senate Hall, UAIC, A Building)*	DB :Tips and Tops for your PhD and Doctoral Research – You Ask, We Answer (ENG.) *(Ferdinand Conference Room, UAIC, A Building)*	
19^{00}	COCKTAIL*(Lost Steps Hallway UAIC, A Building)*		

KEYNOTE SPEAKERS & WORKSHOPS

Bogdan BALAN, *Université du Québec en Outaouais Gatineau, Rivière des Prairies Hospital, Montreal, QC, Canada* **-METHODOLOGICAL ISSUES IN EVALUATING THE EFFECTIVENESS OF PSYCHOTHERAPY**

Psychotherapy and outcome research have a historically complicated relationship. Several key aspects of this interaction will be briefly covered including the initial skepticism, the value of RCTs, implications for mental health policy, and the concept of "common factors" in psychotherapy, integrative models. A number of psychotherapies considered effective for people with borderline personality disorder (MBT, TFP, DBT) will then be described and compared, highlighting conceptual similarities and differences and their impact on the methodology used for outcome evaluation. Borderline personality disorder is a major mental health issue with an up to 25% prevalence in clinical settings and 6% in community settings, severe outcome (1 in 10 will commit suicide) and high economic and emotional costs. For decades it was considered "untreatable" until a new wave of therapy models, strongly grounded in empirical research brought hope to these suffering people – and to their therapists.

Bogdan Balan est professeur au Département des Sciences Infirmières de l'Université du Québec en Outaouais, campus de Saint Jérôme où il est responsable de la formation des infirmières en pratique avancée en santé mentale. Après une formation en psychologie et en médecine humaine, il a soutenu son doctorat en psychologie sociale en 2000 à l'Université « Al.I.Cuza » de Iasi, Roumanie. Il a par la suite été stagiaire postdoctoral au CRISE, UQAM, et est devenu membre de l'Ordre des Psychologues du Québec en 2006. Entre 2006 et 2015, il a pratiqué en tant que psychologue clinicien auprès d'une clientèle jeunesse avec troubles de l'humeur et comportements auto-dommageables à l'Hôpital Rivière-des-Prairies. Il est psychothérapeute d'orientation dialectique comportementale (DBT – Linehan) avecune formation intensive en 2009-2010 et a participé à l'implantation d'un des premiers programmes de DBT pour adolescentes au Québec à la Clinique des Troubles de l'Humeur de l'HRDP. Ses intérêts de recherche portent principalement sur la prévention des comportements auto-dommageables et suicidaires chez les adolescents autant à travers des programmes de prévention que par l'utilisation d'interventions spécifiques, selon des modèles soutenus par les données probantes.

Petru CURSEU, University Babeş Bolyai, Cluj Napoca, Romania

COLLABORATION IN MULTI-PARTY SYSTEMS

Multi-party systems bring together various stakeholder groups or group representatives and offer an platform for sharing their diverse interests, knowledge and expertise in order to develop and realize joint goals. They display complex relational dynamics in which within-group interactions (interpersonal interactions within each stakeholder party) as well as between-group interactions (interactions and negotiations between the stakeholder parties) intertwine to generate bottom-up and top-down influences. Bottom-up influences describe the relational dynamics that arise from the stakeholder parties to influence the larger system as a whole. Top-down influences refer to those relational dynamics that spiral down from the larger system to influence the stakeholder parties. So far, the literature on multi-party systems lacks systematic investigations of these two types of influences. In my presentation, I will explore using a Social Interdependence Theory view, the dynamic interplay between conflict, perceived collaborativeness and conflictuality at multiple system levels, using multi-party simulations and adopting a longitudinal perspective. I will discuss the results in terms of their

practical implications for the development of multi-party collaboration as well as their theoretical contributions to the multiparty literature.

Petru L. Curşeu is Professor of Applied Social Psychology and Organizational Behavior. His research interests include team dynamics, social cognition in organizational settings, as well as decision-making. He has published papers on related topics in Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Journal of Information Technology, Organization Studies, British Journal of Psychology, Small Group Research, European Journal of Social Psychology, Management Learning, Group Processes and Intergroup Relations, Applied Psychology, Group Dynamics, Journal of Managerial Psychology, Learning and Individual Differences and other journals. Currently he serves as the editor of Team Performance Management.

Maria Nicoleta TURLIUC, University Alexandru Ioan Cuza, Iaşi, Romania

RELATIONSHIP SATISFACTION. RESULTS FROM EVIDENCE-BASED RESEARCH

If happiness is the higher level of subjective well-being, relationship satisfaction (RS) is the overall subjective evaluation of the relationship. In my presentation, I answer first to some questions: ”Are people genetically set up to live happiness at a certain level?”, ”Are married people happier?”. Then, I focus on individual and dyadic perspectives, answering to questions such as:”Am I happy in my relationship/marriage because I am good, thoughtful, and loving?”, ”Am I happy because I have a good partner/husband?”, ”Am I happy due to the way we communicate and interact?”. The individual perspective of RS analyzes the impact of Big 5 traits, other traits, gender, and similarity on relationship satisfaction. In contrast, the dyadic perpective highlights the ideea of interdependence, indicating that outcomes are likely to be correlated due to the shared influence of context (common fate), and to the spouses’ influence on each other (mutual influence). This perspective indicates that people are responsible for their involvement, for their behaviors, emotions, and cognitions lived in the

relationship. Finally, I point out how to "build" collective data, insisting on the most recommended statistical strategies in the present research of close relationships.

Maria Nicoleta TURLIUC is a Professor at the Department of Psychology, Faculty of Psychology and Sciences of Education, Alexandru Ioan Cuza University from Iași. She is the director of the Well-being, Stress and Resilience Laboratory, and director of the Centre for Personal Development and Professional Formation. Prof. Turliuc obtained the "Andrew Mellon" postdoctoral grant offerd by Maison des sciences de l'homme (MSH, Paris, France) and Council of American Overseas Research Centers (Washington D.C.), and was director or member of several other research grants. She published 5 author books, coordonated 6 volumes, and published more than 50 book chapters in the country, and abroad. Also, prof. Turliuc published more than 50 studies in ISI and BDI Journals (e.g., Journal of Happiness Studies, Journal of Family Psychology, International Journal of Stress Management, Journal of Loss and Trauma, Measurement and Evaluation in Counseling and Development etc.).

Dragos ILIESCU, University of Bucharest, Romania - THE IMPACT OF TECHNOLOGY ON PSYCHOLOGICAL ASSESSMENT

Technology radically influences all areas of life, and in the light of its fulminant evolution, it became significant in domains in which, until recently, it was not present.

The field of psychological and behavioral testing is no exception.

However, the technology does not really dominate this area, maybe with one exception: the psychological assessment.

Psychometry has not yet learned how to really use the opportunities offered by the technology.

This intervention presents some of the existing barriers to a more radical adoption of technology in testing.

