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REALITIES AND PERSPECTIVES

Quality in Education

Teacher as Learning Facilitator in ELT

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Abstract: The classroom is the magic active scenery where many educational things take place simultaneously. Intellectual, emotional, socio-cultural, motivational and curricular factors corroborate their influence on classroom environments, whether we deal with traditional models of teaching or with the constructivist approaches. The growing demand for language teachers, English in particular, has determined a new vision of language teaching strategies. The cutting-edge technology has created a fertile ground which successfully fosters the teacher –student communication, emphasizing the teacher’s role to guide students and to generate a change in their learning approach and in eliciting useable knowledge. This way, the teacher has a larger ability to convert knowledge into practical information that is of real help and value to students. Students are involved in a continuous educational scheme and are tested on what they have learned. This ensures they can always enjoy the benefits of active learning from expert teachers. The present paper deals with a brief analysis of the role of teacher as learning facilitator and its importance for student acquisition process, eliciting some strategies in support of collaborative and student-centered learning.

Keywords: teaching strategies; facilitate; self-directed learning; motivation; communication

1 Introduction

Teaching is a complex cognitive activity whether involved in a teacher-centered or student-centered classroom (Leinhardt, 1997, pp. 1-54) and requires a wide range of skills to allow students to play an active role in guiding their own learning.

Research has proved that teaching and learning are complex processes influenced by various external and internal factors where teacher acts as an intermediary, facilitating students’ learning. His or her role is to guide students and to generate a change in their learning approach and in eliciting useable knowledge. The increasing demand of student learning autonomy has moved the emphasis away from the teacher and closer to the student, because the teacher’s role is to introduce topics of discussion, encourage sharing of personal perspectives, inducing participation and thinking.

Teaching could involve teacher-centered and student-centered strategies. Teacher-centered strategies see the teacher as a transmitter of information, outlining what the teacher does, whereas student-centered ones focus on students’ accomplishments, “bringing about conceptual change in students’ understanding of the world” (Biggs, 1999, p.61). From a traditional perspective, students expect to be taught, considering that the teacher’s responsibility is to deliver the information, that he or she is considered to be an expert in his or her field who conveys knowledge to learners. The main purpose of the student-centered approach is to develop communicative competences and to provide the English learners with the necessary language tools for interaction with another languages and cultures.

So, the present paper examines the role of the teacher focusing on teaching methods, facilitation strategies and realistic perspectives in language teaching.

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2 Paper Content

The student-centered view of teaching has imposed a major shift in the task of the teacher emphasizing his or her role as a facilitator or manager of students' educational process. Teachers should facilitate change, especially because learners are resistant to change and react as passive learners. Facilitators should allow students to determine their learning needs and objectives and make use of various resources. They conduct discussions and grease the wheels for real world examples and achieve this through a considerable system of techniques and methods. Malcolm Knowles described the "fundamental and terribly difficult" change from teacher to facilitator of learning. "It required that I focus on what was happening to the students rather than on what I was doing. It required that I divest myself as me - an authentic human being, with feelings, hopes, aspirations, insecurities, worries, strengths and weaknesses. It required that I extricate myself from the compulsion to pose as an expert who had mastered any given body of content and, instead, join my students honestly as a continuing co-learner. I found myself, for example, functioning primarily, as a procedural guide and only secondarily as a resource for content information" (Knowles, 1975). He has also identified seven elements extremely important for the role of learning facilitator:

- a. Climate context: familiarize the students with the learning environment;
- b. Planning: determine the learning activities;
- c. Designing the learning needs: set the goals so that students take over the learning process and compare their acquisitions with the required objectives;
- d. Setting goals: help students to transfer their needs into clear learning objectives;
- e. Designing a learning plan: students design their own learning plans and establish strategies to access resources;
- f. Engaging in learning activities: the tutor determines which activities should be dealt individually or collectively, teacher-led or student-led;
- g. Evaluating learning outcomes: provide constructive feedback to the students to increase the self-directed learning process.

