

# SPEAK OUT

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Prof. Maier Anca Elena; Prof. Dr. Manea Stefania

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# TEACHERS SPEAK OUT





# Practicarea fitnessului ca mod de relaxare și combatere a stresului

**Lector univ. dr. Ilioni Cristian, Universitatea din Petroșani**

## **Premisele cercetării**

Prin acest studiu se dorește o identificare a dinamicii parametrilor somatici, funcționali și psihologici (prin desfășurarea unei etape de exersare), la tinerii studenți, utilizând anumite mijloace din conținutul fitnessului, sintetizate astfel:

-fitnessul a devenit o disciplină opțională prioritară atât pentru cursurile de educație fizică și sport, cât și în timpul liber;

-diversitatea particularităților morfo-funcționale și motrice ale practicantelor obligă la o abordare diferențiată a conținutului lecțiilor, încărcătură, volumul de repetări, dozarea efortului, refacere, necesitând o ajustare permanentă pentru fiecare subiect în parte, pentru ca stimulii administrați să conducă la efectele scontate;

-corelația dintre stilul activ de viață și starea de sănătate, precum și influența exercițiilor fizice organizate pentru ameliorarea unor deficiențe fizice sau a unor stări patologice induse prin sedentarism.

## **Scopul cercetării**

Identificarea unor programe de fitness muscular, astfel încât acestea să conducă la obținerea unor efecte pozitive în planul parametrilor somato-funcționali și al imaginii de sine.

## **Obiectivele cercetării**

- 1.Determinarea aspectelor somato-funcționale și psihologice, cu ajutorul testărilor inițiale;
- 2.Determinarea aspectelor somato-funcționale și psihologice, cu ajutorul testărilor finale;
- 3.Încadrarea intensității efortului în zona optimă și cunoașterea cât mai precisă a parametrilor frecvenței cardiace, determinate de exercițiile aplicate grupelor musculare principale și secundare;

## **Perioada și locația cercetării**

Eșantionul cercetării a cuprins un număr de 20 subiecți, din anul I și II de facultate cu vârste cuprinse între 18 și 25 ani, clinic sănătoși, cu diverse afecțiuni minore care nu influențează exersarea fizică cu îngreunare și nu presupun contraindicații, fiecare având avizul medical favorabil.



Media vârstei grupei experimentale este de 21,5 ani, iar a grupei martor de 20,2 ani. Toți subiecții s-au înscris benevol la cursul de fitness la începutul anului școlar 2019-2020.

Cercetarea s-a desfășurat pe perioada unui an universitar, începând cu 2020, finalizându-se în semestrul II, anul 2020. În acest interval s-au succedat etapele premergătoare, de elaborare a planului lucrării, de documentare, de proiectare a experimentului, de derulare a acestuia, precum și de analiză și interpretare a rezultatelor.

Activitatea de instruire, precum și prelevarea datelor referitoare la aspectul somatic, funcțional și la investigarea modului de apreciere a imaginii de sine s-au desfășurat în sala de culturism și fitness din incinta Universității din Petroșani, având dotările materiale și logistice necesare.

Sala de culturism și fitness beneficiază de aparatură modernă (helcometre, bascule, prese, accesorii), 2 benzi de alergare, 2 biciclete staționare, haltere, gantere, discuri având diverse greutăți, saltele individuale, puls-tester Polar, tensiometru Braun, cântar electronic, compas pentru determinarea plicelor Fresenius, cronometru electronic PC 90.

### **Conținutul și organizarea experimentului**

Studiul capătă coordonatele unui experiment de verificare sau confirmare a influenței particularităților instruirii complexe în fitness, asupra componentelor somato-funcționale și psihologice ale subiecților.

Pentru grupa experimentală s-a optat la o supraveghere longitudinală a evoluției, la o pregătire axată pe selectarea cât mai oportună a mijloacelor, concomitent cu monitorizarea intensității efortului, și pentru o programare corelată cu obiectivele operaționale urmărite. S-a conceput pentru fiecare lecție structuri de exerciții cărora le corespunde o anumită solicitare funcțională, evaluată cu ajutorul dispozitivelor electronice menționate anterior.

Grupa martor a efectuat același volum de exersare, în cadrul lecțiilor, beneficiind de aceleași condiții materiale, cu diferența că programele nu au presupus monitorizarea permanentă a funcției cardiovasculare, corelată în timp real cu exercițiile realizate.

### **Concluzii desprinse din experiment**

1. În urma aplicării variabilei independente, respectiv abordarea unor conținuturi de instruire specifice având ca scop îndeplinirea obiectivelor operaționale ce vizează deopotrivă sfera somatică, funcțională și psihologică a subiecților, s-a conturat ideea conform căreia parametrii reprezentativi supuși investigației au marcat progrese semnificativ statistic la grupa experimentală. Rezultatele confirmă îmbunătățirea indicatorilor care relevă starea de sănătate.

2. Programul aplicat, prin rezultatele obținute, pledează în favoarea confirmării viabilității acestuia, având valoare ipotetică, atât prin conținut, cât și prin metodologia de instruire



aplicată. Prin urmare, subiecții supuși acestui program experimental și-au arătat mulțumirea alături de opiniile, sugestive ameliorative, atitudinile constructive, fiindu-le de un real folos.

3. Datele statistice pun în evidență o adaptare mai facilă a subiecților grupei experimentale, la eforturile de la începutul exersării considerate grele. La grupa martor, s-a înregistrat o diminuare a percepției intensității efortului, comparativ cu cea experimentală (de la 75% subiecți care percep efortul ca fiind foarte foarte ușor și foarte ușor, la 43% care percep efortul ca fiind foarte ușor și ușor), diferențele putând fi interpretate ca rezultat al unui conținut de mijloace insuficient corelat cu un nivel de efort prestabilit sau chiar cu neglijarea exersării în efort.

### **Recomandări**

Din experiența îndelungată în domeniu, ne permitem să facem câteva sugestii privitoare la îmbunătățirea efectelor acestor programe:

1. Corelarea capacității funcționale de efort a subiecților, cu obiectivele individuale prestabilite și de comun acord;

2. Structurile de exerciții prin elaborarea lor să aducă eficiență și atractivitate în același timp;

3. Mijloacele de lucru să fie eșalonate pe perioade de timp, asigurând atât instalarea modificărilor adaptative, cât și evitarea monotoniei și stagnarea evoluției diferitelor calități motrice;

4. Asigurarea unor condiții cât mai propice de exprimare a opiniilor față de programe, a efortului depus și cerut în lecție, fondul muzical, ca proces al interactivității lecției, sub aspectul dialogului constructiv sau chiar al conducerii unor secvențe de lecții de către studenți.

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## Încrederea în sine

**Prof. Ilioni Cristina, Liceul Tehnologic „Dimitrie Leonida” Petroșani**

Una dintre cele mai frecvente probleme din ziua de azi este lipsa încrederii în sine. Aceasta poate constitui o piedică în calea comunicării interpersonale. *Încrederea în sine* înseamnă aprecierea și valorizarea propriei persoane, mai exact, a avea o atitudine pozitivă, ceea ce ar fi posibil prin aprecieri ale activităților personale, siguranță și control în acțiunile întreprinse. Cu cât o persoană își sporește încrederea în sine, cu atât este mai dispusă să-și asume riscurile asociate autoexpunerii și expunerii la opiniile celorlalți. O încredere în sine moderată, bazată pe recunoașterea calităților, dar și a limitelor proprii, pe autocunoaștere poate fi eficace. Supraevaluarea potențialului propriu, ca și subevaluarea acestuia vor conduce la eșec.

