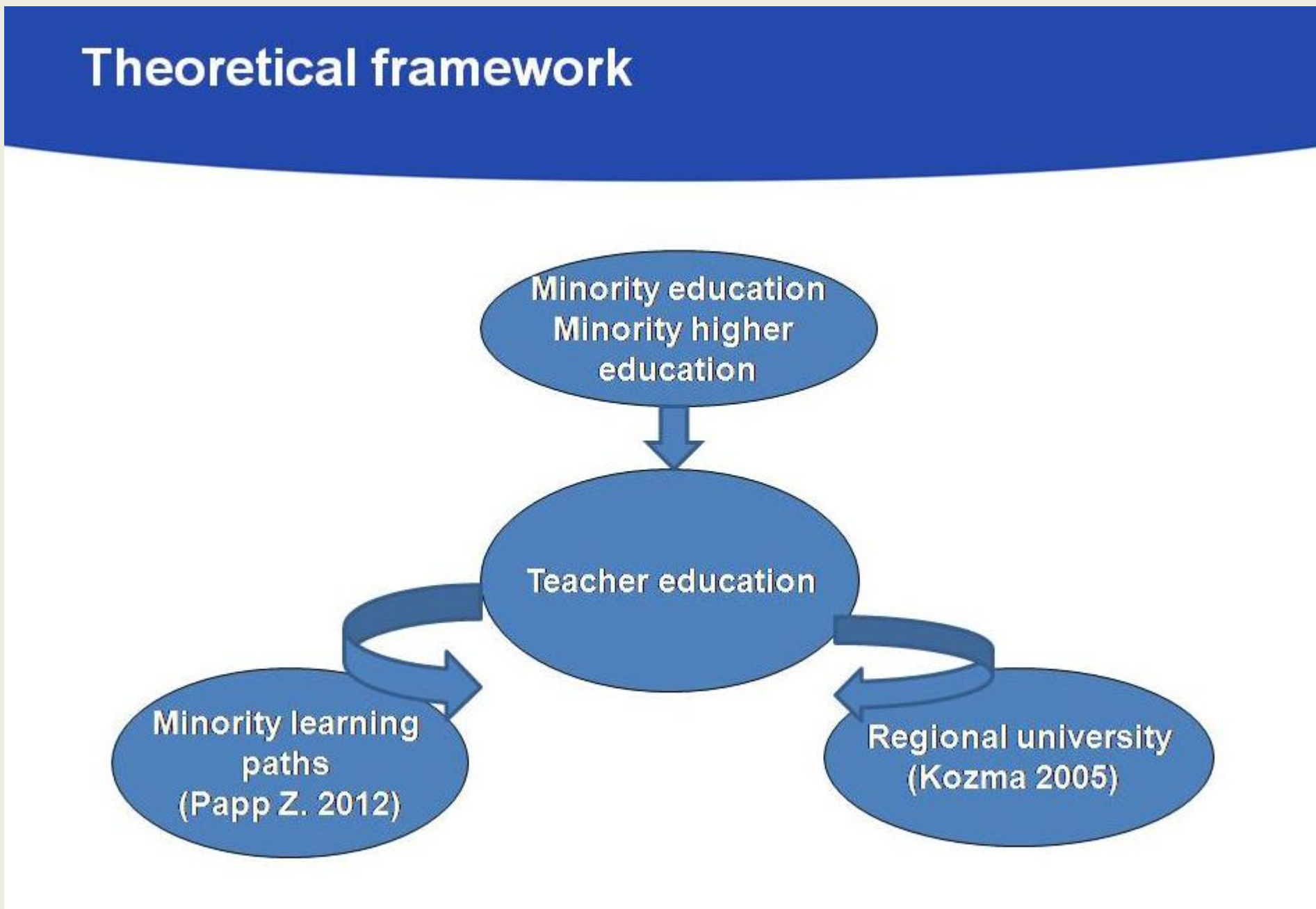


Minority teacher education and teacher`s learning paths in Romania with a view of the Carpathian Basin

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RESEARCH AIMS:

INSTITUTIONAL DIMENSION:

What is minority teacher education in Romania?