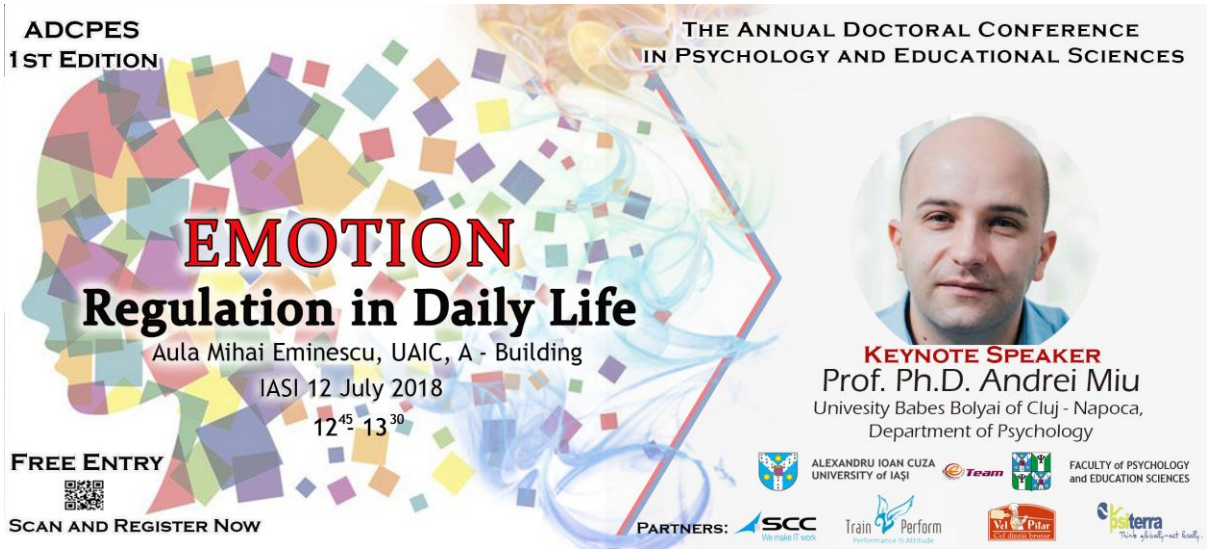
It also points towards some established, impactful improvements, that are widely used or will be adopted over the next 5-10 years: online assessment, remote supervision, automatic scoring collections (essays), computerized adaptive testing, test items, simulations, forensic analysis of data. Finally, it presents some disruptive technologies that are generally associated

with falsification of test data and that put some pressure on the technological issues regarding assessment.

Dragoș Iliescu is a Professor of Psychology with the University of Bucharest. Beside his academic career, he has been active as a consultant for the past 20 years, being involved in and having led important projects related to tests, testing and assessment (among them more than 100 test adaptation projects), mainly in East Europe, but also in Asia, Africa, and South America. His research interests group around two domains: applied psychology in the occupational and human resources area, and psychological assessment, tests and testing (with an important cross-cultural twist). Dragoș Iliescu has served in various capacities for a number of national and international professional associations; he is the current President (2016-2018) of the International Test Commission (ITC). He is an Associate Editor for the European Journal of Psychological Assessment, and the author of over 100 scientific papers, book chapters and books, among them the co-Editor of the acclaimed ITC International Handbook of Testing and Assessment, published in 2016 by Oxford University Press, and the author of an important monography (Adapting tests in lingvistic and cultural situations) published with Cambridge University Press.

Andrei MIU, University Babeş Bolyai, Cluj Napoca, Romania-EMOTION REGULATION IN DAILY LIFE

.



Andrei Miu is Professor at the Department of Psychology, and the Founding Director of the Cognitive Neuroscience Laboratory, Babeș-Bolyai University. He received his B.A. in Psychology from Babeș-Bolyai University, his M.Sc. in Molecular Medicine and Neuroscience from "Iuliu Hațieganu" University of Medicine and Pharmacy, and his Ph.D. in Psychology from Babeș-Bolyai University. His research investigates the psychological and biological underpinnings of emotion and emotion regulation, with the aim of uncovering individual differences that contribute to risk for psychopathology. His graduate and undergraduate courses include Introduction to Neuroscience, Behavioral Genetics, Cognitive Neuroscience, Neuroscience and Mental Health, and Psychophysiology.

Cristian –Dan OPARIUC- Ovidius University, Constanța - DATA ANALYSIS- INTRODUCTION TO THE R LANGUAGE

Beside Python, the R language is one of the most powerful and popular programming languages for data analysis. It is preferred by most researchers in the world, including by those in social sciences.

Moreover, the R language is completely free (open source) and does not involve complicated installation or activation operations.

The "Introduction to R language" seminar does not intended to explain exhaustively this issue.- it would be impossible. It represents only a minimal introduction to the R environment so that participants can gain an initial appreciation of free and much more powerful alternatives to commercial applications.

In the 3 hours allocated we will discuss the following topics:

R language presentation, its power and its advantages compared to other popular data analysis programs.

Obtaining and installing the R language and the integrated development environment R Studio, R packages, installing and updating packages, R Commander, sources of information on R. (practical application).

Obtaining and installing the R language and the integrated development environment R Studio, R packages, installing and updating packages, R Commander, sources of R (practical activity) information sources.

Presentation of the R interface and concepts : workspace , project, data set, import and export of data into and from R, dataframe.

Scalar variables (vectors) and categorical variables (factors). Accessing and modifying R data, R objects, manipulation and visualization of R data and results .

Univariate analysis in R; table of frequencies, graphic representation of data distribution.

Obtaining indicators of central tendency , dispersion , basic statistical inventory, distribution analysis.

Bivariate analysis in R. Parametric and non-parametric correlations , partial and serial correlations, multiple correlations internal consistency reliability analysis, graphic representations using R.

Effects analysis in R. Testing significance of the difference between means, non-parametric statistical tests, nonparametric statistical tests, analysis of variance.

"Psych" package – overview – Procedures for Psychological, Psychometric and Personality Research.

Data management functions and descriptive analysis using "psych" package.

Functions for reliability analysis, consistency and validity analysis, cluster analysis performed for items.

Functions for responses analysis and scoring system.

Functions for item response analysis, Rasch analysis and Item Response Theory (IRT). Functions for generating data. Working with simulated data using the "psych" package. The participant will acquire basic R-skills, learn to use the command window and build their own scripts, manage and clear the data, perform basic statistical analyzes using the R Studio and understand some advanced, functions present in specialized packages.

Necessary logistics:

Video projector, internet connection, laptop .

It is recommended that participants have a personal laptop to work individually.

PRESENTATIONS SESSIONS

PRESENTATION SESSION A
(Ferdinand Conference Room, UAIC, A Building)
Principal Moderator – Conf. univ .dr.Ovidiu GAVRILOVICI
Moderator – Tina TURICEANU (VRABIE)
(15:00 – 17:15)

15:00- 15:15
IMPACT OF ACCOMPANYING HOMEWORK ON RAISING EDUCATIONAL ATTAINMENT IN MATHEMATICS- Yosef Abd ALGANI- ***Alexandru Ioan Cuza University of Iasi***

15:15-15:30
YOUNG PEOPLE AT RISK - THE FABRIC RELATIONSHIPS BETWEEN POVERTY SOCIAL EXCLUSION AND THE EMERGENCE OF THE NEW ADULTHOOD Aharon SHABI ***Alexandru Ioan Cuza University of Iasi***

15:30-15:45
WORD PROBLEMS WITH AN EMPHASIS ON MATHEMATICAL REPRESENTATIONS - Saleh ABU ROMI, ***Alexandru Ioan Cuza University of Iasi***

15:45-16:00
THE PROFESSIONAL IDENTITY OF THE NEW ROLE OF SCHOOL EVALUATION COORDINATOR - Maha KASSIS- ***Alexandru Ioan Cuza University of Iasi***

16:00-16:15
THE ATTITUDES OF STUDENTS OF DIFFERENT ETHNO-LINGUISTIC COMMUNITIES TOWARDS ENGLISH LANGUAGE – Summar FARAJ- ***Babeș-Bolyai University, Cluj-Napoca, Romania***

16:15-16:30
THE ROLE OF THE NARRATIVE IN SHAPING PROFESSIONAL IDENTITY AND ITS INFLUENCE ON CAREER DEVELOPMENT - Ariella ZEEVI, Co-author: Professor Carmen CREȚU - ***Alexandru Ioan Cuza University of Iasi***

16:30 – 16:45

HOW GEOGEBRA IS INTEGRATED IN THE TRAINING ACTIVITIES BY PRE-SERVICE TEACHERS

- Nabil ASSADI, Co-author: Professor Carmen CREȚU - ***Alexandru Ioan Cuza University of Iasi***

16:45- 17:00

TEACHING ENGLISH AS A FOREIGN LANGUAGE AMONG ARABS IN ISRAEL CHALLENGES AND DIFFICULTIES- Hanan ABU ZAID Co-author: Professor Carmen CREȚU - ***Alexandru Ioan Cuza University of Iasi***