Psihologii consideră încrederea în sine un „vaccin social” pentru că ea îi ajută pe oameni să depășească obstacolele și să-și urmeze traseul. Primii ani de viață au rol important în formarea încrederii în sine. Familia este cea care trebuie să ofere un mediu familial propice, destins, în care copilul să se simtă iubit și apreciat ca persoană. În viață, pot exista experiențe traumatizate care să diminueze încrederea în forțele proprii. Fără îndoială că împrejurările prin care va trece tânărul, persoanele cu care va veni în contact, activitățile desfășurate și rezultatele acestora vor influența încrederea în forțele proprii, care nu este înnăscută, ci se construiește de-a lungul întregii vieți. Nu există o strategie, o rețetă unică, un panaceu care să ajute la depășirea obstacolele, trebuie identificați doar factorii care diminuează încrederea în sine.

Adulții reprezintă modele importante pentru copii și au rol important în formarea stimei de sine. Pentru un părinte este foarte greu să accepte sentimentele negative ale copiilor și, de multe ori, acestea îl sperie și pe copil. El nu poate să diferențieze sentimentele negative de cele pozitive, considerând trăirile afective pozitive ca fiind negative. Efectul este o stimă de sine scăzută și comportamente neadecvate. Emoțiile negative trebuie identificate și oferit un suport adecvat de către părinți/adulți pentru a fi controlate și exprimate. Iată câteva dintre modalitățile care pot fi utilizate pentru îmbunătățirea încrederii în sine: crearea condițiilor în care copilul își poate pune în valoare punctele forte sau calitățile, în care acesta poate să ofere ajutor altor persoane; identificarea abilităților copilului și a situațiilor în care acestea să fie valorificate la maximum; dezvoltarea abilităților de comunicare, de negociere, de rezolvare



de probleme; conștientizarea sentimentului de autoeficacitate. Este bine de știut că idealurile, scopurile trebuie stabilite în deplină concordanță cu nivelul de cunoștințe și cu propriile abilități, iar experiențele noi trebuie să fie abordate gradat, deoarece eșecurile sau performanțele mai scăzute pot influența negativ stima de sine și încrederea în forțele proprii.

Dezvoltarea stimei de sine este un proces continuu. Acest sentiment este greu de construit și ușor de pierdut. Pentru a-l menține, fiecare om ar trebui să urmeze sfatul filozofului american Henry David Thoreau: „Mergi cu încredere în direcția visurilor tale. Trăiește viața pe care ai visat-o.”

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## Teaching English Vocabulary-10 Fabulous Ways to Teach New Words

'A word is a microcosm of human consciousness.' (Vygotsky)

**prof. Florea Mariana Claudia, Colegiul Național de Informatică “Carmen Sylva” Petrosani**

Considering the number of new words students have to learn per course, this means teachers have their work cut out for them. We all know that although it is important for students to use correct *grammar* and *structures*, *words are the main carriers of meaning*. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood.

To effectively acquire new vocabulary, students must go through four essential stages:

- first, they notice a new word with help;
- secondly, they recognize the word at first with help,
- then later on their own;
- and lastly, they are able to both recognize and produce the word.

It is essential that you, as the teacher, make use of activities that target *each of these stages*; more often than not, we make the mistake of merely introducing new vocabulary, and we don't give students the opportunity to put these new words to use.

*Did you know that a student needs to encounter a new word 10 to 16 times to effectively "learn" it according to recent research?*

So, here are 10 great ways to teach English vocabulary, outlined for each of the stages of vocabulary acquisition:

### **Stage 1: Noticing and understanding new words**

#### **1. Introducing nouns, things, objects, animals, etc...**

Visual elements work best with concrete nouns, but try to go beyond *flashcards and illustrations*. Try to use *real objects* whenever possible, or even sounds, smells, and tastes. Appeal to all of your students' senses!

#### **2. Introducing adjectives**

Opposites, like “big” and “small”, “long” and “short”, are usually illustrated with pictures, but here's another case where *realia* will help you *teach new adjectives*; the use of real life



objects is wonderful for words like “soft” and “rough”, adjectives that may take precious minutes of class time to explain. For more advanced adjectives, like “stunning”, “gorgeous”, “spectacular”, “huge”, or “immense”, bring in photos of famous sights from around the world like the Louvre, Egyptian pyramids, the Eiffel Tower, etc...then use these new adjectives to describe these places in ways that clearly illustrate their meaning.

### **3. Introducing abstracts**

There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given context. Consider this simple example: To teach the difference between “early” and “late”, remind students what time class begins, then state that those who arrive before this time are “early” while those that arrive after this time are “late”.

## **Stage 2: Recognizing new words**

### **4. Bingo**

Bingo is one of the most versatile games employed by ESL teachers. For younger learners, make bingo cards with illustrations, and call out each word. For those who can read, do the opposite, make the cards with words, then draw the flashcards from a bag. For teens or adult learners, you can make cards with the definition and call out the words, or vice versa.

### **5. Matching**

Another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word.

### **6. Fill in the blanks (with options)**

Hand out a piece of written text (anything from a description, *song*, letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.

## **Stage 3: Producing vocabulary**

### **7. Descriptions**

From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use. This goes for both oral and written descriptions. You may give them some guidance, like indicating that they have to use at least five adjectives in their description, or five words related to *sports*, *weather*, etc...to no guidance at all.

### **8. Fill in the blanks (no options)**



Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like “noun”, “adjective” or “adverb”, if they’re advanced students. You can then read several out loud to compare the different words used to fill in each blank.

### **9. Mind maps or brainstorming**

Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or whiteboard and circle it. Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”. You may even have sub-circles shooting off to the side for winter, summer, etc...words. This works great for vocabulary review lessons.

### **10. Guess what I'm thinking**

Students take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it. It has stunning works of art. It is a breathtaking building, very old, but with a modern glass pyramid in the front.” Students choose to be as obvious or as cryptic as they like. Even little ones can do this with simple descriptions: “It’s an animal. It has a very long neck and big brown spots.” Or simply state a series of words: “Africa, black and white, stripes”.

It’s better to teach vocabulary in context, in other words, teach highly descriptive adjectives when the lesson is about travel. Or *clothes and accessories when you’re talking about shopping*. Never teach a list of words just because, or students won’t have a chance to practice this new vocabulary.

### **On a final note, remember to cater to different learning styles or multiple intelligences.**

Use songs and music, real life objects, or puzzles, but the more you mix the better. Remember the difference between recognizing and producing words: to practice recognition the words have to be supplied by YOU; then students use them to fill in blanks or match them. For students to effectively and accurately produce vocabulary, they have to spontaneously recall the words.

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## Technology Tools Used in EFL Class

**Prof. Maier Anca-Elena, Colegiul Național „Mihai Eminescu” Petroșani**

The future, it seems, is in mobile computing – and it is moving into all the other classrooms and subjects. Portable devices such as tablet computers or smart phones players have gained popularity for English teaching in situations where learners move between different locations and can successfully take the place of one computer classroom technique. Nowadays, especially due to the Covid pandemic, it is imperative to remember that there are many educational technology tools available to use in the English classroom and they're increasing at a rapid rate. Here are two of which I used during the online classes in pandemic time:

**Padlet** is a free, online "virtual wall" tool where users can express thoughts on topics of their choice. It's like a piece of paper, but what makes it interesting and "alive" is the fact that it's on the Web and can be modified and upgraded by both teacher and students. Uses for Padlet in the classroom are various and depend on the creativity and imagination of the teacher. Here are a few ideas to get started:

1. **Book Reviews:** For set books such as *The Adventures of Huckleberry Finn* or *The Great Gatsby*, Padlet offers a modern way for students to share their thoughts. Students can highlight favourite quotes, ask questions, discuss characters. Teachers can then take the page and present it in class to spark continued face-to-face discussion.
2. Padlet can help teachers summarize a large amount of information and present it in a visually pleasing way. Educators can put in text, photos, graphs and other learning tools and share the image with students before a big test or discussion.
3. **Questions Board:** Students can access a "questions" board and anonymously post questions. The teacher can then read off and answer the questions each day.
4. **Opinion/Forum:** Educators can post a particular topic or issue, and students can post their opinions on the subject. This is a great building block for teaching students how to write opinion pieces or persuasive essays. Getting students to work online is a growing trend in education, and Web sites known as wikis have emerged as a cheap and easy way to do it.