Teachers' role is to help and encourage students develop some skills, being at the same time a "source of information, advice and knowledge" (Jones, 2007, pp.13-25).

They also should find the right balance between teacher-led and student-centered activities tailoring the course to offer learners more talking time. But, of course, students may react differently. Some are less autonomous and depend on their teachers, while others take advantage of their independence. Especially in such situations, teachers should come up with motivational strategies to develop personal commitment and self-confidence with a huge impact on achievement in education. At some points during the educational activities, teachers' role can change from teacher-led to student-centered and switch back. He or she should create a learning environment which sustains the learning activities suitable to achieve the aimed learning outcomes. All components in the teaching system: the curriculum, the objectives, the pedagogical methods, the assessment criteria and tasks interact and greatly influence the acquisition process.

"Motivation is the product of good teaching, not its prerequisite" (Biggs, 1999, p. 61).

Classroom communication should be initiated and developed in an informal atmosphere, open to exchanges of ideas where the learning resource materials must also be integrated in the activities. The teacher's as well as the student's outlook on life, emotions, personal experiences, cultural and social background influence classroom communication and the learning approach.

Some students say:

- Why do I have to work in pairs or in groups?

- I get embarrassed when I speak in English, because I make plenty of mistakes and I don't master the vocabulary adequately.
- My classmates will laugh at me if I make mistakes.
- I panic if I don't find the right words.

In a teacher-centered class, learners tend to depend on the teacher most of the time, waiting for correction, appraisal, instructions, avoiding communicating with one another. They feel insecure, overlooking the great contribution they really have if working in pairs or groups. The teacher should put emphasis on working together, thus developing their language skills and encouraging their active participation in the learning process and assisting them. Depending on the tasks, students can work alone, in pairs or in groups. Preparing and taking out the main ideas, drafting, making notes before a debate, solving vocabulary or grammar activities are suitable for individual work, whereas contrasting, comparing, enlarging certain topics, reading, some listening activities can be done in pairs or groups. But regardless of the type and purpose of the assignment, the teacher monitors, guides and encourages students, correcting when necessary. Collaborative tasks trigger great benefits with huge impact on students. They gain more self-confidence and communicate more, exchange ideas and learn from each other, become more involved referring to personally relevant topics and a lot spontaneous, and use English in realistic contexts. Pair or group activities encourage students to take a more personal approach in using English and increase confidence in their own usage of the language, taking advantage of the friendly atmosphere. Group assignments suit better to debates which are prone to develop argumentation.

Undoubtedly, there are also some drawbacks. Some of them may be tongue-tied and would try to switch to their mother tongue, they may feel anxious, embarrassed and fail to demonstrate the language requirements and successfully continue a conversation.

How should teachers handle these situations?

Monitoring all class and getting around to all groups in a single lesson is hardly achievable, especially in larger classes, so the teacher should give attention in the next session. Also, positioning students closely to talk softly and hear one another, makes it easy for the teacher to supervise them. In most cases, classes are made up of mixed ability students. They might have varied command of the language and elicit different items, or they may be good or bad at different skills. They also carry their own personalities, strengths, weaknesses and learning methods to the class. Students have a lot to gain if teachers set pair or group work according to various class activities, trying to mix weaker and stronger students and also tailoring tasks.

Another extremely important aspect with a great influence on the learning process is personality, varying from extroverted to shy, from bossy to reserved, from creative to rather unimaginative. Some students tend to dominate the activity, while others are mere spectators, losing interest and enthusiasm and waiting for the class to finish. Rearranging learners in groups and pairs is a good method to build confidence as well as appointing dominant students as "team leaders", but switch roles to give them all the opportunity to conduct a discussion. Shy students can be stimulated and motivated by putting them in groups rather than in pairs.

Time is a key element in running successfully an activity. Students should be given a time limit, so that they can better and wisely deal with their assignments. They should feel they have enough time to handle the tasks, thus offering them the possibility to develop a topic using relevant and appropriate constructions. Allocating a longer time gives students extra moments to reflect in silence and prepare before dealing with tasks. If they enjoy a particular activity, it would be wiser to prolong, otherwise it is advisable to cut it short.