17:00- 17:15

STUDENTS ARE THE AIM OF OR MEANS TO ECONOMIC GROWTH? - Aviva MISHAELI, Co-author: Professor Carmen CREȚU - ***Alexandru Ioan Cuza University of Iasi***

PRESENTATION SESSION B
(Senate Hall, UAIC, A Building)
Principal Moderator – Conf. univ .dr Loredana Ruxandra GHERASIM DIACONU
Moderator – PhD Andreea-Luciana URZICĂ
(15:00 – 17:00)

15:00- 15:15

MODEL FUNCȚIONAL CARE LEAGĂ COMPETENȚA EMOȚIONALĂ CU FUNCȚIONALITATEA PERSONALITĂȚII ADOLESCENTULUI -Aurela BULGAC-*Universitatea București, România*

15:15-15:30

CHILDHOOD EMOTIONAL MALTREATMENT, EMOTION REGULATION AND SENSITIVITY TO SOCIAL REJECTION- Ioana BUNEA & Andrei C. MIU *Babes-Bolyai University, Cluj, România*

15:30-15:45

TRANSLATION AND VALIDATION OF PERMA-PROFILER ON ROMANIAN POPULATION- Simona Mirela CALINICI - ***Babes Bolyai University, Cluj Napoca, Romania***

15:45- 16:00

BIG FIVE PERSONALITY TRAITS AND MORAL DILEMMAS: CONTRIBUTIONS OF AGREEABLENESS AND CONSCIENTIOUSNESS - Raluca D. SZEKELY-COPÎNDEAN[1] ***Babes Bolyai University, Cluj Napoca, Romania***

***Co-authors*:** Cristina M. Bostan[2], Andrei Ion[3], Marius Cioară[4], Ticu Constantin[2], Andrei C. Miu[1] [1] *Cognitive Neuroscience Laboratory, Department of Psychology, "Babeş-Bolyai" University, Cluj-Napoca, Romania.* [2] *Department of Psychology, "Alexandru Ioan Cuza" University, Iaşi, Romania.* [3] *Department of Psychology, University of Bucharest, Romania.* [4] *Department of Psychology, University of Oradea, Romania.*

16:00- 16:15

GENETIC AND ENVIRONMENTAL CONTRIBUTIONS TO EMOTION REGULATION: A TWIN STUDY- Mirela I. BÎLC[1] & Andrei C. MIU[1] [1] ***Cognitive Neuroscience Laboratory, Department of Psychology, Babeș-Bolyai University, Cluj-Napoca, Cluj, Romania***

16:15- 16:30

THE EFFECTS OF TRYPTOPHAN DEPLETION ON FRONTAL ALPHA ASYMMETRY IN AN EMOTION REGULATION TASK Alexandra HUH[a], Mirela I. Bîlc[a], Romana Vulturar[a, b], Bèla Kiss[c], Raul C. Mureșan[d], Andrei C. Miu[a]

[a] ***Cognitive Neuroscience Laboratory, Department of Psychology, Babeș-Bolyai University, Cluj-Napoca***[b] *Department of Molecular Science, Iuliu Haţieganu University of Medicine and Pharmacy, Cluj-Napoca*[c] *Department of Toxicology, Iuliu Haţieganu University of Medicine and Pharmacy, Cluj-Napoca*[d] *Transylvanian Institute of Neuroscience (TINS), Cluj-Napoca*

16:30- 16:45

ÎNVĂŢAREA LA VÂRSTA ADULTĂ DINCOLO DE LIMITE - Tatiana-Gabriela PESCARU (MARINESCU) - ***Universitatea din Bucureşti, România***

16:45-17:00

INTERCULTURAL COMPETENCE: A KEY COMPETENCE OF THE 21ST CENTURY- Ioana BOGHIAN- ***Vasile Alecsandri University of Bacau***

PRESENTATION SESSION C
(Senate Hall, UAIC, A Building)
Principal Moderator – PhD Simona POPUȘOI
Moderator – PhD Octav CANDEL
(17:30 – 19 :00)

17:30- 17:45
INTERVENTION STRATEGIES IN CHANGING NUTRITIONAL BEHAVIOR- Andreea E. CHIRILĂ- ***Alexandru Ioan Cuza University of Iasi***

17:45-18:00
TRANSHUMANISM AND DISABILITY - THE THEORETICAL APPROACH AND PRACTICAL PERSPECTIVE - Diana-Alina OANCEA- MATEI, ***PhD student, Faculty of Psychology and Education Sciences, Iași*** **Alois GHERGUȚ,** ***Phd Professor, Faculty of Psychology and Education Sciences, Iași***

18:00-18:15
EMOTION REGULATION TRAINING MODULE OF DBT AND CYBERBULLYING – Mioara BOCA-ZAMFIR - ***Alexandru Ioan Cuza University of Iasi***

18:15-18:30- REWARD, IMPULSIVITY AND PARENTAL SELF-CONTROL AS ANTECEDENTS OF SELF-CONTROL IN CHILDREN PhD. Professor Maria Nicoleta TURLIUC ***'Alexandru Ioan Cuza' University, Iași*** **PhD. Student Simona POJOGA** ***'Alexandru Ioan Cuza' University, Iași***

18:30-18:45- INTERPERSONAL EMOTION REGULATION – A CONCEPT IN SEARCH OF CLARIFICATION- Mihaela JITARU ***Alexandru Ioan Cuza University of Iasi***

POSTER & OTHER-

MORALITY AMONG CHILDREN: A SPONTANEOUS, QUALITATIVE APPROACH- Alexandra MAFTEI - ***Alexandru Ioan Cuza University of Iasi***

IMPLICAŢII EDUCAŢIONALE ALE COMUNICĂRII ŞI PERSUASIUNII ÎN FORMAREA ATITUDINILOR ELEVILOR

ADĂSCĂLIŢEI Andra-Mirabela
ADĂSCĂLIŢEI Cristian
doctoranzi anul I, Școala Doctorală Științe ale Educaţiei
Universitatea Pedagogică de Stat "Ion Creangă", Chişinău

MODERNITATE ȘI POSTMODERNITATE ÎN PREDAREA ISTORIEI

Doctorand,Felicia Elena TATU(BOȘCODEALĂ),*Facultatea de Psihologie și Științele Educației,Universitatea București*

IMPACT OF ACCOMPANYING HOMEWORK ON RAISING EDUCATIONAL ATTAINMENT IN MATHEMATICS - Yosef Abd ALGANI[1]

Keywords: Homework, Thinking, Educational attainment, Mathematics.

Homework is an application of what students' study in class and confirm the information it acquires in school, and homework is important in the field of education, it is one of the most frequently debated subjects in terms of a few, many, difficulty and ease. At any level of the minimum thinking (Knowledge, understanding, application) homework will affect students ' education as it is seen to weigh on students without taking into account their abilities and mental levels. And the stages of their development which has had the negative effect on the student's interaction with her, which in turn reflects negatively on their education, especially in mathematics. Following the foregoing, the researcher deems it necessary to study the impact of homework in the curricula of the upper basic stage of mathematics because of their importance in the educational attainment.

This examination is necessary to show a different aspect that has not been addressed in previous research in Mathematics.

[1] - Alexandru Ioan Cuza University of Iasi

YOUNG PEOPLE AT RISK - THE FABRIC RELATIONSHIPS BETWEEN POVERTY SOCIAL EXCLUSION AND THE EMERGENCE OF THE NEW ADULTHOOD

Aharon SHABI [2]

Keywords: *New adulthood, youth at risk, exclusion and poverty, safety net*

This article displays an overview of information reports and research that deals with the lives of young people at risk aged 18-30, their characteristics, their patterns of functioning and the difficulties they face in the post-modern period of time. The processes of the new matriculation as shown in studies include a delay in the emotional and social maturity and long maturation processes. Policy makers see young people especially young people at risk as a "transparent" population which does not receive the appropriate treatment for its needs. The social and economic approaches and structural processes contribute to ignorance the unique needs of young people, the income distribution is unequal and no special resources are allocated to young people that could provide them economic and educational opportunity, these processes puts young people at the margins of social exclusion and risk. Assign appropriate resources may be the key to independent progress of young people and self-realization, the concrete recommendations that are presented in this article regarding a necessary change in policy towards young people, implementation of social justice and a different division of resources which will lead to the development of a "safety net" that including the provision of services in the areas of employment, training, housing and health that will enable young people to progress, development and have social adjustment. This article presents the perspective of young people with reference to what is happening in Israel.

