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Rethinking the Social Action through the Perspective of Multidimensional Education

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Rethinking the Social Action through the Perspective of Multidimensional Education

Gabriel GORGHIU¹

Abstract

In a general sense, when “multidimensional educational” is mentioned, there is a general perception related to a deep examination of possible interconnection between different areas of studies or disciplines. By sure, interconnections between Science subjects (Physics, Chemistry, Biology, Technology) can be done easier by a teacher or trainer, most taking into account their initial formation or the continuous training programs in which they were involved during their teaching profession. The same case could be discussed also for the humanistic subjects (Geography, History, Politics). But, as reaching the objectives of a multidimensional education approach (even this is addressed to young students, university students or adults), nowadays, the educational demarche must be centered also on what’s happening with us and around us, what kind of impact do we produce at the level of the community, how the learners understand the real world and its actual rapid changes.

Keywords: *multidimensional education, social action, social construction.*

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Introduction

In a general sense, when “*multidimensional educational*” is mentioned, there is a general perception related to a deep examination of possible interconnection between different areas of studies or disciplines. By sure, interconnections between Science subjects (Physics, Chemistry, Biology, Technology) can be done easier by a teacher or trainer, most taking into account their initial formation or the continuous training programmes in which they were involved during their teaching profession. The same case could be discussed also for the humanistic subjects (Geography, History, Politics). But, as reaching the objectives of a multidimensional education approach (even this is addressed to young students, university students or adults), nowadays, the educational demarche must be centered also on what’s happening *with us* and *around us*, what kind of impact do we produce at the level of the community, how the learners understand the real world and its actual rapid changes.

In-line with the above-mentioned ideas, starting from just one dimension and embedding step-by-step other dimensions, could offer solutions for activating the learners and to make them acting as social actors, even to embrace the social actions in their daily life. That is the reason for considering here “*the acting*”, in a pedagogical sense proposed by Marcel Lesne in 1994 (Lesne, 1994), by proposing three distinct modes that could be embraced in a relation trainer-learner: (a) a trans-missive / normative mode - that aims to prepare the learner to be immersed in a predefined social role and to reproduce the existing social and economic system, the knowledge being considered *objective* and *cumulative*; (b) a facilitating and personal mode - that aims to enable the learner to be adapted on changing of various roles (economic and social), the knowledge being considered *multi-faceted* and *versatile*; (c) a social mode - that aims to empower the learner on modifying and producing new format of social and economic interaction, the knowledge being considered as *social construction*.

However, in order to apply those action modes at a large scale, it is necessary to take deeply into consideration in schools, the multidimensional character of the curriculum, which is determined by a series of multiple components: objectives, contents, learning experiences, organizational methodologies - all of them being summarized under three large dimensions: (a) projective; (b) operational; (c) material.

In this respect, this number of the Journal proposes to target to the theme of rethinking the social action through the perspective of Multidimensional Education.

The Image of Divinity in Children's Perception

The paper "*The Image of Divinity in Children's Perception. Social, Cultural and Artistic Influences*", author: Adrian Stoleriu, there are expressed some ideas and explanations related to how the social and cultural context to which children (6-15 years old) belong, but also how the artistic and religious education influence their creativity, imagination and social manifestation. In addition, in the paper it is illustrated a point of view related to how the society affects the creative personality of the children, by enhancing or inhibiting it, and how a religious environment can define a certain type of perception in the respect with the idea of *Divinity*, underlining the conclusion that the religious culture is very important to gather the spiritual and educational development of a child. In this case, not just the teacher assumes the role of *social action mediator*, but also the family and the Church offer to the young students a positive, ethical and social model (Stoleriu, 2015).

Sports - Means of Social Inclusion for Down's Syndrome Patients

The paper "*Sports - Means of Social Inclusion for Down's Syndrome Patients*", authors: Valeria Bălan and Gheorghe Marinescu, it is underlined that the physical activities contribute to the development of the feeling of belonging to a group, empowering the capacity of self-assessment. In the case of the Down's syndrome patients, physical education drives them to acquire specific competences that can help them on their way to social integration. The research conducted by the authors offered the conclusion that the influence related to the attendance of different sport activities is very beneficial, have a huge effects on those patients, and the social inclusion became obvious (Bălan & Marinescu, 2015).

Two papers written by Slovakian authors are dealing with new perspective of education, having impact on social actions.

The Impact of the Financial Income of the Family Communication

The first one "*The Impact of the Financial Income of the Family Communication*", authors: Andrea Banovcinova and Katarina Levicka tries to

capture a comprehensive look to *the family*, like a social system neglected area related to family communication, from the perspective of how financial income affects the communication in the family systems. The authors provided a research and concluded that a negative impact of low financial family income affects the family communication. This means that trainers have to take more care when working with families that live below the poverty line: more attention must be paid for the development of new communication patterns in order to promote a clear and direct communication between family members (Banovcinova & Levicka, 2015).