Practice has proved that high-interest topics such as *Travelling, Leisure activities, Food* seem to raise the students' interest, whereas other boring topics tend to demotivate them. It is also well-known that it's almost impossible to involve all students all the time, but the more varied the topics are, the more chances we have to engage as many as possible. Some topics may appeal to students, especially if

their discussions are based on experience. "Personal experiences of a topic are always more interesting than general knowledge about it" (Jones, 2007, pp. 13-25). Nevertheless, all students must explore less challenging themes because they provoke students' acquisition and activate their passive vocabulary.

English classes prove to be a huge opportunity for students to interact, to share their views on a certain topic, to talk about personal feelings and experiences which, otherwise, would be less likely to happen. Even after a careful selection of topics with challenging questions, we witness a speechless class, unwilling to plunge into a conversation. Is the topic too difficult? Is it too boring? Many other questions spring out in teachers' mind, trying to identify the trouble-spot. Apart from organizing ideas, language can also be a huge barrier which many students find it difficult to overcome. Before going deeper into a topic, visuals can break the ice and stimulate the change of ideas. For the easily panic ones, making notes and taking their time could represent a real helping hand. "Failure is demoralizing, success is motivating. Having fun as they use English experimentally in class and succeeding in communicating with one other is a rewarding experience for students" (Jones, 2007, pp.13-25).

Sometimes pedagogical teaching approaches may seem useless when some students may prefer to chat in their native language or simply, refuse to take part in the debates. How can we overcome this resistance? This usually takes time when persuading them not to miss the opportunity of putting English into practice in real conversations. Students' responsibility and learning independence contribute to the development of some features of lifelong learners-motivation, self-assessment, time management and the skills to access information. Student-centered teaching approaches involve active learning (problem-solving, debates, brainstorming, answering questions), collaborative learning (pair or group work) and inductive teaching and learning such as problem or project-based tasks, case-based learning where students acquire new information in the context of addressing the questions and problems.

3 Conclusion

Research and practice have demonstrated that student-centered methods are superior to the traditional teacher-centered approaches emphasizing the long-term benefits: developing critical thinking and problem solving skills, increase self-confidence and enhance communication abilities. Perhaps one of the greatest benefits of student-centered approach is the positive impact on the classroom, making teaching more energizing, non-repetitive and stimulating, thus generating meaningful outcomes for both students and teachers.

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**Recognition of Diplomas and Teaching Practices
in the Romanian Universities**

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Abstract: It is of general interest now in Europe the focus on competences acquired in education in general and in higher education in particular. In this respect, there are projects developed in Romania aiming to meet labour market needs with curricula contents in the frame of the European Qualification Framework (EQF). The paper proposes a special view on the subject, with a study on how the teachers may encounter, in the middle, the approaches envisaging the requirements of companies – on one side, and students’ skills – on the other side. The paper subject is a follow-up of studies undertaken in the frame of a project, supported by structural funds and developed in an international partnership at Danubius University, on how companies and students meet requirements of EQF. Envisaging teachers’ role in the required changes toward harmonising competencies to job market needs, the paper identifies the technical and relational aspects through direct investigation (questionnaires) and process analysis of what regards teachers’ involvement in that change. The paper refers to new teaching paradigm required when passing from “traditional” academic teaching to the competences centred education, and to the market needs, based on new educational approaches but also on the current view of teachers on the process. The paper comes with an added value to the subject, aiming education processes and education style changes that can be now implemented in Romanian universities.

Keywords: teaching practice; recognition of qualifications; professional competence.

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1 Introduction

As part of the Bologna Ministerial Conference (June 1999) to build in Europe a landscape of higher education, the European Social Fund has facilitated the financing of transnational projects in Romania, with the aim to promote exchanges between European universities (transfer of best practices, implementing quality processes etc.) about the international recognition of diplomas and qualifications.