[2] Alexandru Ioan Cuza University of Iasi

WORD PROBLEMS WITH AN EMPHASIS ON MATHEMATICAL REPRESENTATIONS -Saleh ABU ROMI[3],

Keywords:*A tangible representation: presenting the situation in a concrete way. Graphic representation: Displays the situation of the question graphically. Verbal representation: Presenting the situation of the question literally. Table representation: Displays the distribution of the question by means of a table. Sympolic representation: Display the situation of the question numerically or through clues. Schematic Representation: A numerically appropriate representation of the question*

As a teacher of mathematics in elementary school, I often find myself in a situation where a subject must be taught in a different way or should be demonstrated in a different way. Sometimes I ask myself how students solve mathematical problems that have an equal structure, but different in the way they are presented or in the fiction situation in which the questions are presented? Are mathematical problems presented in a tangible or visual way easier than those in a different play? Does solving mathematical problems in different ways help students understand the material more? These questions come up to every teacher in almost every lesson, because solving problems is considered a difficult process of thinking that requires different degrees, such as ability to discern, link ideas, understanding, abstraction, manipulation, reasoning, analysis, synthesis and generalization. Accordingly, the student must have full control over all skill and can navigate between them when necessary or when used (Garofolo & Lester, 1985, p.169).

Problem solving is a very important subject in mathematics teaching, whether problem solving within mathematics - which builds theoretical mathematics or applied problems, including finding mathematical representation for scientific problems or mathematical representation of social, economic, and other descriptions. Polya (1945), followed by

[3] Alexandru Ioan Cuza University of Iasi

Schoenfeld (Schoenfeld, 1992), emphasize that problem solving is the most central issue in teaching mathematics. Indeed, problem solving appears in curricula in Israel and around the world as one of the central issues in mathematics teaching at different age levels. Over the last few decades, the curriculum has moved from emphasis on skills to emphasis on problem solving. Problem solving is a central intersection of all the subjects and skills to be developed by students during mathematics studies. This intersection includes the study, understanding and application of relationships between ideas, concepts and computational procedures required to solve mathematical problems (Hershkowitz, 2014, p. 9).

.

THE PROFESSIONAL IDENTITY OF THE NEW ROLE OF SCHOOL EVALUATION COORDINATOR -Maha KASSIS[4]

Key words *School evaluation coordinator; School evaluation culture; Professional identity; Role boundaries; Role structure*

The present study examines the professional identity of the new role of school evaluation coordinators, in connection with the accelerated professionalization of school-based evaluation, focusing on colleagues' perceptions and expectations of the new role, in light of the educators' perceptions of their school's evaluation culture.

The research model combines *the structural level*: education and school evaluation as an emerging profession; *the system level*: role definition and the prerequisites as a path leading to educators' professional development; and *the personal level*: professional identity and role perception. In addition, the study checked the correspondence between the educators' perceptions and expectations of the new role and the literature focused on Evaluation in

[4] Alexandru Ioan Cuza University of Iasi

Education as an autonomous profession *(the structural-sociological aspect)*, as well as the professional identity *(the personal-psychological aspect)*, and the formal role definition that was formulated by the National Authority for Measurement and Evaluation in Education *(the system level)*.

The two primary research questions are:

(1) To what extent do educators perceive the professional identity of the school-based evaluation-coordinator, as a distinct professional role? (role boundaries)

(2) What are the relative emphases on each of the professional identity dimensions: organizational-managerial, expertise and professionalism, as well as pedagogical-didactical in the professional identity of the school evaluation coordinator role? (role structure)

The research goal is to examine the professional identity of the evaluation coordinator in relation to the development of school assessment as a distinct autonomous profession, focusing on the contribution of participants' perceptions and expectations to the professional identity of evaluation coordinators, in view of their understanding of the principles of evaluation culture in their schools.

THE ATTITUDES OF STUDENTS OF DIFFERENT ETHNO-LINGUISTIC COMMUNITIES TOWARDS ENGLISH LANGUAGE -Summar FARAJ[5]

Keywords: *English, attitudes, Druze, Muslims, Christians*

This study examines the attitudes of universities and colleges students from different ethno-linguistic communities towards the study of the English language and their achievements in this language.

The Arabic minority in the State of Israel consists of a number of ethnic sub-groups (Christians, Muslims and Druze) who use English differently and also grant different degrees of importance to English culture. According to the research literature in the field of language study, Christians give high importance to English since it is the language of the Christian Western world. The Druze who live close to Jewish cities and are particularly attracted to the Jewish and Western world, also grant considerable importance to English language. However, the Muslims have reservations about the study of the English language because of their reaction and struggle against the Israeli Government and the Western world which English symbolizes for them.

Based on this theoretical framework, the basic hypothesis of this study is first, that demographic variables such as gender, age, parents` and students` occupation and education, parents` and students` socio-economic level and level of religiosity, are positively correlated with students` attitudes and their achievements in the study of the English language.

Secondly, there is a relationship between ethnic identity and students` attitudes and achievements in the study of the English language. Thus, Christians grant high importance to the study of English language since it is the language of the Western world. However, the Druze prefers the use of the Hebrew language while the Muslims have reservations about the

[5] Babeș-Bolyai University, Cluj-Napoca, Romania

English language because of their concerns about the Palestinian problem and Western ties with the State of Israel.

The research for this study will be carried out through the use of a questionnaire designed especially for the purpose of this study.

This study has important theoretical implications. It seems that ethno-linguistic identity has a role in influencing a student`s attitude and achievement in English. The findings might make an important contribution to policy makers in the field of education in Israel.

THE ROLE OF THE NARRATIVE IN SHAPING PROFESSIONAL IDENTITY AND ITS INFLUENCE ON CAREER DEVELOPMENT – Ariella ZEEVI, Co-author: Professor Carmen CREȚU[6]

Keywords: *Narrative, Professional Identity, Professional Development, Perceptions*

This article will address the life stories of two teachers, and will investigate the perception of professional identity as reflected in professional development processes and their influence On the consolidation of professional identity throughout the career

The aim of this article: to examine the narrative of the consolidation of teachers' professional identity as a result of learning in professional development processes throughout their careers.

Method: semi-structured interviews, documents (grades in professional development, submitted assignments).

[6] Alexandru Ioan Cuza University of Iasi

Findings: categories that will emerge from content analysis of the life stories (narratives), and the documents.

Contribution to knowledge: Previous research asserts that the narrative shapes professional identity (McAdams, 1993). This article is based on the assumption that the narrative shapes professional identity but will focus on the narrative (life stories) in the consolidation of professional identity through the professional development process that the teacher undergoes throughout their career. From this point of view, the article will examine the extent of the narrative's influence on career development.

INTEGRATION OF TEACHING DIGITAL TECHNOLOGIES IN THE EDUCATION SYSTEM -Scientific advisor: Prof. dr. Marius-Ciprian Ceobanu Phd: Shay Solomovich[7]

Key Words: *Meaningful learning ,Mobile learning, Here and now method , Ubiquitous learning, ICT*

Digital learning includes teaching methods of information, technology and communication in an online learning environment and the application of appropriate methods. This learning is based on the accessibility of units and teaching materials.

Digital learning is the range of pedagogic means implemented through information technology and communication.

The main characteristics of digital learning are:

1. Personalization and flexibility.
2. Teaching management.
3. Collaboration and socialization.
4. Digital learning materials.
5. Novelty and transparency.

[7] Alexandru Ioan Cuza University of Iasi

Digital learning supplies equal learning opportunities by providing accessibility to a wide range of tools, resources and educational content on any subject.

These characteristics may leverage the learning, improves the involvement of learners and their motivation.