Identity of Street Workers

The second paper “*Identity of Street Workers Working with Drug Users and Sexworkers in Slovakia*”, authors: Katarina Levicka, Martina Zakova and Daniela Stryckova, offers the results of a study that had as subject of exploration how social workers perceive themselves as harm reduction workers. The authors focused their research on whether the professional identity of the social workers is formed by their profession or rather by the harm reduction philosophy. In addition, the paper analyzed the motivation of social workers to have a job in this field (Levicka, Zakova, Stryckova, 2015).

Performance Measurement in Social Care Services

The following paper “*Performance Measurement in Social Care Services for Older People*”, authors: Mihaela Ghența, Aniela Matei and Luise Mladen, is strong anchored in the actual social and economic context, trying to illustrate how important is the performance measurement among public and private managers of social services for older people, but also from the perspective of policymakers. The research led to such conclusions and recommendations for the managers of social services for elderly, which they should be aware that the measurement alone is not sufficient, as long as the information obtained is not used in other decision-making processes like: strategic planning, quality management, budgeting activities, increased productivity. More, it is underlined that public and private providers pay little attention to the participative approach, which is a suitable form of involving employees and beneficiaries in the performance evaluation process. (Ghența, Matei & Mladen, 2015).

Mathematics in the Classroom: Conceptual Cartography of Differential Calculus

The seventh paper “*Mathematics in the Classroom: Conceptual Cartography of Differential Calculus*”, authors: María de Lourdes Rodríguez Peralta, Juan Salvador Nambo de los Santos and Paula Flora Aniceto Vargas, illustrates the results of an investigation related to the development of the university students’ mathematical knowledge, as part of their engineering preparation. In the study, the conceptual cartography of differential calculus was implemented like a strategy for educational research for teachers. The meaning of using of conceptual cartography allowed the creation of a holographic view of the main subjects, showing relationships and linkages with regard to scientific knowledge, academic context, and specific areas - such mathematical education (de Lourdes Rodríguez Peralta, de los Santos, Vargas, 2015).

Developing a Skills-Based Syllabus for Business English Students

The following paper “*Developing a Skills-Based Syllabus for Business English Students*”, authors: Elena Ciortescu and Anca-Irina Cecal, presents the essential rules on developing a skills-based syllabus, having mainly in view to address the students’ needs. The authors collected a strong experience gained during four academic years, by proposing several versions, in order to improve the impact on students’ learning process. Meantime, their focus was oriented on keeping specific materials, exploiting topical resources and incorporating communicative activities as well as intercultural issues, but as long as students express their new expectations, the syllabus has to be adapted to their specific needs, this process being interpreted like a never-ending story one (Ciortescu & Cecal, 2015).

Appreciative Teaching of Social Sciences in Competence Based Approaches to Higher Education

The paper “*Appreciative Teaching of Social Sciences in Competence Based Approaches to Higher Education*”, author: Antonio Sandu, illustrates a series of curricular innovations that targeted on the expansion of the constructionist-appreciative learning model, as a basis of curriculum designing and development. In practical terms, the author proposes the using of the appreciative inquiry method on the re-formulation of the experienced individuals, concerning the analysed social reality and customizing various contexts of social experience. (Sandu, 2015)

Program Evaluation: Integration of Educational Software into the Elementary School Math Curriculum

The paper authored by Peter Kiriakidis & Tonya Johnson exposes references on a program evaluation case study, which purpose was to examine the perceptions of teachers of the integration of Mathematics software into the curriculum. We appreciate the effort and interest of the researchers on using the social learning theory, as the conceptual framework of the study (Kiriakidis & Johnson, 2015).

Entrepreneurial orientation - A Key to Unlock Teacher's Potential in Higher Education. A Case of Finland & Pakistan

The innovative contribution of Naeem Hayat & Irfan Amer in the field of Entrepreneurial orientation on higher education brings to the interested public of this area, important results from *the analysis of the students' perception, considering three factors of entrepreneurship orientation construct i.e. innovativeness, proactiveness and risk taking*. The authors used the data collected from Finland and Pakistan in conjunction to the questionnaire developed on the basis of the previous entrepreneurship orientation construct. (Hayat & Amer, 2015)

Instead of Conclusions

At this point, it is the moment to address the invitation to the interested readers to have a look on the thought-provoking articles proposed in this number, with the hope that the main subject of this issue - *Rethinking the Social Action through the Perspective of Multidimensional Education* - will be called again in the Journal pages.

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Biodata



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