**Web Quests** are a lesson format developed by Dr. Bernie Dodge from San Diego State University. One of the main characteristics of a Web Quest is that it is an inquiry-based curriculum unit. With inquiry-based activities, students don't just memorize facts and retell



them to the teacher. They are expected to take the information that they interact with and transform it to create new information that has meaning to them. With Web Quests, students create meaningful projects that they share with others via oral presentations, posting to the web, etc. Web Quests are also different from other Web-based lessons and experiences in that they focus on an engaging and achievable task. Web Quest tasks go beyond simply answering questions; they require higher order thinking skills such as creativity, analysis, synthesis, judgment and problem solving. The task in a Web Quest can be almost anything. For example, students might be asked to write, perform and record an old-time radio play.

Another key component of Web Quests is that the links students use are pre-selected by the Web Quest writer. The focus is on using information rather than looking for it. Many teachers avoid using Internet resources with their students because of how long it can take students to actually find useful information when searching the Web. They also worry about students accessing inappropriate sites. Web Quests avoid these roadblocks because the Internet resources are identified and evaluated by the Web Quest designer ahead of time. This eliminates the need for wasteful searching by the students. Web Quests provide teachers with a structured environment where they can integrate technology into the curriculum and make it beneficial to the students.

Web Quests increase student motivation. When students are motivated, they are likely to put in more effort, and their minds are more alert and ready to make connections and have the capacity to follow a task.

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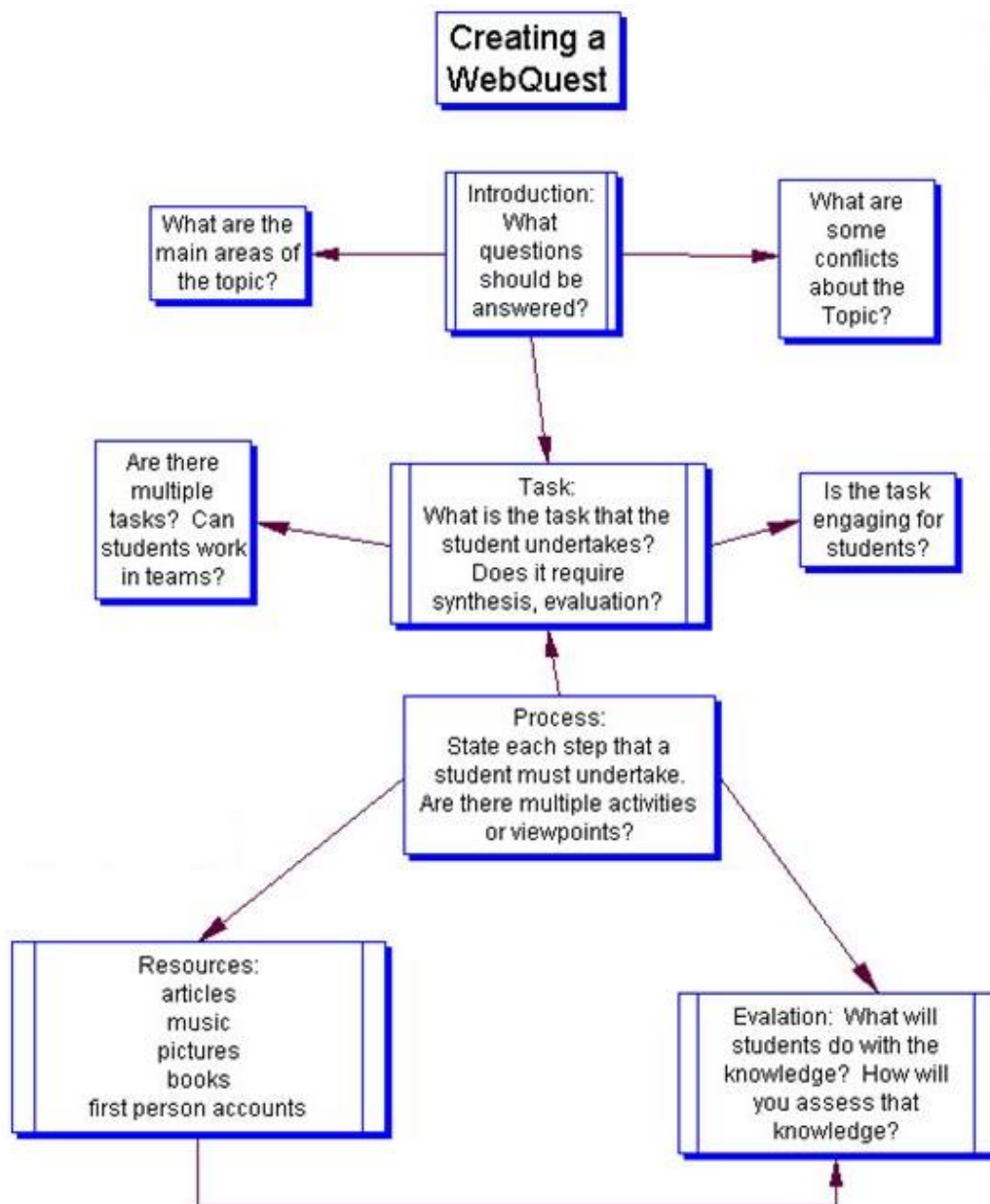


Fig 1. The creation of a WebQuest at [www.webquest.org](http://www.webquest.org)



## Benefits and Challenges of Using Modern Technology in English Teaching

**Prof. Maier Anca-Elena, Colegiul Național „Mihai Eminescu” Petroșani**

The benefits of using modern technology in English teaching are many and exceed the challenges. Some of them are mentioned below.

- High motivation- Extrinsic motivation reaches a higher level in a multimedia environment than in traditional educational setting, due to the variety and attractiveness of the components of this new technology. Students learn better from words and pictures than from words alone.
- Diverse and attractive teaching materials- Teachers who use modern technology in the classroom integrate a variety of resources, such as authentic text, music, pictures, animation.
- High quality teaching- The new technology provides the EFL teachers to design interactive activities and new strategies that lead to improved feed-back from students.
- Improved communication – Students are engaged in communicative activities, solve tasks together, while being exposed to attractive pictures, sounds, animation. They collaborate to complete tasks, organize a debate or work on a project.
- Technology frees us from the limitations of the textbooks. As teachers we are always supplementing our lessons with our own materials, according to the needs of our students.
- Career skills development- Through note-taking, internet browsing, performing an online research, students can develop the skills they need for future careers and college.

### ***Challenges of technology use in the classroom***

Despite the strengths of technology mentioned above, there are a number of weaknesses or disadvantages we need to consider.

- Technical and financial problems, such as long waiting time to access information and costs related to the acquisition of computers, programmes, training, and other expenses. The most common problems that may occur during a multimedia supported lesson are: websites or links that cannot be accessed as they are temporarily down to out of order projectors. Teacher must demonstrate a good class management and



anticipate technical problems by supplying alternative materials and strategies.