A1. The changes in the system during 2011-2016

A2. The distinctive features of the minority teacher education system in relation to the majority system

A3. BBU-DPAD, BBU-SM – regional minority university?

INDIVIDUAL DIMENSION:

Who are the minority teacher students?

B1. The minority learning paths of teacher students from Transylvania

B2. Particularity of learning paths (DPAD, SM)

B3. The influencing factors → student orientations typology

B4. Minority learning paths→ minority teaching paths

Analyzis of Hungarian teacher education in Romania

(1) Specifically Romanian system

(Avram 2009; Bocoş 2007; Bumbuc 2009; Iucu – Pănişoară 1999, 2000; Iucu 2004; Lăscoiu 2009; Niculescu 2001; Petrovici 2007; Şerbănescu 2009, 2011, Şerbănescu – Novak – Constantin 2013; Zgaga 2006;)

(2) Minority teacher education

(Barabási – Antal 2008; Barabási 2006, 2007, 2008, 2009, 2015; Baranyai – Szabó-Thalmeiner 2009; Birta-Székely 2007, 2012; Bura 2008; Mandel 2006, 2007 c; Márton 2015; Péter 2004; Sorbán –Nagy 2006; Szabó K. A. 2006; Szabó-Thalmeiner 2007, 2009, 2010, 2017)