The theoretical infrastructure of digital learning is based on two central pedagogic principles: knowledge building and cooperative learning.

Collaborative learning implies engaging in experts and colleagues' dialogues, applying analytical thinking and solving problems.

It is only natural that mobile learning serves us at any time and place and will become an integral part of the education system.

Education for optimal functioning with 21th century skills is improving teaching and learning processes to promote the pupils' meaningful learning.

Mobile learning was established in response to the need to create a significant qualitative change in the education system that changes the cultural- social and digital learning environments.

Mobile learning is characterized by its technological mobility that assists learners' mobility, which provide the process of learning mobility.

Educators must instruct students how to use the mobile devices and implement them through the novel technology.

Among the students, there are technological peers that also help their colleagues to cope with these devices.

The use of the tablet in teaching and learning provides a learning experience with pedagogical uniqueness. The promotion of each student's personal motivation, personal choice, initiative and creativity gives the learner freedom of choice and personalization. The teachers will have a wide range of possibilities for managing the learning from any place and at any time.

By implementing such learning, the education system provides a relevant and authentic response to the young learners in terms of language and in accordance with their worldview.

HOW THE GEOGEBRA IS INTEGRATED IN THE TRAINING ACTIVITIES BY PRE-SERVICE TEACHERS - Nabil ASSADI,[8] Co-author: Professor Carmen CREȚU

Keywords: *GeoGebra (GG) Specific Skills, Dynamic Mode, Peer Evaluation, PST's (Pre-Service Teachers), TPACK.*

This research focuses on the integration of GeoGebra, which is a digital tool, during pre-service teachers (PST) study at College. The main tools used in the research are related to the concepts of TPACK and math TPACK. As for the TPACK framework, it is the synthesized product of the three areas of knowledge; technology, pedagogy (teaching and student learning), and content. Moreover, TPACK Developmental Levels are the teachers' five levels of technology adaption model recognizing, accepting, adapting, exploring, and advancing. Regarding Mathematics TPACK Standards, it is a framework that focuses on mathematics' education and providing guidelines about the technological pedagogical mathematics' knowledge needed for teachers to accomplish the high-quality integration of technology in teaching mathematics. Furthermore, Content Knowledge (CK) is the expertise in the subject matter of mathematics, which entails acquiring common content knowledge (CCK) and specialized content knowledge (SCK).

In this research, the main emphasis is on the Pre-Service teachers capability in recognizing certain skills that are required for teaching with GeoGebra. We made an experimental study and 22 pre-service mathematics teachers were well-trained and acquainted with specific skills through distinct function tasks to be solved using GeoGebra.

The collected data includes the PST's teaching with GeoGebra proposals and written

[8] Alexandru Ioan Cuza University of Iasi

solutions, discussions' transcripts, and the presented lessons. The data is analyzed qualitatively. Implementing the specific skills explicitly is very essential for Pre-Service teachers to realize the importance of teaching with GeoGebra. Whereas PST's technology integration in their teaching was good, their proposals and lessons' presentations were lacking dynamicity in teaching and they had to provide their students with step-by-step instructions.

An Analysis of PST's behaviors during their lessons' presentations should provide further insight.

Implications for educating future teachers to teach effectively using GeoGebra will be proposed.

* Niess, M. L. (2012). Teacher Knowledge for Teaching with Technology: A TPACK Lens. In R. N. Ronau, C. R. Rakes & M. L. Niess (Eds.), *Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches* (pp. 1-15): IGI Global.

TEACHING ENGLISH AS A FOREIGN LANGUAGE AMONG ARABS IN ISRAEL CHALLENGES AND DIFFICULTIES- Hanan ABU ZAID[9] Co-author: Professor Carmen CREȚU

English is considered to be a central and important language in the postmodern era throughout the world. In Israel, teaching English begins at early ages throughout the education system. However, despite the various attempts to improve students' achievements in English , the achievements of Israeli students are still very low Compared to the OECD countries

On the other hand, the achievements of Arab students in Israel are low compared to Jewish students. The studies report a number of problems in teaching English in the Arab education system in Israel: resources, a program of learning, content, socioeconomic status, and more.

[9] Alexandru Ioan Cuza University of Iasi

On the page I will present I will detail the challenges facing English teaching in the Arab education system in Israel, while emphasizing the place of English as a foreign language for Arab students.

STUDENTS ARE THE AIM OF OR MEANS TO ECONOMIC GROWTH? - - Aviva MISHAELI, [10] Co-author: Professor Carmen CREȚU

Keywords: *human capital, technological education, educational intervention program, required skills, industry, technological changes*

In Israel, as in many other countries around the world, there are many intervention programs operating in cooperation with industry and employers whose purpose is to promote technological education. The models are characterized by belonging to different industrial sectors and dealing with various technological areas. Some of these programs focus on imbuing soft skills – skills that are transferable and prepare students for the future world, and some focus on providing hard skills to produce economic benefit.

These programs do not always take the needs of students into account and do not always prepare them for a world in which technologies change rapidly, but directly express the needs of program initiators, funders and those who require working hands (Kézdi, 2006).

From a review of dozens of programs in Israel and around the world, it was found that there are programs that see industry and employers as a means to relevant learning, when the purpose is preparing students as graduates for future life. Other programs relate to industry as

[10] Alexandru Ioan Cuza University of Iasi

a goal and pupils as a means of developing a state's economy. Understanding the importance of continued growth and technological advancement in israel, we must clarify how we direct our students? In this case, who do existing educational programs help? Do they advance students? Or do they progress the industrial world?

It was found that differences between programs derive from the rationale on which they are founded. A rationale based on the needs of students and individuals or one based on the needs of the state and its economy.

Currently, research is being carried out to assess the Israeli intervention program, "Ta'asiyeda", The research examines, through partners from the education system and industry, the connection created between the two systems – education and industry, how activities are executed, their quality and achievements. This research can shed light on the issue and the question whether this intervention program serves educational personnel or whether it provides a response to industrialists or may this intervention program – Ta'asiyeda h – constitutes a model meeting the needs of both these systems such that both students and the economy benefit equally.

MODEL FUNCȚIONAL CARE LEAGĂ COMPETENȚA EMOȚIONALĂ CU FUNCȚIONALITATEA PERSONALITĂȚII ADOLESCENTULUI - Aurela BULGAC[11]

Keywords: *model funcțional, competență emoțională, inteligență emoțională, funcționalitatea personalității, adolescența*

Principalul obiectiv al acestei cercetări a constat în estimarea și analiza unui model funcțional care să surprindă, să ateste relația de colaborare și mecanismul conlucrării dintre diferite componente selectate ale modelului de inteligență emoțională (EQ-I, Bar-On, 2006) cu

[11] Universitatea București, România

modelul de competență emoțională (PEC, Brasseur și coleg., 2013) în relație cu funcționalitatea personalității adolescenților (evaluarea efectelor comportamentale, adaptarea personală, BASC-2).

CHILDHOOD EMOTIONAL MALTREATMENT, EMOTION REGULATION AND SENSITIVITY TO SOCIAL REJECTION- - Ioana BUNEA [12]& Andrei C. MIU

Keywords: *emotional maltreatment, social rejection, adolescence*

Adolescents who have experienced emotional maltreatment in childhood may become especially sensitive to social rejection. In addition, exposure to an uncontrollable, emotionally painful environment in childhood is associated with the development of maladaptive emotion regulation. The present study investigated the potential mediating role of rumination, a maladaptive emotion regulation strategy, in the relation between childhood emotional maltreatment and sensitivity to social rejection. A sample of N = 152 adolescents filled in the Childhood Trauma Questionnaire and the Ruminative Response Scale, and played a virtual ball-tossing game designed to simulate social rejection. The Positive and Negative Affect Schedule was used to assess emotional experience during the social rejection task. The results indicate that habitual rumination is a significant mediator in the relation between emotional maltreatment and sensitivity to social rejection. Rumination carried the effects of both emotional abuse and emotional neglect on negative affect following social exclusion. The present study has supported the hypothesis that increased levels of rumination may be involved in the long-term effect of emotional maltreatment on sensitivity to social rejection in adolescents.