- Lack of training and familiarity with computers and the Internet (on the part of both learners and teachers) can lead to frustration, instead of offering a motivating learning experience.
- The issue of quality and quantity. The huge quantity of information found on the Internet may mislead the students. Secondly, a lot of the material on the net is unsuitable for children and young learners and unfortunately, information can be unreliable. Teachers should act as controllers so that students can't access websites that contain poor quality information.
- Time Loss due to connection problems, downloading issues and other difficulties, teachers sometimes avoid using it simply because of lack of time. Loss of time during classes because of connectivity issues is an important reason why technology is sometimes avoided in schools.
- Distraction There are some situations when students can simply become distracted by the huge quantity of information that can be found on the Internet and lose sight of the original task.

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## La configuration des valeurs morales chez l'enfant – étude de spécialité

**Profesor Luminita Mihoc, Colegiul National « Mihai Eminescu » Petrosani**

Pour commencer, je voudrais préciser que la littérature de jeunesse est un genre à part entière, et elle reste encore trop souvent négligée dans l'ensemble des études littéraires. C'est ce qui explique aussi mon intérêt pour celle-ci. La littérature de jeunesse, appelée aussi tout simplement littérature jeunesse, avec son dynamisme et son aspect ludique, contribue au développement de la créativité, du langage et même l'esprit critique de l'enfant, grâce à l'abondance des jeux de mots, des thèmes traités des personnages qui fonctionnent comme des modèles. Ainsi, les lecteurs ont la possibilité de s'engager et se familiariser avec la littérature dès le plus jeune âge. De nos jours, la littérature de jeunesse est devenue de plus en plus productive et les sujets abordés sont plus diversifiés. Une autre raison pour mon choix, c'est la dimension morale véhiculée par ce type de littérature. Elle introduit souvent des valeurs morales comme l'empathie, la confiance, le courage, l'amitié, la responsabilité, la sincérité, la solidarité ou la persévérance. En ce qui concerne cet aspect, presque toujours les auteurs de ce genre littéraire font appel aux différents stratagèmes rhétoriques comme les illustrations, ou des personnages et des situations qui semblent au premier abord plutôt simples mais qui sont choisis pour souligner, en sous-couche interprétative, la présence des valeurs morales dans la vie d'individu.

La littérature de jeunesse a pris une ampleur mondiale grâce surtout aux titres publiés et aux sujets qu'elle aborde. Il s'agit en général de romans réalistes qui fonctionnent comme des documents sociaux. S'inspirant de la vie, de situations réelles et vraisemblables, la littérature de jeunesse offre un cadre imaginaire dont le lecteur peut se retrouver. Sur le plan psychologique, elle permet aux lecteurs de trouver des réponses à leurs peurs, à leurs besoins et à leurs contradictions. Un autre aspect qu'il faut mentionner, c'est la dimension morale de la littérature de jeunesse. Pour l'expliquer brièvement, il s'agit d'un substrat de lecture qui permet aux auteurs d'exposer des thèmes moraux dans un contexte littéraire réaliste, facile à lire et comprendre par le public. Très bien selon Marine Dormion, la littérature de jeunesse



« représente un médium privilégié pour la transmission de messages porteurs de valeurs socioculturelles importantes pour l'enfant-lecteur »<sup>1</sup>

On observe que la littérature de jeunesse est en fait, plus complexe qu'on pourrait croire à un premier abord. C'est pour cela que je pense qu'il est important de ne pas la négliger ou même limiter la littérature de jeunesse à sa dimension ludique en tant que manifestation littéraire. En ce qui concerne son apport pédagogique, on remarque deux directions : que la littérature de jeunesse peut être un moyen de découvrir le monde parce qu'elle enseigne la diversité et la responsabilité de manière réaliste, facile à comprendre, à l'aide de personnages-symboles créés de telle manière pour capter légèrement l'attention, et que la littérature de jeunesse utilise des histoires simples, réalistes qui convainquent le jeune lecteur à lire de plus en plus. Dans un essai écrit en 1920, Nina Baym, l'auteur de nombreux livres pour enfants, comme *Carrie's War*, insiste sur deux directions différentes du réalisme de la littérature de jeunesse : la représentation fidèle de la vie quotidienne et le « didacticisme » (l'instruction dans un but précis). Ce type de littérature peut être un moyen de (re)connaître et comprendre mieux l'univers enfantin. Des œuvres comme par exemple *Oscar et la dame Rose* ou *Pollyanna* parlent de la relation entre enfants et adultes et ce qui est le plus important, la puissance d'une personne de changer le cours des événements ou d'une vie. Il est vrai qu'il y peut avoir des exagérations pour mettre en évidence certaines idées, mais à part cela, la littérature de jeunesse est importante aussi pour les enfants, qui peuvent se développer d'une manière agréable, et pour les adultes, qui ont la chance de mieux comprendre les manières dont un jeune se rapporte au monde.

La littérature de jeunesse exige la participation active des lecteurs. Ils doivent interpréter et examiner les avis reçus, mais ils obtiennent en retour une stimulation intellectuelle, émotionnelle et imaginative, caractérisée par l'humour, par des subtilités qui aident à explorer des perspectives différentes. Ainsi, elle ajoute un apport considérable en ce qui concerne l'avenir de la culture qui dépend des jeunes lecteurs d'aujourd'hui parce que ce genre littéraire leur présente des histoires qui encouragent le respect de l'environnement, de la vie et des hommes et des femmes de toutes origines culturelles.



## Trezirea interesului elevilor pentru disciplina istorie

**Prof. CERNA DELIA, Colegiul Național „Mihai Eminescu” Petroșani**

O simplă idee, o resursă – nu neapărat nouă -, un mijloc de învățământ poate trezi curiozitatea și interesul elevilor pentru o disciplină considerată “prăfuită”. Când totul merge pe repede-nainte pare surprinzător că poți veni cu ideea salvatoare, deși e folosită din secolul trecut. La ce mă refer? La filmul documentar!

Utilizarea filmului documentar la clasă reprezintă un material didactic inovator, atractiv pentru elevi și încearcă să stimuleze creativitatea, gândirea liberă, spiritul civic, exprimarea liberă a opiniilor găsirea unor soluții pentru probleme.

La școală este folosită informația scrisă sau vizuală, avem cărți, manuale, caiete, iar tehnologia nu este integrată în actul didactic, decât prea puțin, deși se dorește acest lucru. Un film comunică prin mijloace audio-vizuale și acestea sunt foarte eficiente. În jurul nostru există o puzderie de informații audio-vizuale, pe care tinerii trebuie să învețe să le deslușească, să le interpreteze și să le utilizeze cu folos. Un punct de pornire pentru aceasta poate fi chiar la școală.

Filmele didactice, acele documentare tradiționale cu un volum masiv de informație nu-și îndeplinesc rolul scontat. Din experiență, lipsa atractivității acestor mijloace de învățământ duce la deconectarea elevului într-un timp record, însoțită de lipsa atenției și dezinteres (de durată).

Noile filme documentar reprezintă un alt tip de comunicare, într-o structură creativă, expozitivă, dar care presupune și dramatizare. Profesorii și elevii regăsesc în aceste mijloace de învățământ informații generale, situații, locuri și personaje, toate acestea provocând un impact, o experiență la care se pot adăuga noi informații. Prin mijloacele audio-vizuale totul devine mai real și elevii se pot transpune în respectivele situații, pot aprecia mai bine realitatea, deși pare îndepărtată sau de-a dreptul imposibilă. De aceea, filmul documentar nu înlocuiește cursul, nu înlocuiește profesorul, dar elevii învață mai ușor și sunt atrași de tema vizată, deoarece relaționează cu faptele concrete, cu personajele și întâmplările văzute, altfel decât dacă le-ar vedea într-un manual.