To this end, the research laboratories of the University of Rennes 2 in France and Danubius University of Galati, Romania (CREAD and DISEDD, respectively) have conducted scientific studies to identify and analyze practices of teachers in Romanian universities in the context of reform on qualifications, in the matching of skills expected by the labor market, and the skills to be covered by the diplomas.

It was developed a quantitative survey in three universities from Galati, Bacau and Bucharest, which surveyed the views of companies and of the students in the respective towns, regarding requirements on qualifications – on one side, and the expectations and insertion modes in the active life – on the other side. The results indicated a strong need of change in the curricula and in the way the educational process proceeds, in order to amend the traditional educational process. It is not only about the content of the study programs but also the way the teaching (and learning) is realized

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However, the present studies do not focus teachers' needs and expectations, and the required resources or teaching methods Romanian universities and their departments should to pay attention.

The present paper analyzes the teachers' opinion on changes in their teaching, their difficulties in terms of current reforms, and what educational means (as methods and instruments) have they to use to reach the goals. In a heuristic attempt, we will strive to understand how the recognition of diplomas reconsidered in a skills-based approach has influenced teaching practices and evaluation, compared to their subject area, their expectations from the students or possible needs for professional evolution? In a pragmatic approach, we will attempt to highlight the needs of teacher professional growth in Romanian universities the same time to comply to new qualification frameworks – at national and European levels.

2 Teaching Styles towards Competence Based Learning

This chapter explores different ways of learning (i.e. from the student point of view), and how teaching should proceed (as teaching style and instruments) aiming competence oriented education toward specific qualifications. Exploring some perspectives should help thinking differently and more broadly about educational means and results, mostly oriented to experiential learning (Kolb and Kolb 2005), (Armstrong, and Mahmud 2008).

It became obvious that teaching is not just telling, and learning is not just listening. The chart below provides a good overview of some of the main ideas related to learning theory. Many other theories are based on combinations of these basic theories. For example, the constructivist theory which is very popular now, draws heavily on the cognitive approach, but also combines elements of the theories below. Constructivism looks at learning as an active process in which the learner builds on prior knowledge to select and transform information based on their own cognitive structure (patterns of mental action that form intellectual activity).

Some time ago (Säljö 1979) observed what adult students understood by learning. Their responses came from years of school experience and happened to fall into five categories:

1. Learning as a quantitative increase in knowledge, i.e. learning is acquiring information.
2. Learning as memorising, i.e. learning is storing information that can be reproduced.
3. Learning as acquiring facts, i.e. skills, and methods that can be considered and used as necessary situations related to the subject.
4. Learning as making sense or abstracting meaning, i.e. learning involves relating parts of the subject matter to each other and to the real world.
5. Learning as interpreting and understanding reality in a different way: i.e. learning involves comprehending the world by reinterpreting knowledge. (quoted in Ramsden 1992: 26)

Later, (Ramsden 1992) observed that 4th and 5th conceptions are more deep and look to meaning and understanding, while 1 to 3 simply looks to passive acquisitions (e.g. memorising) of facts or information. On the other side, learning seems to be external to the learner and he or she „suffers” it according to a method or style of the instructor. It means that learning is not only matter of acquisition but it is an active involvement of the learner, in an appropriate context, towards understanding and modelling the part of the world under concern.

Regarding qualifications, hence competence, the understanding implies some skills and abilities that learners should obtain, not only to describe the part of the world they are interested in but also being able to act upon and to transform it.

2.1 Learning Styles

There are differences in how people process information and learn. Constructivist, student-centered teaching focuses on teaching for understanding rather than covering the curriculum. Student-centered teachers create learning environments (in the classroom or online) which encourage learners to examine their current beliefs, enable them to explore and be exposed to new ways of thinking, and include experiences which require them to re-formulate their understanding. Instructors and designers of learning experiences should have an awareness of the diversity of learning styles which allow them to include features that appeal to different kinds of learners and help students get the most out of their learning experience. This approach need not be taken to the extreme, but often small modifications to a basic design can dramatically expand its utility for different learning styles. Instruction which focuses on development of the "whole brain", including intuition, sensing, imagination as well as analysis, reason and sequential problem solving, will reach a greater portion of students with various learning styles.