[12] Babes-Bolyai University, Cluj, România

TRANSLATION AND VALIDATION OF PERMA-PROFILER ON ROMANIAN POPULATION- - Simona Mirela CALINICI[13]

Background: Subjective well-being increases productivity at work, creativity, social relationship quality, makes more effective the leadership and reduces negative emotions and mental illness (Eid & Larsen, 2008). According to Seligman's theory, PERMA-Profiler evaluates well-being in an extensive manner, through components as accomplishments, meaning of life, positive emotions, engagement, relations, health, happiness but also negative emotions and loneliness.[1] Use of the well validated measures to evaluate for large regions or world wide the well-being is an important issue for many specialists, in different fields.[2]

Aim: Translation and validation of PERMA-Profiler for Romanian population. Study also aims to compare the Romanian's level of well-being with the level of well-being measured with PERMA-Profiler in other countries.

Method: PERMA-Profiler was translated by bilingual specialists into Romanian language (with translation- back translation technique) and applied online to more than 400 volunteer subjects ("snow ball" sampling).

Instruments: PERMA-Profiler (Butler & Kern, 2016), WLEIS (Law & Wong, 2004), DERS (Gratz & Roemer, 2004), Comp-ACT (Francis, Dawson & Golijani-Moghaddam, 2016), SWLS (Diener et al, 1985)

Collected data were analyzed with statistical software SPSS and Amos.

Results: PERMA-Profiler components share significant medium to high correlations with SWLS, WLEIS, DERS, and CompACT scores ($r > .5$, $p < .01$). Correlations between PERMA-Profiler and other constructs are according to the ones reported in literature. Confirmatory factor analysis is satisfactory. Level of well-being, measured with PERMA-Profiler, for Romanian population is above average, but in line the ones reported for other countries.

[13] Babes Bolyai University, Cluj Napoca, Romania

Conclusions: PERMA-Profiler is a valuable instrument, with good psychometric properties and factor structure, to be used in evaluation of well-being for Romanian population. Present study results show that Romanian's well-being is above the geographic region's one. It is possible to be biased by the use of online volunteers only. Further studies, using larger, representative sample, should investigate if indeed Romanian's subjective well-being is higher than the evaluated one in East and Central Europe.

BIG FIVE PERSONALITY TRAITS AND MORAL DILEMMAS: CONTRIBUTIONS OF AGREEABLENESS AND CONSCIENTIOUSNESS – Raluca D. SZEKELY-COPÎNDEAN[1]

***Co-authors*:** Cristina M. Bostan[2], Andrei Ion[3], Marius Cioară[4], Ticu Constantin[2], Andrei C. Miu[1] [1] *Cognitive Neuroscience Laboratory, Department of Psychology, "Babeș-Bolyai" University, Cluj-Napoca, Romania.* [2] *Department of Psychology, "Alexandru Ioan Cuza" University, Iași, Romania.* [3] *Department of Psychology, University of Bucharest, Romania.* [4] *Department of Psychology, University of Oradea, Romania.*

Key words*: personality, Big Five, moral, moral dilemma, moral judgment*

People's thinking habits and social motivations are fundamentally shaped by their personality. We investigated whether Big Five personality traits were associated with people's decisions in intractable moral situations. In moral dilemmas, following a moral norm such as not harming other people is pitted against the benefit of the group. This is a difficult tradeoff, as people may be motivated to both follow moral norms and uphold the greater good. Moreover, past research indicated that people may be sensitive to what is being asked of them in moral dilemmas. For instance, an important distinction was made between abstract moral judgment and personal moral choice in moral dilemmas. On one hand, to make an abstract moral judgment, people need to appraise whether harm is morally acceptable, for the greater good. On the other hand, to make a personal moral choice, people need to appraise whether they would personally harm another person, to save many others. Across three studies (N = 809), we investigated Big Five personality traits in relation to abstract moral

judgment and personal moral choice, in moral dilemmas. We found that agreeableness promoted moral choices to reject harm, but not moral judgments. Agreeableness was also associated with more intense emotional experience while reading the moral dilemmas and deliberating on the response. Also, we found that conscientiousness was related to both judgments and choices to reject harm. Moreover, we used a process dissociation approach to measure two kinds of moral tendencies in dilemmas. On one hand, we measured people's inclinations to avoid doing something that is both immoral and aversive, like harming another person. On the other hand, we measured their tendency to uphold the greater good and save as many people as possible. We found that conscientiousness was negatively associated with being motivated to uphold the greater good**.** Our findings suggest agreeableness and conscientiousness may shape people's motivations in solving difficult moral dilemmas.

GENETIC AND ENVIRONMENTAL CONTRIBUTIONS TO EMOTION REGULATION: A TWIN STUDY-- Mirela I. BÎLC[1] & Andrei C. MIU[1] [14]

Keywords: *heritability, twin, emotion regulation, reappraisal, supression*

Research in the last decades has extensively investigated the role of emotion regulation in cognitive performance, social interactions and mental health. Recent work has also started to examine the genetic and environmental factors that contribute to individual differences in emotion regulation. This study investigated the heritability of the habitual use of two emotion regulation strategies, cognitive reappraisal (i.e., changing how one thinks about a situation so as to alter it's emotional significance) and expressive suppression (i.e., hiding one's emotion), in a preliminary sample of monozygotic and dizygotic twins from the Romanian Twin Registry (https://registrulgemenilor.com/). The self-efficacy beliefs in relation to reappraisal and suppression were also assessed. The results of univariate analyses have indicated that genetic and non-shared environmental factors explain similar portions of the variance in the habitual use of reappraisal and suppression. However, reappraisal self-efficacy shows lower heritability and a larger contribution from non-shared environment, compared to suppression self-efficacy. These results illustrate the unique potential of twin studies in understanding the origin of individual differences, and differentiating multiple aspects of psychological processes.

[14] Cognitive Neuroscience Laboratory, Department of Psychology, Babeș-Bolyai University, Cluj-Napoca, Cluj, Romania

THE EFFECTS OF TRYPTOPHAN DEPLETION ON FRONTAL ALPHA ASYMMETRY IN AN EMOTION REGULATION TASK

- Alexandra HUH, Mirela I. Bîlc[a], Romana Vulturar[a, b], Bèla Kiss[c], Raul C. Mureșan[d], Andrei C. Miu[a15]

Keywords: *serotonin, EEG, frontal alpha, emotion*

The current study examines the effect of tryptophan (TRP) depletion on frontal alpha asymmetry assessed using electroencephalography (EEG) in healthy male subjects. Previous studies showed that TRP depletion modulates frontal alpha asymmetry, a cortical correlate of emotional valence and approach and avoidance behavioral tendencies. Considering that emotional responses often involve regulatory efforts, we investigated the impact of TRP depletion on frontal EEG alpha asymmetry in an emotion regulation task. In a within-participant design, participants underwent emotion regulation assessments in two experimental conditions: TRP depletion and control. Specifically, participant watched neutral and emotionally negative video clips and they were instructed to decrease or increase their emotional responses using an emotion regulation strategy called reappraisal. High-density EEG was recorded throughout the task. To test whether TRP depletion modulates frontal EEG asymmetry during emotion regulation, peak alpha power in the 8-13 Hz frequency band on frontal electrodes was computed and a normalized difference score was calculated for every participant. We could identify a reliable, narrow-band alpha wave for six out of 28 participants. The data displays a trend towards higher alpha on the left hemisphere when tryptophan was depleted, independent of the experimental condition. We observed that alpha

[15] [a] ***Cognitive Neuroscience Laboratory, Department of Psychology, Babeș-Bolyai University, Cluj-Napoca***[b] *Department of Molecular Science, Iuliu Hațieganu University of Medicine and Pharmacy, Cluj-Napoca*[c] *Department of Toxicology, Iuliu Hațieganu University of Medicine and Pharmacy, Cluj-Napoca*[d] *Transylvanian Institute of Neuroscience (TINS), Cluj-Napoca*

activity was not expressed similarly in all participants. In order to take into consideration individual differences in alpha expression and modulation, we plan to conduct further analyses using the surface Laplacian technique and source localization procedures.