Filmul aduce puncte de vedere noi, mai complexe, asupra unei teme, prin secvențele de informație, secvențele de observație, cele de interviu, de dialog sau conversație liberă.

Durata filmelor poate reprezenta o problemă, dar soluții există și profesorul le gestionează cel mai bine. Se poate opta ca documentarul să fie văzut acasă, dar nu se compară cu atmosfera din clasă (de cele mai multe ori necesară); totuși, anul 2020 și cursurile on-line pot găsi o salvare în documentarele vizionate acasă.

Filmul documentar poate fi vizionat în mai multe ore, pot fi selectate secvențe-cheie, sau chiar ascultate anumite fragmente din film, urmând abia apoi să fie însoțite de imagini. De asemenea, filmul poate fi oprit pentru o scurtă discuție, un sondaj de opinie sau pentru anticiparea modului în care continua filmul documentar, urmând să continue vizionarea după această activitate.

Valoarea educativă a filmului documentar continuă prin activitățile de la clasă, profesorul adoptând metode moderne care să extrapoleze de la temele ample regăsite în programă la filmul documentar.



## Școala în UK

### Prof. Anamaria Gales, Ditton Park Academy



Ce bine e în vacanța mare! Ei bine, sunteți norocoși. Vă scriu din Anglia unde vacanța mare... e chiar foarte mică! Durează șase săptămâni și începe în general de la mijlocul lunii iulie. Aceasta de mai sus e doar una dintre diferențele masive dintre învățământul din Romania și din UK: durata anului școlar. Dacă aveți răbdare, în rândurile de mai jos vă voi spune ce înseamnă să fii elev în Anglia și alte diferențe dintre cele două sisteme de învățământ.

### Key Stages

În primul rând, un copil începe școala la vârsta de 5 ani, în "Reception". Școala primară se numește "Primary school", cea gimnazială "secondary", deși aici sunt copii între 11 și 16 ani, deci inclusiv elevi de vârstă liceală.

La 13 ani elevii își aleg opțiunile pentru bacalaureat, care aici se numește GCSE și pe care elevii îl susțin la 16 ani (în anul 11) din: limba și literatura engleză (două examene diferite), matematica, o limbă străină, o materie de uman (istorie sau geografie), plus alte 3 materii opționale. Elevii nu merg la "high school" cum știm noi. După susținerea examenului de GCSE, unii merg în "6th Form" până la vârsta de 18 ani unde se pregătesc pentru "A-levels", examene necesare pentru a aplica la universitate, alții cu rezultate mai slabe aplică la colegii, unii fac ucenicii (apprenticeships), dar nimeni nu rămâne pe dinafară. Toți



primesc îndrumare și sprijin să nu rămână NEET ( not in education, employment or training) la vârsta de 18 ani, ceea ce mi se pare extraordinar de benefic.

## Sprijin pentru învățare

Un lucru demn de menționat este că nimeni nu rămâne repetent în UK. Copiii cu dificultăți de învățare au "Teaching Assistants" care îi ajută să învețe și să țină pasul cu ceilalți. Un elev care nu poate învăța să scrie primește un laptop cu funcția de dictare sau un scrib ( o persoana care scrie pentru el). În examene, pot avea un "reader", laptop cu spell-check si chiar o sală de clasă mică dacă au dificultăți de concentrare.

Copiii cu Autism, ADHD, dislexie sau alte dizabilități învață, se joacă alături de ceilalți fără a se face nicio diferență. Când nu au condiții financiare, școala le oferă o masă gratuită, uniformă, rechizite și excursii gratuite și chiar taxiuri care să îi aducă la școală.

## O zi de școală

Copiii nu sunt grupați în clase, ci pe ani. Un copil de clasa a 6- a în România este în anul 8 (year 8), spre exemplu. Ziua de școală începe în jurul orei 9 și se termină la ora 3 după-amiaza în general, indiferent dacă ești elev mic sau mare.

Ziua începe în general cu o întâlnire cu dirigintele ( Academic Mentor sau Tutor). De obicei în acest timp au loc "equipment checks", când se verifică uniforma, penarele elevilor ( da! Incredibil, nu-i așa?) , news rounds, când se discută știrile din jurul lumii, DEAR time ( drop everything and read), când toată lumea citește, "assemblies"-ședințe unde elevii se înalnesc si primesc prezentări motivaționale.

Se pune foarte mult accentul pe prezența la școală ( părinții primesc amenzi usturatoare dacă elevul lipsește), ținuta, comportament, disciplină. Eu am rămas impresionată să văd o școală întreaga de elevi mergând pe rând, într-o liniste deplină, să se așeze in amfiteatru sau in curtea scolii pentru "fire drill". "You could hear a pin drop" cum ar spune englezul.

Elevii primesc detenție dacă întârzie la școală, dacă nu își fac temele sau sunt nepoliticoși. Detentie înseamnă să petreci o jumătate de oră sau o oră, în pauză sau după școală într-o sală supravegheat, făcând teme sau reflectând asupra comportamentului neadecvat. Pentru vandalism elevul poate primi sarcina de a curăța diverse secțiuni din școală.

Uniforma se poartă cu strictețe și include costum și cravată, cămăși, iar tunsoarea, cerceii și unghiile elevilor/ elevelor trebuie să se încadreze în cerințele școlii. Deci NU piercings sau unghii cu gel...



Elevii sunt grupati in case, asa ca in Harry Potter. La scoala unde lucrez eu elevii sunt grupati in Eton House, Cliveden, Windsor si Magna House, care se afla intr-o continuă competiție, fie in ceea ce priveste realizările academice, cât și purtarea sau competițiile sportive.

In pauze ( doua de jumatate de oră ) , elevii mănâncă în cantina școlii sau joacă basket, fotbal sau pur și simplu povestesc cu prietenii. Porridge, terciul de ovăz, e gratuit la micul dejun

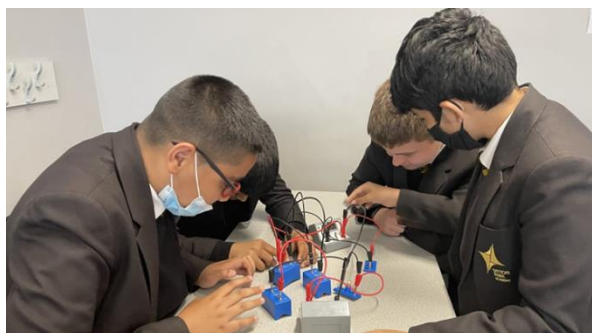
### Ce se studiază?

În secondary school elevii studiază pe lângă materiile pe care le studiați și voi, Drama, Art, Photography, Food Tech, Graphics, Business, Media, Computer Science, Textiles, Music. Au clase dotate cu absolut toate cele necesare, conditiile fiind mult peste cele închipuite, astfel încât e o plăcere să studiezi. Elevii învață să facă și să susțină discursuri, dezbateri, să descopere, să își susțină punctul de vedere prin argumente. Lucrează foarte mult în echipe, pe grupuri și rareori trebuie să își ia notițe, mai totul implicând "hands on activities". Se evită învățatul pe de rost, iar teme se primesc doar în weekend. Multe din teme sunt pe platforme educaționale pe internet sau proiecte de cercetare.

Voi încheia prin a vă spune un lucru pe care poate nu-l stiati: elevii in Anglia nu primesc note. Sau cel puțin nu așa ca elevii în România. Primesc în schimb AP ( Achievement Points) pentru contribuția la ore, teme excepționale, comportament ireproșabil si BP( Behaviour Points) pentru elevii nepregătiți sau obraznici. Părinții primesc rapoarte de trei ori pe an în care sunt informați despre progresul copiilor lor și "commitement to learning", atitudinea lor față de învățare. Elevii susțin de-asemena "End of Year exams", un fel de teze din tot ce au învățat în anul respectiv la fiecare materie. Rezultatul se prezintă în procente .