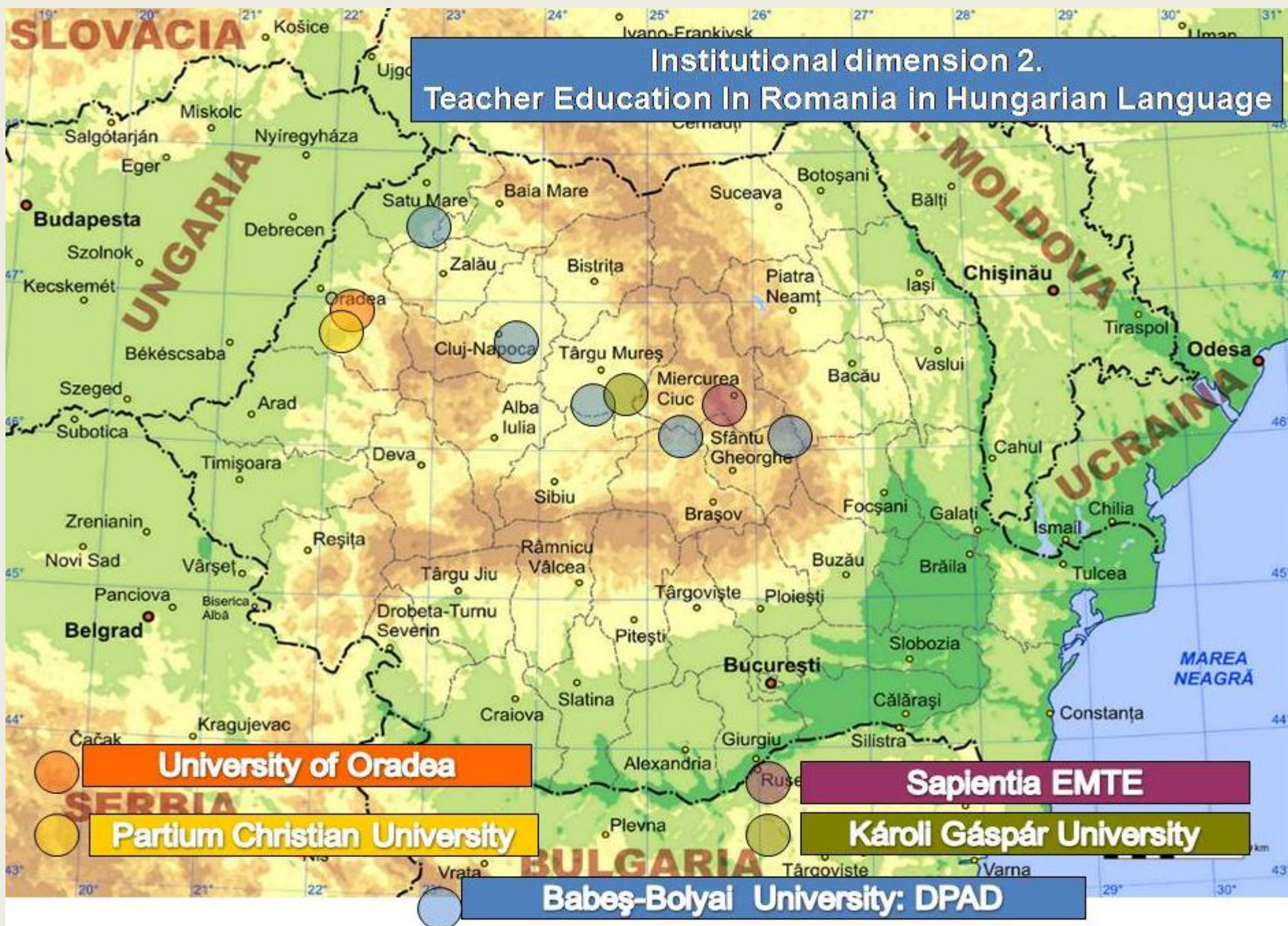
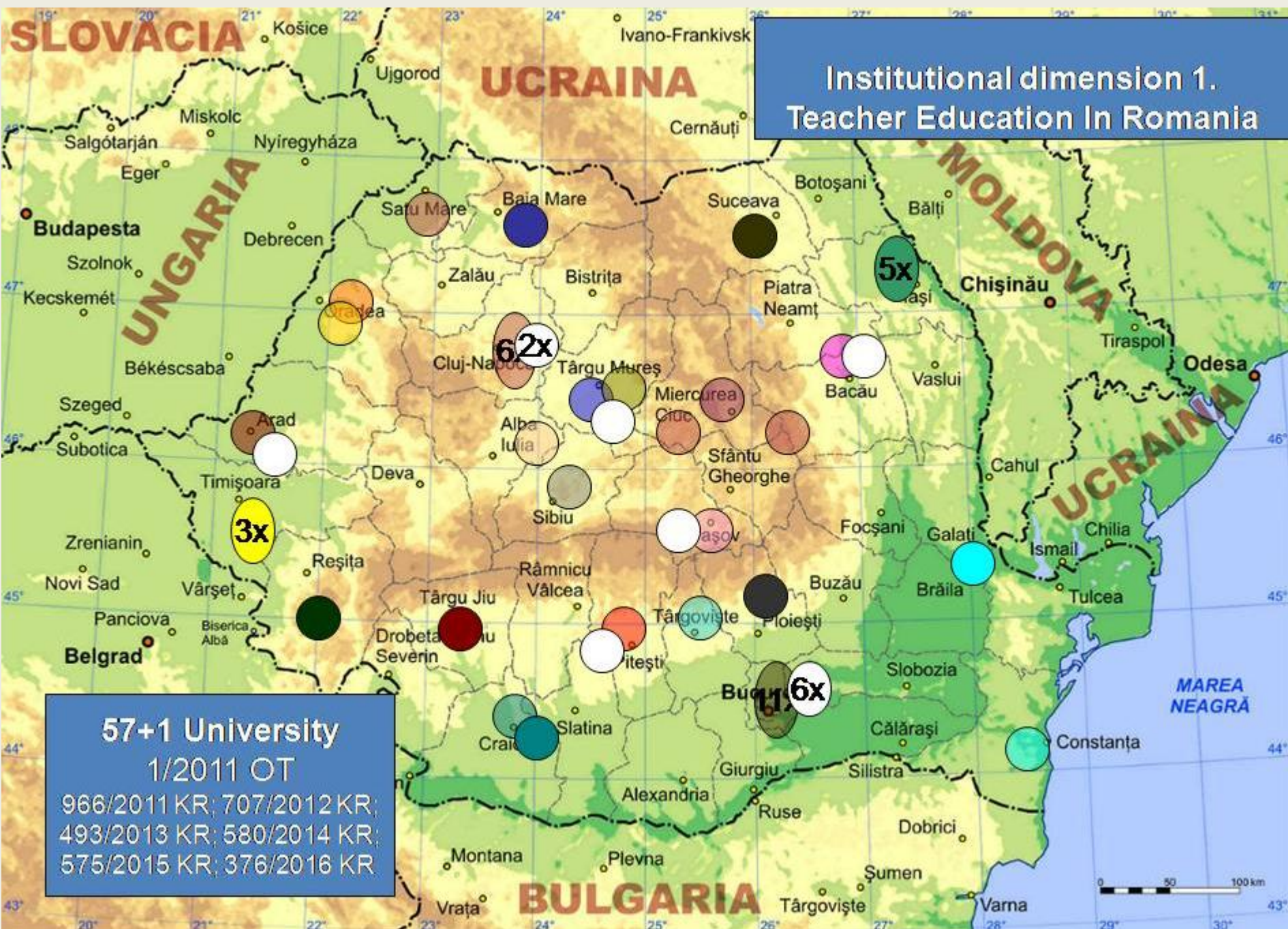
(3) Comparative approach

