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Educational Policies in Knowledge Based Society

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Educational Policies in Knowledge Based Society

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Abstract

The actual number - Volume 5, Issue 2, December 2013 - hosts the theme of "Educational Policies in the Knowledge Based Society".

The current issue of the journal falls in science education and educational policies as part of the social sciences field, including both theoretical articles and empirical research results.

In the context of the knowledge based society we refer to the two major dimensions of educational policy: macro size, regarding the impact of systemic changes induced transformation of the legal framework of the system of financing education and research, of national programs related to education, research, youth, etc. on the one hand, and to micro size on the politics of sectoral actors represented by Universities, NGOs and other institutions providing education.

Keywords:

educational policies, knowledge based society, editorial, multidimensional education

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The actual number - Volume 5, Issue 2, December 2013 - hosts the theme of "Educational Policies in the Knowledge Based Society", theme that can be found in science education and educational policies as part of the social sciences field, including both articles and theoretical results empirical research

In the context of the knowledge based society we refer to the two major dimensions of educational policy: macro size, regarding the impact of systemic changes induced transformation of the legal framework of the system of financing education and research, of national programs related to education, research, youth, etc. on the one hand, and to micro size on the politics of sectoral actors represented by Universities, NGOs and other institutions providing education.

Regarding the systematic changes, Romania experienced in the past three years a number of paradigmatic mutations, offered by the change in vision on the educational system implemented through Law 1 and partially modified in the three years after entry into force. Romania has experienced a number of changes that were aimed, at least in a theoretical way, to increase the quality and competitiveness of Romanian education in Europe. A number of social phenomena were associated to legislative changes that should be studied in the horizon of three years that have passed since the implementation of the law, taking into account the contextual variations induced by frequent changes in the legal framework.

Regarding the financing of education is important to address global policy, areas for which funds regarding education and research are directed with priority. A number of European programs, either on structural funds, or on European Commission programs for young people have reached a point of balance will undergo structural changes from 2014.

Regarding institutional policies, they aimed at reconsidering the position of educational services providers in the global market of education. A main subject of interest is given by the convergence of institutional policies and their impact on the quality of education.

Finally, educational policies have undergone transformations due to the economic crisis that has affected the global economy and the European Union in particular. In this context, institutional actors have developed educational policies for new areas or less commonly used in

the pre-crisis, with an increased emphasis on health policy, ethic policies or developing entrepreneurial spirit. The focus was moved from consumer based economy to an economy based on knowledge, and the main institutional actors redefining themselves as learning organization.

Taking into account the aspects mentioned above, the editors have selected original works that included theoretical approaches: *The importance of psychological preparation in football* (Mănescu, 2013), *Learning dynamics in feminine precarious migration. A qualitative perspective* (Trifanescu, 2013), *Information society and education system in Romania* (Neagu, 2013), *From Ancient Gnostics to Modern Scholars – Issues in defining the Concept of “Gnosticism”* (Pricopi, 2013), *Overweight - Cultural and Educational Aspects* (Pop, 2013), *Linguistic Form of the Legal Norm i The Letter and the Spirit of the Law* (Ignatescu, 2013a,2013b).

Works based on empirical approaches argue issues such as: *A Case Study of Student-to-student Cyber Bullying in one High School* (Kiriakidis, DeMarques, 2013) and *The role of motivation in school evaluation. Teachers and students - partners in the assessment process* (Chisui, 2013).

We believe that the selected works answer partly to suggested questions to the theme of this issue, addressing it in a multi and transdisciplinary mode the current educational phenomenon.

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