Bine de știut:

- notebook e carnetul de notite. Book e caiet. Text book, carte.
- to take the register= a striga catalogul
- carnet de note... Nu există. Reports!
- A. M. = Academic Mentor





## Using QUIZZZ as an assessment tool during the English classes

**prof. dr. ȘTEFANIA MANEA, Colegiul Național „Mihai Eminescu”, Petroșani**

The outbreak of the COVID-19 pandemic in March 2020, forced us all to rethink our teaching and evaluation techniques. More than ever, we relied on the Internet as this was the only way we could keep in touch with our students. When it came to evaluating their knowledge, we had to find reliable assessment tools that prevented them from cheating. One of these tools I used and I recommend is **Quizizz**.

**Quizizz** is a gamified formative assessment tool that can be used to develop quizzes made by teachers to assess students' knowledge. As a teacher you can find public **Quizizz** that other teachers have made or you can make your own. To create your own quiz you just need to go to **Quizizz** ([www.quizizz.com](http://www.quizizz.com)) and create an account. Once you create your multiple choice quiz and launch the game, you are given a unique code for students to use at the gaming site ([join.quizizz.com](http://join.quizizz.com)). Students are asked to give a nickname (inappropriate names can be kicked out by the teacher) and then they are provided with an avatar. Students are given immediate feedback on their answers through memes and as a teacher you have the option to let them know what the correct answer is. Although the game is timed, if a student logs in late, they will start from the beginning, which provides you with data on everything.

It has some benefits both for teachers and students, such as:

- it is user friendly;
- it is easy to access and fun;
- it increases students' motivation and measures individuals' ability;
- it is regarded as a new way to encourage students' motivation in learning;
- The use of online quiz using **Quizizz** as a formative assessment can reduce students' stress.

Conducting online assessment using **Quizizz** is believed to minimize students' stress since it creates a fun atmosphere and fosters students' enthusiasm.

**Quizizz** is equipped with music which can be turn on and turn off. Some of them might prefer to listen to music when they study to keep them focused as music is also believed to relieve their stress in joining quiz.

- Students' rank can be displayed on leaderboard which can be seen by the entire class. By seeing this, students will be motivated to perform better since they know where their



positions are. Those students at the first rank/place will be happy and this encourages them to keep/maintain their position. Meanwhile for others, they will be motivated to improve their performance more.

- With this application, students can interactively work on the given questions through their gadgets. Students can get a better learning experience through this application because if they take the test with this application, they can also compete with their classmates. At the same time, they can also find out their place among other players in the ranking list directly.
- It can foster student interest and participation in learning (Zhao, 2019) and it is well-suited to be used as a formative test tool as teachers can download the test report and evaluate student performance after running Quizizz.
- IT is an excellent online testing tool that allows students to review their knowledge and learning progress (Bury, 2017).
- It supplies hundreds of quizzes that we can use or create ourselves. It is a game-based learning tool that can contribute to student concentration, participation, happiness, motivation and student satisfaction (Chaiyo & Nokham, 2017).

Some of the conditions suggested by Rösler et al. (2002) regarding online learning material criteria are interactivity and flexibility, and these criteria have been met by the **Quizizz** application. To run a test or quiz with the **Quizizz**, we need to log in as a teacher with our own account. After logging in we can search and choose which usable quiz is available. We can also easily create our own quiz according to our wishes. Then we can even create a set of questions that we have prepared from the Excel file. In every asked question, we can insert a picture if we want. We can also arrange questions randomly or not. We can also determine if our quiz is public or private. When the quiz is ready, we need to give the students a code number. Students can access the quiz by entering the code number and their name and then answering the questions. The students do not have to log in to take part in the quiz. The current quiz can be in live-game form, which takes place simultaneously in the classroom, or as a homework assignment. **Quizizz** allows us to create a student-paced formative assessment tailored to the student's speed.

Students' opinions and attitudes about the Quizizz application in the classroom were measured by Likert scale. At the end of this school year, I conducted a survey among the 11<sup>th</sup> graders from class 11A and 11C from my high school who study English 4 hours per week. The aim of the survey was to evaluate students' preferences for the online assessment tools used in this school year, i.e. **Quizizz** and Google Forms. At the question, "*If you were to*



choose which would you choose for next year: Quizizz or Google Forms?”, the majority opted for **Quizizz** (76.9% class 11A and 54.5% class 11C). The survey result has also shown that the students show positive opinions and attitudes about the **Quizizz** application in the classroom. Here are some reasons mentioned by them:

*‘I would choose Quizizz because it's more fun and also I like the fact that you can see your grade after you finished the test. Also, the redemption questions are really helpful.’*  
(student from class 11A)

or *‘While Redemption Questions may feel like a cheap way to get the answer right to some I don't think of it that way. The chance of such question happening is random and seems fairly slim. Some might bring up the argument that you're bound to get the answer right at a redemption question but if there are 4 answers total and you know one of them is wrong then there are still 2 answers that you can get wrong.’* (student from class 11C)

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## Online or paper-based assignments? What do students prefer after Covid-19 pandemic?

**prof. ȘTEFANIA MANEA, Colegiul Național „Mihai Eminescu”, Petroșani**

During the Covid-19 pandemic, the teachers all over the world were forced to move the teaching and assessment activity online to maintain the students' contact with the school. They had to find ways to give students assignments and to evaluate their knowledge and this was one of the most challenging aspects of the e-learning.

In what is concerning the assignments, it is a proven scientific fact that they enhance the creativity in students as they learn a lot more when they practice or read something on their own. So the basic reason of giving assignments is to provide a practice exposure and knowledge enhancement of a subject. The assignment should enable students to see the purpose for their study and some definite objectives to be achieved.

Before March 2020, students used to do only paper-based assignments. Online assignments were something new, an enjoyable experience, especially when they saw how fast they could do them and how fast they received the teacher's feedback.

It is obvious that online assignments have some advantages. Students can do them any place and any time. They represent a faster and easier assessment and receiving feedback process. However, they pose some challenges. Students need digital devices and internet connection, to log in, which can be complicated. While doing them, they might encounter technical aspects.

As a teacher, you need to know what your students prefer and why. In this respect, I conducted a survey among 19 students from class 9A from Colegiul Național „Mihai Eminescu”, Petroșani, at the end of the school year. The aim of the survey was to evaluate their preferences for online or paper-based assignments that have been used during this school year by the English teacher. They had to do assignments on liveworksheets.com or Google Classroom. On liveworksheets.com they had to do exercises and on Google Classroom they uploaded their writing tasks and did tests on Google Forms either as homework or during the lesson.

The survey was created on Google Forms and was distributed amongst students on WhatsApp and focused on aspects of enjoyment, satisfaction, motivation with the use of online assignments and paper-based assignments. It has two sections: one with statements about both online and paper-based assignments and the second deals with which type of assignment they prefer for the next school year and why. Its items include statements which they had to evaluate based on Likert scale (1- strongly disagree; 2-disagree; 3-undecided; 4-agree; 5- strongly agree) (Permana & Permatawati, 2019), open-ended questions and multiple-choice questions. I used Linkert scale there is no escape category that the students



use when they cannot answer or will not decide. So, they were forced to choose a tendency and position themselves either for or against a statement.