Table 1 Learning styles (<http://uncw.edu/preeng/files/handouts/ls%20strategies.pdf>).

Learning Style	Characteristics of students	Strategies for instructors
Active	"Let's try it"; sitting through lectures is difficult; likes to work in groups	Discussions, problem-solving activities; students retain information better when doing something with it
Reflective	"Let's think about it"; likes to work alone; lectures are difficult if not given time to 'digest' the information	Provide time to think about the material, not just read & memorize; write summaries, devise questions and possible applications of the content
Sensing	Likes learning facts and using established methods, dislikes surprises; difficulty with abstract, theoretical material; good with details, memorizing fact and hands-on work	Establish connection from material to the real world with examples of concepts and procedures, practical applications
Intuitive	Discovers possibilities & relationships; likes innovation, good at grasping new concepts; works quickly	Interpretations and theories which connect facts will help in learning; provide time to read questions thoroughly and recheck results
Sequential	Learn best in logical steps; linear format	Break material down into smaller logical chunks; give overviews of material before getting into the content specifically
Global	Digests material in leaps and bounds; tends to look at the big picture and tries to make connections to prior knowledge	Provide overviews of material before getting into specifics; show how topics are related to other relevant course material or knowledge students may have from previous experiences

The teachers should also be aware of the motivational feedback that can provide engagement from the student. A friendly and personalized feedback on the students' effort and success is not related directly to learning but will stimulate learners' sense of understanding and will help to remembering or performing the ideas they should learn. There are some approaches on feedback as regards the theories of learning, as presented below:

- Behaviorism: feedback in the form of positive and negative reinforcers for learner behaviors, with the goal of encouraging desired behavior and discouraging undesired behavior (positive and negative reinforcers).

- Cognition: particular facts and ideas which are important for the subject are tested during the teaching procedure to check if knowledge was received or check for schema revision.
- Social & Situational: social learning feedback obtained through media and social networks put learners to observe the others (real or video etc.) modeling behavior and experiencing consequences. Teachers can observe consequences to models.
- Constructivism: knowledge constructions happening within the learner are important even though there is no emphasis on right or wrong.
- Collaborative exchange of ideas to others and listen to what others are thinking is important in order to compare it to their own ideas; e.g. peer review can to encourage further thinking.

2.2 Teaching Styles

We often have discussions on good teaching and the instructors may develop a style based on their beliefs and models, personal preferences, abilities, and norms. Some teaching styles are suited to some instructors and not suited to others: some are “teacher-centered” - when the teacher is an expert and as an authority presents the information, others take a “learner-centred” approach – when viewing their role as more of a facilitator for the student learning.

Teachers, as individuals, may have a dominant teaching style and they also mix the two above. It is sometimes a matter of generation or a matter of auditorium and teachers have to be able to adopt any of those styles.

Table 2 Teaching styles (http://vudat.msu.edu/teach/teaching_styles).

Focus On:	Content	Learning
Learner	<p>Seller or Demonstrator: Information-oriented Works best with students who need little direction from the instructor, and/or those who accept responsibility for their own learning. Example practice: Emphasis on independent learning activities for groups and individuals.</p>	<p>Coach or Facilitator: Learner-oriented Works best with students who accept responsibility for their own learning, enjoy working with their peers, and/or those who may become easily frustrated when facing new challenges not directly addressed in the classroom Example practice: Role modeling and coaching/guiding students on developing and applying skills and knowledge</p>
Teacher	<p>Professor or Expert/Formal Authority: Instructor-oriented Works best with students who may become easily frustrated when facing new challenges not directly addressed in the classroom, and/or students who may compete with peers for rewards and recognition Example practice: Traditional Lectures</p>	<p>Entertainer or Delegator: Relations-oriented Works best with students who enjoy working with their peers, needing little direction from the instructor. Example practice: Collaborative learning such as group work, peer review and other student-centered learning processes consistently emphasized in a course.</p>

Depending upon instructor preferences, academic discipline or class size adopting a teaching style it will fall into one of the categories:

- formal authority;

- demonstrator;
- facilitator;
- delegator.