(Dusa 2014; Kovács 2014; Márkus 2015; Pusztai – Engler 2014; Szabó L. T. 1998, 2009; Zgaga 2007)

→ Institutional system + individuals

METHODS

DIMENSION/ LEVEL	INSTITUTIONAL DIMENSION Minority Teacher education system and institutions	INDIVIDUAL DIMENSION Learning paths for minority teacher students
MACRO-LEVEL	The Hungarian minority teacher education system in Romania 2011-2016 -document analysis-	Learning paths of majority and minority teacher students Database: TESCEE II. 2014 (N=633+2) Hungary (N=199) Romania (N=170) Ukraine (N=201) Serbia (N=63)
MEZO-LEVEL	The Babeş – Bolyai University Department of Pedagogy and Applied Didactics -document analysis-	Learning paths of BBU – DPAD students (N=116+16) Database: DPAD 2015 Târgu Secuiesc Cluj Napoca Târgu Mureş Satu Mare Odorheiu Secuiesc
MICRO-LEVEL	The Satu Mare Extension of the Department of Pedagogy and Applied Didactics, BBU -document analysis-	Learning paths of current and graduate students at the Satu Mare Extension Database: SM Alumni 2016 (N=110+7) Database: DPAD 2015 – SM (N=13+4)



INDIVIDUAL DIMENSION - COMPARISON			
Macro-level Hungarian minority teacher students TESCEE II.2014	Mezo-level Transylvanian teacher students DPAD 2015	Micro-level Teacher students and alumni of Satu Mare SM Alumni 2016 DPAD-SM 2015	
Eternal student	Dedicated student	Eternal student	Dusa 2014, TESCEE I. 2014. 1. Secure 2. Following model 3. Dedicated teacher 4. Eternal student
Dedicated teacher		Dedicated teacher	
Following model	Secure following model	—	Papp, Csata 2013 Aranyfészék 1. Parking, short-term opportunism 2. Long-term opportunism 3. Forced compliance 4. Professional vocation
—	Pragmatist	Pragmatist/ Prestige- oriented	
—	Scientist teacher	—	
—	Regional minority hobby search	Regional minority	
—	Romantic	—	

Summary (1): Institutional dimension

(A1) The changes in system

- Dynamic
- Constantly changing
- Confused
- „One steps forward, two steps back” strategy
- Oscillation between the reform attitude and the conservation attitude

(A2) The minority teacher education system is a subsystem of the Romanian majority education system.

- Rigid control
- Surplus only in the individual dimension
- Scarce opportunities:
- Teacher: 8 institution
- Early childhood educators and primary school teacher: 3 + 1 institution

(A3) ?Regional minority university

- Procedures compensating for under-representation
- Possibility to learn in the mother tongue close to the place of residence

Summary (2): Individual dimension

(B1) Distinctive features of the learning paths

- Ethnicity
- Majority – minority
- Regional features: mostly women, the first person in the family to earn a (pedagogical) degree
- +Socio-political context: school structure (mother tongue and close the residence)

(B2) DPAD-SM specific features

- Entirely minority learning paths
- Repetitive learning paths
- Family background: preschool language choice

(B3) Orientation typology of teacher student

- Dedication as a driver
- Regionality
- Pragmatism
- Mother tongue effectiveness

(B4) Learning paths→ teaching paths

- Dedication for minority education (symbolic identity-forming function)
- language barrier
- Refusal: gipsy student, student with special educational needs