MODERNITATE ŞI POSTMODERNITATE ÎN PREDAREA ISTORIEI - Felicia Elena TATU(BOŞCODEALĂ)[16]

Cuvinte-cheie:*istorie,didactică,modernitate, postmodernitate,multiperspectivitate*

Această cercetare își propune să investigheze în paralel didactica istoriei în secolul XX și secolul XXI și efectul noilor programe și documente școlare ,respectiv curriculum la decizia școlii asupra rezultatelor la examenul de bacalaureat la disciplina istorie în rândul elevilor de liceu.

Lumea secolului al XXI lea se arată foarte contradictorie în ceea ce privește atitudinea față de istorie. În ultimii ani,tot mai mult, didacticienii și practicienii în domeniul istoriei au afirmat că scopul istoriei în școală nu este,sub nici un motiv o însușire de informații ,date, fapte,evenimente,așa cum era ea înțeleasă în didactica tradițională,ci în primul rând ar trebui să vizeze formarea capacităților individuale ale elevilor de a înțelege și aborda cu gândirea proprie trecutul umanității la nivel local,național,general și universal ,de a afectua comparații ,de a analiza și elabora păreri proprii.

Evaluarea calității procesului educațional la istorie,în condițiile învățământului secolului al XXI lea , este o încercare pe cât de dificilă pe atât de interesantă și instructivă.Procesul educațional românesc a trecut în ultimii ani prin numeroase transformări ,atât în ceea ce privește aspectele curriculare ,respectiv planul de înățământ ,programele de studiu și manualele ,cât și cele privitoare la componenta managerială(de îndrumare și control,de formare continuă etc.).În acest proces au intervenit și continuă să intervină operații de solicitare și răspuns ,de analiză și sinteză,de evaluare și aplicare, toate construite pe baza unor strategii în care sunt implicați toți factorii educaționali.

[16] Universitatea București, România

Cercetarea de față este o cercetare transdisciplinară,iar elementul de noutate este acela că nu s-au studiat suficient efectele conținutului istoric și metodologiei didactice rezultatelor la examenul de bacalaureat la liceele cu profilurile menționate anterior. Iar această temă de cercetare,prin complexitatea ei, poate servi în egală măsură studenților și profesorilor din învățământul primar,gimnazial și liceal.

ÎNVĂŢAREA LA VÂRSTA ADULTĂ DINCOLO DE LIMITE – Tatiana-Gabriela PESCARU (MARINESCU) [17]

Cuvinte cheie: *adult, lifelong learning, dorinţa de realizare, teama de eşec*

În România, implicarea adulţilor într-un proces de învăţare pe tot parcursul vieţii (lifelong learning) este limitată, chiar dacă actualizarea competenţelor reprezintă o necesitate în societatea contemporană. Pornind de la această constatare, prezentul studiu s-a focalizat pe identificarea şi analizarea principalilor factori care influenţează decizia adulţilor de a se angaja în învăţare.

La acest studiu au participat 60 de adulţi cu vârste cuprinse între 32 şi 56 de ani. Datele au fost colectate în urma administrării unui chestionar adresat adulţilor şi organizării unor sesiuni focus-grup. Selectarea de către adulţi a celor mai importanţi 6 factori dintr-un total de 14, ne-a oferit posibilitatea conturării unui clasament al acestora. De asemenea, discuţiile din cadrul focus-grup-urilor au fost orientate atât pentru a genera informaţii complexe, cât şi pentru a observa raţionamentul din spatele percepţiilor, credinţelor, atitudinilor şi acţiunilor respondenţilor. Informaţiile obţinute au fost folosite pentru identificarea zonelor sensibile şi pentru clarificarea temei supuse dezbaterii. Analiza datelor s-a realizat în funcţie de sex, mediul de proveniență (urban/rural) şi nivelul educaţional (învăţământ superior/învăţământ post-liceal).

[17] Universitatea București, România

În urma studiului s-a ajuns la concluzia că adulţii care se angajează continuu în învăţare manifestă o puternică dorinţă de realizare, iar adulţii care se implică ocazional în activităţi de învăţare, evită sau amână să ia o decizie în acest sens în cea mai mare parte se tem de eşec. Considerăm că este important să cunoaştem toţi aceşti factori pentru că doar în acest fel se pot găsi soluţii pentru a elimina cauzele, nu doar efectele. Dintre posibilele soluţii identificate menţionăm elaborarea unor politici care să sprijine adultul în învăţare, oferirea unor servicii gratuite de consiliere vocaţională. Totodată, este necesar ca adulţii să conştientizeze faptul că învăţarea nu se termină niciodată, că se poate relua în orice moment, din orice punct. Într-o societate dinamică, în plină evoluţie este esenţial ca adultul să dea dovadă de flexibilitate şi deschidere la nou, să se adapteze, iar aceste lucruri sunt posibile doar învăţând permanent.

INTERCULTURAL COMPETENCE: A KEY COMPETENCE OF THE 21S CENTURY- Ioana BOGHIAN[18]

Keywords:*competence, intercultural competence, key competence, value, attitude*

Our present work relies on a literature review on the relevance of building intercultural competence in the context of an increasingly globalised world and versatile labour market. The aim of our paper is to define intercultural competence and cultural competence as mandatory characteristics of the profiles of 21st-century teachers and learners. We also discuss aspects related to building and managing intercultural competence in the educational context and the values and attitudes associated with intercultural competence.

[18] - Vasile Alecsandri University of Bacau

INTERVENTION STRATEGIES IN CHANGING NUTRITIONAL BEHAVIOR -

Andreea E. CHIRILĂ[19]-

Keywords *: nutrition program, quality of life, mindset, health locus of control*.

The objective of this study was to determine the impact of a pilot intervention nutrition program on several psychological variables. Health locus of control, mental and physical health, mindset for nutritional behavior change, and self-efficacy for fruits and vegetables consumption, have been evaluated on two control groups and an experimental one. Between groups analyses indicated significant differences concerning the physical health and health internal locus of control in the experimental group, compared to the two control groups. In other words, participants that attended the whole program had an increase in the mentioned variables. Additionaly, within group analyses in the experimental group indicated significant differences concerning mental health, internal locus of control and quality of life. Further implementation of this program is considered.

[19] Alexandru Ioan Cuza University of Iasi

TRANSHUMANISM AND DISABILITY - THE THEORETICAL APPROACH AND PRACTICAL PERSPECTIVE - Diana-Alina OANCEA- MATEI, *PhD student,* Alois GHERGUȚ, *Phd Professor,*[20]

Keywords: *Transhumanism, transhuman, disability*

In the last years the evolution of technology has had a great impact on several domains, connecting them to each other. Even though, when we talk about Transhumanism and Disability, little data is to be found in the scientific literature, we need to adapt and bring it into discussion.

For a better understanding of the concept, a short history will be presented, as well as the evolution of the term Transhumanism, its connection with several types of disabilities and its usefulness.

Furthermore, the research needed to be conducted will be described in order to assess the current state of the Romanian population and its perspective regarding the association of the concept Transhumanism with the concept of Disability.

EMOTION REGULATION TRAINING MODULE OF DBT AND CYBERBULLYING Mioara BOCA-ZAMFIR[21]

Cyberbullying is a new form of bullying and there is a paucity of investigations of psychological interventions and its effectiveness in reducing cyberbullying or its psychological effects. The present three-wave study aimed to examine the efficacy of Emotion Regulation training module of DBT in reducing cyberbullying among high school adolescents with a quasi-experimental design. There were 60 participants of 15-18 years old

[20] *Alexandru Ioan Cuza' University, Iași*

[21]

(M = 15.85; SD = .77), 32 males and 28 females. RCBI self reports were used to select the adolescents with double role in cyberbullying (high score on both cyberbully and cybervictim scale). The findings revealed a tendency in reducing cyberaggression and suppression at the experiential group as compared with the control group. A significant effect was found for control group in reducing cybervictimization which can also be an effect of diminution of cyberaggression due to emotion regulation module. Different psychological interventions targeting adaptive skills for adolescents may be an important strategy to prevent or treat psychological problems associated with cyberbullying.