In order to personally obtain qualification and competence, the learner should have the opportunity to experiment and to practice by his or her own practical matters in the subject fields. In consequence, the teacher have to move teaching styles from the traditional ones (the first two above) to the more open and practice oriented ones (the third and fourth above).

Teaching rhythms are also important for the success of the learning, while (Atherton 2011) shows that teaching is a way of incorporating knowledge into learners as the oil is incorporated into the mayonnaise: adding the oil requires patience and a constant attention to the state of the emulsion so far: going too fast will result in overload and the separation of the elements. In the same way, the teacher should pay attention to what and how the learner acquired and understood knowledge and practice and it will take some time (different from learner to learner) to “digest” them properly.

Moreover, the teacher have to encourage interaction between students, because they “help each other” in understanding either by competing, either by sharing knowledge between them. So, there are some questions to think about

- When you teach in the classroom, how do you facilitate interaction between the students? Do you have whole class discussions, break the class into groups, etc.?
- When you teach in the classroom, how do you deliver the content to the students? Do you use powerpoint complete with chalkboard, audio or video?
- When you teach in the classroom, what sorts of interactive things do you use in the course? Do students move their desks around to setup the classroom the way they want it?

2.3 Assessment as a Reaction

Assessment and measurement strategies provide feedback to both the student and instructor. Students learn more effectively if they receive frequent, meaningful, and rapid feedback. Feedback may come from the instructor directly, from assignments and assessments which have feedback built into them, or even from other students.

Feedback to learners about where they are and where their instructors want them to be comes in many different ways, such as:

- instructor participation in a discussion assignment;
- writing assignments that require submission of a draft for instructor comments and suggestions for improvement;
- self-mastery tests and quizzes that include informative feedback with each answer choice;
- interactive games and simulations that have feedback built in.

Technology can provide automated assessments which provide instant right or wrong feedback. Interactive media provide feedback when they add a visual change to indicate mouseover, or a sound to accompany an action. This very simple form of feedback lets the learner know their input has been received. More sophisticated technologies can offer constructive criticism. Technology can also help by gathering and organizing student performances and making it easy to offer feedback. However, human participation is often a necessary part of feedback.

3 The Competence Centred Teaching and Learning

In view of the above discussion, we perceive a need to consider that one of the models which can be used, in the approach for the teaching practices, is the one regarding the ‘interactive process related to current context’. It allows not only realize the meaning of the teaching-learning process in its interactive processes and locations, but also identifying the combination of its various interacting variables (Baconnier, 2006).

3.1 The Systemic Model of Teaching-Learning

The general idea of the study of teaching practices is therefore to identify interactions between teaching and learning activities. The researches are not about a scheme comprising dependent variable (student achievement), independent variable (teaching method chosen by the teacher) but in a systems approach and associating a combination of several variables. Among those variables, Bru (1991) identified three types of action variables: the structuring and implementation of the content (content selection and organization, operationalization of the objectives, activities on the content), processing variables (dynamic activity, distribution of initiatives among teachers and students, records of communication, evaluation methods) and the material frame along with the place and the device (place of the scene, time management, students grouping, equipment and teaching aids). The systemic model of Bru (1991) is depicted in Figure 1.