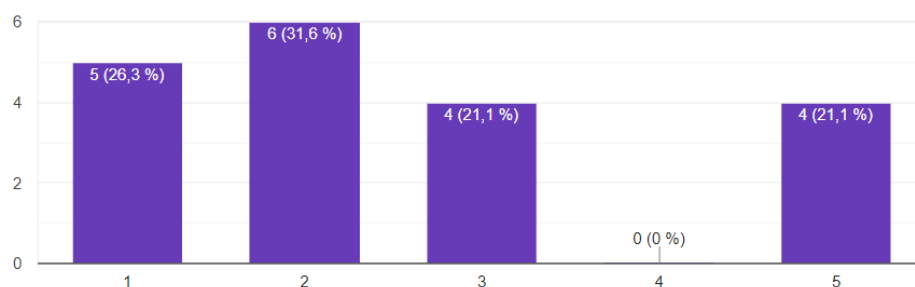
Here are the results of the survey:

*-about online assignments:*

- in general, after the Covid- 19 experience, 16 students out of 19 prefer to hand in their assignments online rather than in paper-based format;
- they prefer to upload their homework on Google Classroom;
- 7 students strongly agree that the advantage of doing online assignments is that it saves time to do them and 15 students strongly agree that submitting their assignments online is environmentally friendly;
- the majority agree and strongly agree that the advantage of online assignments is that they receive notifications until they do them; only 2 students strongly disagree with this;
- 63.2% (12 students) strongly disagree that they are stressed when they have to do online assignments;
- the answers to the statement: ‘When I have online assignments and I don’t do them on time, I can find all sorts of excuses,’ are various as it can be seen in the following diagram:

When I have online assignments and I don't do them on time, I can find all sorts of excuses.

19 răspunsuri



- they prefer to upload the homework on Google Classroom because until the teacher corrects it, they can improve it;
- the majority (10 students) consider online assignments easier and more interactive;
- regarding the statement: ‘I trust online assignments (exercises on Worksheets or Google Forms) more because they are a fair way of assessment,’ 9 students out of 18 are undecided while 7 strongly agree with it;

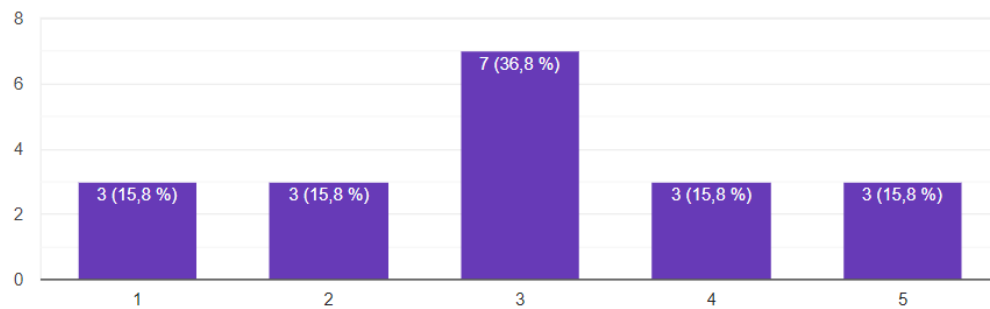
*-about paper-based assignments:*

- regarding the statement, ‘When I write my assignments on paper, I can concentrate better’ the students’ answers were various, as it can be seen from the diagram below:



When I write my assignments on paper, I can concentrate better.

19 răspunsuri

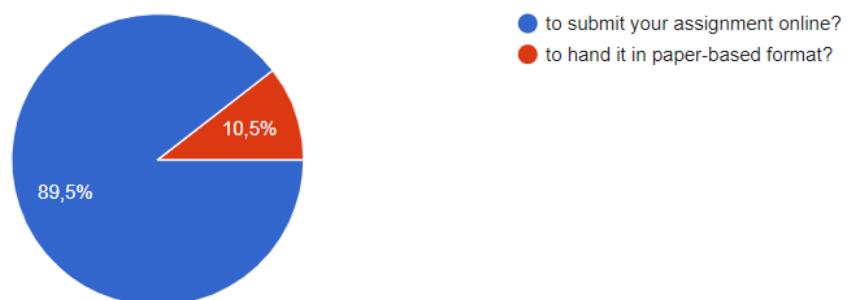


- it is obvious that writing the assignments on paper takes time, fact acknowledged by 9 students out of 19;
- most of the students agree that it is more difficult to find excuses when they don't have the homework in paper- based format to hand it in;

One thing is clear that next year I will have to continue to give them the possibility to submit their assignments online as this is what the majority decided:

If you were to choose, which would you choose for next year:

19 răspunsuri



And they gave various reasons to support their choice. Here are some of them:

*-‘I think that online assignments are easier and in that way you can save a lot of time. In my opinion you can write faster on your laptop.’*

*-‘I think paper- based formats are quite risky because you can lose them, and it also takes more time and resources to do, and online assignments are better because we save more paper for more important stuff this way.’*

*- ‘I really like online assignments because I can improve my computer skills and I can finish them much easier than to hand them in paper-based format , and that's a really good way to save time even if I'm in hurry, and why not? We have to make sacrifices for the environment if we can.’*

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# STUDENTS SPEAK OUT





# An artist's journey through the oceans of colours

**Armina Pirtea, clasa a X-a C**

Have you ever thought about getting into art? Or here's a more interesting question, have you ever thought about the way an artist sees the world? I've been practicing art for 4 years, and I dream of becoming a professional artist one day, so today I wish to share my opinions about *my* journey through art with the world. This way maybe more people can find their love for art!

You know what they say, "'Earth' without the 'Art' is just 'Eh'". An artist finds beauty in possibly the simplest things ever, even as simple as a pile of rocks or maybe a valley of flowers, they can interpret them in such a way that they manage to bring out the beauty in these things. The key is to have a lot of creativity up your sleeves. Artists are emotional people, which is the reason why we easily get inspired to draw things based on how we feel, or how other things make us feel, such as music, family, friends, nature, honestly, the possibilities are endless! My personal inspiration has been a story which I created myself with my own characters, I've gotten used to drawing them from time to time now, it makes me feel happy and accomplished.

Being an artist has its own ups and downs, sometimes you might find yourself stuck, unable to finish your own projects, but that's okay! You just need to find your determination and hold onto it so you can finish what you've started, and at the end you'll feel proud of yourself for not giving up!

If there's any advice I could give to beginners who wish to get into art, is to have patience! Practice as much as you can, it takes time to understand specific techniques. You also need to start from an appropriate level, which means you'll have to resort to a modest pencil and a sketchbook! Try drawing whatever you think would make you happy: characters, portraits, nature, everything is possible! After you consider that you've reached a higher level and your art improved significantly, I suggest you try digital art, with a drawing tablet. And after you're 100% sure you wish to continue doing art as a hobby, or even professionally, you should aim for a drawing tablet with a screen! Some of my best recommendations are Huion and Wacom tablets, they work like butter on warm toast!! As for applications, you could go for Krita and Fire Alpaca, which are beginner-friendly. For something more intermediate, I strongly suggest you try Photoshop or Paint Tool Sai v2.



Remember, art takes patience. Don't be scared to put your heart and soul into your creations, after all, they represent what you truly feel. I wish you good luck on your journey through *your* ocean of colours!



## The gift swap

**Bianca Ionescu, clasa a X-a C**

My family is not really big. There's my mom, my dad, my brother, and sometimes my grandma. And me, of course. Well, that sometimes has turned into every blue moon for my grandma, because she's not around much. But this one time she was, she got the coolest computer ever. A gift meant for my brother, whose birthday it was.

Thing is, their birthdays are very close to one another. My brother's and my Grandma's, that is. My family usually shops for gifts a week in advance, but somehow that year we were all swamped and couldn't even think about gifts, let alone go shopping. And so, there we are, a day or two before their birthdays, wrapping presents in a big hurry. Nobody noticed the swap, of course. An important detail that somehow has slipped my mind: We used to throw a big party every year for the two of them, so we'd cut down on expenses and decorations. You can already imagine it, can't you?

