



**Dear collaborators,**

*The Annals of the University of Craiova, Psychology and Pedagogy Series* (ISSN 1582-313X), edited by the Department of Teacher Training, through the Centre for Psychopedagogical Research (Romanian acronym CCPP), brings to your attention the theme *Lifelong learning in the knowledge society* in relation to Issue no. 1 (41) of 2020.

The transition from the information-based to knowledge-based society has taken place in the 21st century, where the general social progress has become a priority. Such progress is achievable through quality education, through time valued occupationally or freely, against the background of improving the life quality of each individual. The diversity of information sources, the myriad of ways of knowing and appraisal, the existence of certain unclear information, of little intrinsic motivation and the inadequate capacity of organizations to meet the challenges represent shortcomings that have increasingly imposed the classic principle of lifelong learning.

Considered the process of acquiring knowledge, of the adaptive use of experience, learning is seen as an all-inclusive and complex concept. The implementation of lifelong learning at the individual and institutional level takes many forms, being carried out, through some programmes, in the traditional education system, as well as outside it. The process of personality formation throughout the whole life integrates, longitudinally, basic education, fully rounded by the continuing one.

Our contemporary society is characterized by dynamic changes and, in order to meet the demands, people must learn continuously, quickly, thoroughly and efficiently. We can speak about the shaping of a true culture of learning, the main arguments in the favour of lifelong learning being: the need for adaptation, overcoming the knowledge barriers, the desire for social integration, completing the level of the previous schooling of the adult, maintaining the level of culture, in relation with the social community to which the individual belongs, boosting the self-image, the performance level in the economic and social activity, bridging the gap between the acquired qualification and the necessary one.

The evaluation of the lifelong learning process involves at least three important dimensions: what are the competences developed, how to achieve certain goals and how to monitor the study programmes. Because the reality of knowledge is dynamic, the ability to find and use data is the state-of-the-art quality of the educated person. From a strategic point of view, the picture of the methods, means and modes of organization varies and, because the knowledge society requires a more obvious connectivity between individuals and communities, the New Information and Communication Technologies (NICT) are highly relevant. The high degree of accessibility, activism, interactivity, increasing the speed with which changes occur and are communicated, the use of critical thinking, the development of a higher degree of autonomy in acquiring knowledge propels them as useful means, mainly in learning through discovery, in their own construction of understanding, in task completion.

The identified issue revolves around several questions: What are the values promoted in the today's society? What are the roles and competences of teachers in the knowledge society, especially as their development represents an axis in the drafting of the Romanian or European educational policies? What impactful changes have restructured the meanings of learning? How are the educational environments articulated to promote lifelong learning? What arguments and hindrances are involved? What competencies are pursued and how can transversal competences be

developed at different ages? What are the examples of good practice that validated non-formal or informal learning? From a curriculum-based perspective, how can the educational activities be better correlated with the workplace and self-educational concerns?, etc.

Analyzes, answers or new perspectives in the form of some theoretical or applied studies, with innovative value, fall within **the theme** of the current issue:

1. The strategic framework for international cooperation and teacher training in the knowledge society
2. State-of-the-art explanations/interpretations regarding the learning process
3. The complexity of learning: forms, levels and types
4. New approaches to teaching/learning methodologies. The benefits of the NICT and the contribution of the digital area to the lifelong learning process
5. The integration of computer systems to the open training and distance learning in the digital age
6. The specificity of learning processes and difficulties encountered by young people, adults and the elderly
7. Key competences of lifelong learning. Transdisciplinary curriculum approaches
8. Responsibility and autonomy in lifelong learning.

**Keywords:** knowledge society; sustainable development; lifelong learning; continuing education; adult education; transversal competencies; self-education.

The evaluation of the papers shall take into account the following aspects: the research perspective; novelty of the issues addressed and the way of its theoretical substantiation; the research design; the underpinning research methodology; the research findings; the relevance of discussions and interpretations; the consistency of conclusions; the relevant and updated bibliography.

Your proposals will be organized in several sections of the journal: **Theoretical Approaches - Re-evaluations and New Perspectives; Educational Practice - New Perspectives; Research Laboratory; State-of-the-art Computer-Assisted Training; Comparative History and Pedagogy of Teacher Training; Books and Ideas** and a **Miscellanea Section**.

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**Publication requirements:**

Paper length: **10 - 15 pages**, in MS Word; reviews, conference reports, reading notes: 2-4 pages.

**The texts shall be fully written in English or French.** The texts in French will be **accompanied by the title, the abstract, the key words and the institutional affiliation of the author(s) in English.**

The papers will be evaluated by 2 independent reviewers in the blind Peer-Review system. An author can contribute **up to two papers**, provided they fit into different sections of the volume. We only accept papers where **the maximum number of authors is 2**. In this case, the contact author shall be indicated.

**Text formatting** - top: 2 cm, bottom: 2 cm, left: 2 cm, right: 2 cm, heading: 2 cm, footing: 0 cm, page size: B5 (17 cm x 24 cm), Times New Roman, 11 pt, spacing - single 1 (please see the Annex). Citations of bibliography and webography shall be done in accordance the APA Publication Manual (American Psychological Association), the 6<sup>th</sup> edition.

An Abstract of maximum 250 words and 3-5 key words (**in English**) shall be provided alongside the paper.

We are looking forward to your manuscripts at the email address **[auc.pp.dppd@gmail.com](mailto:auc.pp.dppd@gmail.com)** until 01.05.2020, publication of the volume to be completed by 15.06.2020.

For more information, please visit the journal's web page: **<http://aucpp.ro/>**

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Template

## TITLE

First author's name and SURNAME<sup>1</sup>, second author's name and SURNAME<sup>2</sup>

### **Abstract**

Maximum length: 250 words

**Keywords:** 3-5 key words, separated by semicolon.

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Figure no. 1. Title

Tables: horizontal, centered, box, width: 1 pt.

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Table no. Table title				
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1. Surname1, First letter of the first name 1. (coord.). (year). *Title of the paper1*. City: Publishing House.

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