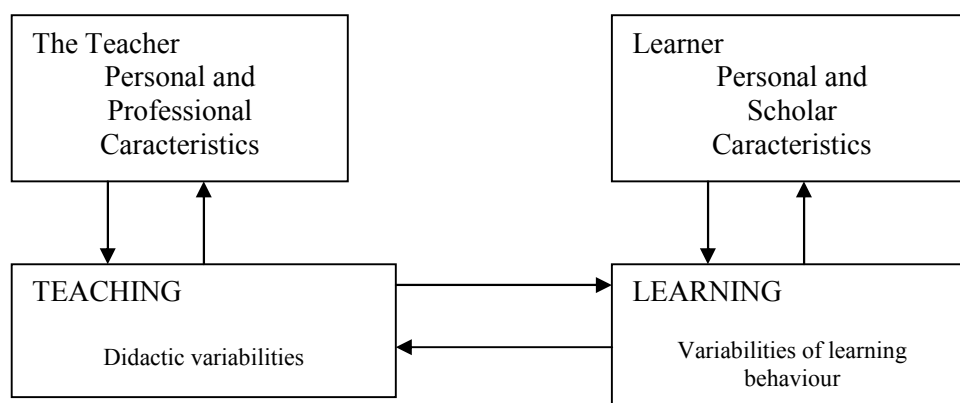


Figure 1. The systemic model of Bru

This model determines the main variables of students’ actions and interrelations with the action variables of the teacher. It highlights the personal and professional characteristics of teachers and students, concerning cognitive and native aspects, psychological, social and emotional needs of each actor involved in the training process.

The research directions envisage now a heuristic of the teachers’ practice. It is about describing the teachers’ practices, taking into account the empirical data, but also it is important to explain and understand those practices. In this framework, the study of processes which reveal the internal organization of the practices, the resource mobilization, the personal and professional resources of individuals and of the teaching group, along with the examination of the accommodating process to the real needs, contribute significantly to the explanation and the understanding of the shapes of practices observed in a teaching-learning situation. The research on the organizers of the training process give a sound characterization of the teaching practices and also allow the identification of the regularities and of the variations.

3.2 Towards a Model of Skills Teaching-Learning?

At the moment, it is not irrelevant to emphasize the systemic model of teaching-learning process, while the competence passed approach, that crosses today the area of higher education, can be studied as a operating model - on the one hand, but also as a heuristic model - on the other. Indeed, in its systematic and trans-disciplinary approach (ergonomics, labour psychology, professional didactics, social psychology), the ensemble of competence definitions refer to cognitive, native, psychological, physical resources of the individual.

For the education, the competence seems to lay on an axis starting from basics of pedagogy by objectives to reach to the reflective analysis of the concerned actions and of the results of those actions (Jonnaert, 2012). This approach addresses again the new teaching strategies such as effective contextualization and collaborative dimension of the action.

In our attempt to make intelligible the practices of the university teachers, in the context of transformation and mutation of the teaching profession, it seems that looking for new model of teaching toward competences will actually change fundamentally the academic view on higher education. In this regard, we anchor our thinking to the systemic model of teaching-learning, because the notion of competence, as defined in the education is strongly linked to the notion of real situations, to working and acting interaction, to extended internal and external resources for teachers and learners.

3.2 Discussion on Teachers' View on Competence Based Education

The analysis on companies' needs on competencies and on the students' view regarding the subject, produced some results that indicate how education could be changed – from the student's point of view. In was no analysis on the teachers' point of view, i.e. the one responsible with the profound change and the one who could question specific companies on how his or her subject is fitted, more or less, to the working needs of the employee. Through a new set of questionnaires, the teachers responded to questions regarding 'own expectations on students' behaviour' or 'what students' expectations are'. The questionnaire addressed behavioural also educational aspects of the both sides.

Another chapter of the questionnaire regarded technical aspects of teaching and learning, referring to styles, methods and instruments, in order to comply with the competence based learning envisaged.

4 Conclusion

The paper takes into consideration the main aspects that of the teaching and learning – as process, results and approach, trying to extract what could be the main features of an educational process that leads toward competence based teaching-learning. In this aim, studies take place on companies and students as important factors; the focus of the paper is the teachers' view on the subject. In this respect, the results are oriented mainly toward two directions: (1) the importance of links to the real world (industry and economic milieu) aiming practical matters of the profession and the aspects of various competences needed; (2) the change of the education processes, regarding not only the knowledge content of teaching but also procedures and instruments that could intensify the practical aspects for envisaged qualification for students.

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