REWARD, IMPULSIVITY AND PARENTAL SELF-CONTROL AS ANTECEDENTS OF SELF-CONTROL IN CHILDREN - PhD. Professor Maria Nicoleta TURLIUC [22]PhD. Student Simona POJOGA [23]

Keywords: *self-control, reward granting, parental self-control, parental impulsivity, child self-control*

Self-control is, definitely, a super quality which influences the whole personality, the development and the wellbeing of children. The aim of the present study is to investigate the role of 'parental self-control', 'parental impulsivity' and 'reward granting' in forming children's self-control. The participants were 334 Romanian adolescents, who reported on 'parental self-control', 'parental impulsivity' and 'reward granting' in forming their self-control. The research is based on a quasi-experimental design, with self-reported questionnaires, applied in groups. The results suggest that parental self-control influences children's self-control and also the quality of the parent-child relationship. 'Reward granting' mediates the relationship between 'parental impulsivity' and 'child self-control'. The article

[22] *Alexandru Ioan Cuza' University, Iași*

[23] *Alexandru Ioan Cuza' University, Iași*

brings further support for the idea that parents' actions and manifest personality qualities have a significant effect on children's level of self-control.

INTERPERSONAL EMOTION REGULATION – A CONCEPT IN SEARCH OF CLARIFICATION- Mihaela JITARU [24]

Interpersonal emotion regulation is a concept that has been increasingly used in research in the recent years. Although the usage of this concept expanded, it still has some conceptualization problems. In this theoretical article, we review the literature on the interpersonal emotion regulation in the attempt to clarify the existing issues and to delimitate this concept from other similar ones. Firstly, we are going to stress the differences between interpersonal emotion regulation and emotion regulation. Also, we will highlight the effects that emotion regulation has on interpersonal relationships. Secondly, we are going to discuss the key characteristics of interpersonal emotion regulation and present the models of strategies used when regulating others' emotions. Thirdly, we are going to clarify the differences and similarities among the concepts that were used as interpersonal emotion regulation over the time. Fourthly, at the end of the article, we are going to explore the implications of the interpersonal emotion regulation on relationships, especially the romantic ones.

[24] Alexandru Ioan Cuza University of Iasi

POSTER & OTHER-

MORALITY AMONG CHILDREN: A SPONTANEOUS, QUALITATIVE APPROACH-
Alexandra MAFTEI - ***Alexandru Ioan Cuza University of Iasi***

IMPLICAŢII EDUCAŢIONALE ALE COMUNICĂRII ŞI PERSUASIUNII ÎN FORMAREA ATITUDINILOR ELEVILOR - ADĂSCĂLIŢEI Andra-Mirabela & Adăscăliţei Cristian Universitatea Pedagogică de Stat "Ion Creangă", Chişinău

PARTNERS & SPONSORS

Alexandru Ioan Cuza University of Iasi

http://www.uaic.ro/

Faculty of Psichology and Education Sciences

http://www.psih.uaic.ro/

Psiterra Association

https://www.facebook.com/psiterra/

E-team Psychology Association

https://www.facebook.com/EteamIasi/

ENFORMATION

http://conferinta.e-nformation.ro/

VEL PITAR

http://velpitar.ro/

TRAIN TO PERFORM

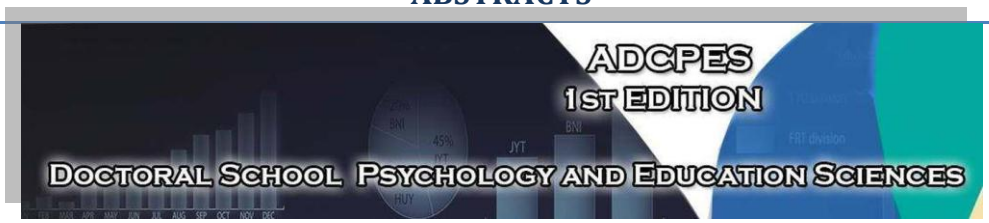
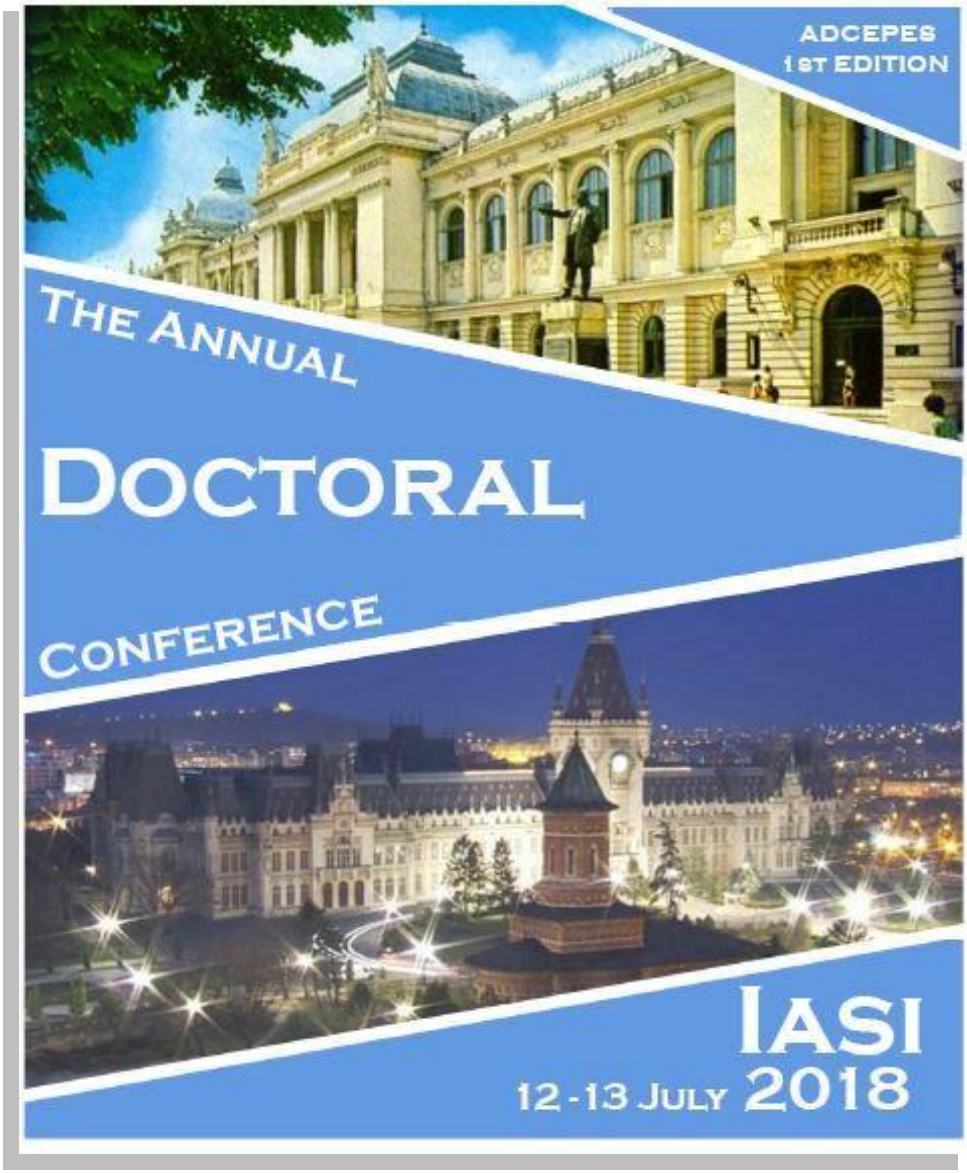
http://train2perform.eu/1/home.html

BOHEMIA

http://www.bohemiaiasi.ro/

SCC

http://ro.scc.com/



Webpage: http://www2.psih.uaic.ro/adcpes/