The big day has finally arrived. My family, sitting around our small table and sharing a big cake. We were happy, incandescently so. The gift giving was something we were all looking forward to. My brother opens his present...a knitting kit? At the same time, Grandma is looking at the computer she's holding, bewildered. A second of silence, and then came the laughter. From everyone.

In the end, it was a success. I've never laughed so hard in my life. But can you blame me? As soon as she turned on the computer, my grandma started playing solitaire.



## A Chaotic Christmas

**Armina Pirtea, clasa a X-a C**

Have you ever thought about how it would be like to celebrate a holiday in one small house, with 18 dogs and 20 guests? Probably, if you're a creative cookie. Christmas is an important holiday for most Christians out there, that's why it must be celebrated in a proper way. However, when things get mixed up and you have to deal with someone's improvisations, things won't go as planned. With a bunch of dogs and children in the same house for a couple of hours, everything can and WILL get out of hand.

Last Christmas, my relatives thought it would be a good idea to come over to our house, and celebrate Christmas with our pets. And so, that's how we ended up with a couple of toddlers and a ton of dogs to deal with. How would you be able to handle this chaos as an introvert? I definitely did not have a very good time. I value the time I spend alone in silence, and this whole fiasco was going completely against my set boundaries. It was a mess I didn't want to be a part of.

Thankfully, nothing got out of control, and everyone had a good time. But I personally would never agree to take part in such a circus ever again! It was a ridiculous vortex of loud children noises and barking sounds from everywhere. I'm sure dog lovers out there would have completely different opinions, and don't get me wrong, I love animals, but not when they get in my personal space of course!



## Our freshman year, a perspective of the pandemic generation

**Alexia Ioanițoaei, clasa a IX-a D**

High-school is supposed to be the most beautiful and the loveliest period of life or...this is what we heard. We didn't have the chance to be on the break in the school-yard and to hear the guitar songs of the seniors, or to share with our classmates the same fear that we'll have a test in the last ten minutes of the class, the happiness that our mate succeeded to get a higher mark, the small moments that we would have shared together complaining about that awful teacher that scares us to death or the small innocent jokes made on the spot when we are too bored to listen to the class anymore. Yes, these are just details, but they mattered to us, because what we had... wasn't enough. Not for us. These stories have been legends to us, until now. Our first year of high school actually meant just few months together, all of us in the same place.

PANDEMIC. LOCKDOWN. ISOLATION. SOCIAL DISTANCE. These are just some concepts that destroyed some of our dreams, some of our hopes. Yes, we are...the pandemic generation. Last year, in the summer, we had that famous exam and all we wished for in those moments was to live that high school life that all of us have dreamed of and to be free to feel the curiosity of finding the strange ways of life. But then...we got there. We were freshmen, but we didn't know each other because of the masks, we didn't feel anything exactly because the smell of sanitary alcohol was too strong, our wings had been clipped before they had any chance to grow, because our first year meant online school and our text books weren't as important as the internet connection. We didn't have any fear of being examined in the classes, as we had all the time the fear of losing the Wi-Fi connection. So this was the new "normal" for all of us and the mask became part of our daily outfit.

Yes, these are our first year' memories: the phone was finally allowed on the class because it was so necessary, our high school events and the traditions of the school never happened, it wasn't possible. This year was tough for all the teenagers, but it made us stronger than ever. We'll be able in the future to tell our kids our stories, the first lockdown, the love stories that happened to us in the pandemic, when we couldn't meet each other, but we found our way back to the others, back to our friends, our hopes and our dreams. It was



hard, but not hard enough for Z generation, because we found a way as we always do, we are young, strong and brave enough to change anything that we want and need, because we thought it would have been only two weeks, but all of this was two years ago and we are still holding on.



## To study or not to study abroad?

**Raisa Maria Bulf, clasa a XII-a D**

Nowadays, there are more and more people who take into consideration the idea of going abroad for university studies, but is this idea the best one for everybody, after all? In my opinion, studying abroad may have a lot of advantages, but also a few disadvantages which should be taken into account when we actually make this decision.

To begin with, studying abroad could really be an incredible experience for anyone, especially for those who like getting in touch with new people and cultures. Perhaps an important advantage when it comes to studying abroad is that it definitely broadens your horizons and also develops your knowledge. In addition, going abroad for university studies may offer you opportunities that our country could probably never offer, especially when we refer to the job we want to have after finishing school and this is another important aspect when talking about studying abroad.

Furthermore, studying abroad can be a very good opportunity to meet new people and, also, make new friends. It must be so interesting to get to know, for example, teenagers of your age from other countries, get in touch with them and keep the connection "alive", even though you might get apart at some point in your life. Having friends from a different culture can be a very good chance to discover new mentalities and habits they have and also to have this beautiful experience exchange.

As opposed to the above ideas, there are also some disadvantages related to studying abroad and one of them could be the difficulty some students encounter when they have to adapt to the new lifestyle and culture in the country they have chosen for university studies. For instance, there are teenagers who find leaving their native country and, of course, their family and friends, a very difficult thing to do. In this case, there is a considerable number of people who decide to remain "home", study at the national universities and try to find the perfect way of living a good life in their native place, which is not a bad thing at all at the end of the day.

All things considered, I strongly believe that it is up to everyone to decide for themselves whether they are prepared or not to make such an important change in their lives as going abroad for university studies. As I said, there are both advantages and disadvantages



when it comes to studying abroad and I think that, before making any decision of this type, it is very important to take into consideration all these aspects in order to decide right.



# The advantages and disadvantages of online learning

**Iuliana Lupu, clasa a XII-a D**

Nowadays, online learning turns out to be more and more practiced. Many traditional universities started to share their courses online for free. It represents an easy and comfortable method to achieve knowledge in almost every field, from law and accounting, to human sciences, such as psychology and sociology or history. Online learning is a great alternative to traditional universities, especially for people who can't afford the time and money to take real courses.

One of the main advantages of online learning is that you save a lot of time, you just get out of bed, open your laptop and you are ready. Online learning is also so effective because students can finish their homework quickly, and there is more time left for hobbies or other activities. Among the advantages of online learning there are the responsibility and self-discipline of students.

On the other hand online learning can be difficult, if it is meant for disciplines that involve practice like medicine, they must practice everything they have learned. Another disadvantage refers to the fact that online courses cannot cope with thousands of students that try to join discussions. Often there are connection problems, the platform drops from too many users or the internet crashes or you run out of power.

In conclusion, online learning should be seen as a complement and extension of classical forms of learning. Not even the best online course can fully replace the personal contact with a teacher, or the human relationships that develop in a group. So, traditional classes shouldn't be replaced with online learning.



## How can teachers create effective online classes?

**Georgiana Pițec, clasa a XII-a D**

The world is moving in a new direction than the one people had predicted, so a need for online classes has risen. Most do not know yet what to make of this new way of teaching, or how to make it more effective for the students.

One way that teachers can create a better educational space for their students in online classes would be to make it more interesting for them. Teachers could start looking into non-formal education methods to engage their students. As a result, more people in the class would pay attention.

Another way to create an effective online class would be to understand that students don't come from a place of laziness, rather the environment they are in is not stimulating enough. Psychology has proven that prolonged exposure to the same type of stimuli (i.e one's home workspace) can make a person numb to the work they are supposed to be doing. Teachers should try to be more understanding and, as a result, the stress that students feel will decrease significantly, leading to better results.

All things considered, online school is still fairly new and people have not yet adjusted to the idea of it. I strongly believe that online classes have the potential to lessen the workload on both the teachers and the students, if only we could start finding our footing.