

COMPETENȚA CA MODEL DE RELAȚIONARE

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„Ingineria învățării” (POSTMAN, 1992) are efecte destule pentru a fi dobândit adepți și critici. Noua criză sau „revoluție” indusă de tehnologie amețește fără limite, așa încât, sunt tot mai mulți cei care cer să privim atent la efectele pe termen lung, la constantele generatoare de motivații în educație, la relațiile dintre actorii procesului. Articolul își propune să extragă din câteva modele de învățare elemente care susțin că oricât de bine organizate vor fi mecanismele predării și de *înnoită* este tehnologia, permanentă și *inseparabilă va fi relațioarea profesor-elev*. Perspectiva este susținută de recente preocupări mai ample consacrate relaționării didactice și de un recent model generat de analiza transgenerațională a acesteia în care tehnologia este prezentă prin conținutul său informațional reflectat de TPACK supus condiționărilor alternativei pedagogice Reggio Emilia.

Cuvinte cheie: *competență, modele de învățare, relaționare, Reggio Emilia, TPACK, 3PT&I.*

COMPETENCE AS RELATING MODEL

„Learning engineering” (POSTMAN, 1992) has enough effects to have gained followers and critics. The new crisis or “revolution” induced by technology is dizzying without limits, so that there are more and more people who ask to look carefully at the long-term effects, at the constants that generate motivations in education, at the relationships between the actors of process. The article aims to extract from several learning models elements that claim that no matter how well organized the teaching mechanisms will be and how renewable the technology is, the teacher-student relationship will be permanent and inseparable. The perspective is supported by recent broader concerns devoted to didactic relationships and by a recent model generated by its transgenerational analysis in which technology is present through its informational content reflected by TPACK subject to the conditions of pedagogical alternative Reggio Emilia.

Keywords: *competence, learning models, relating, Reggio Emilia, TPACK, 3PT&I.*

Introduction

The implication, but above all, the insistence on the role of digitalization in school, generated strong disputes between technophobes and technophiles. It is necessary to offer them the measure of school concerned not with encouraging extremes, but with elements favorable to good growth, character formation through education. Each industrial revolution has brought more intensity to the debates regarding the role of technology in education, either because of the need to guarantee the continuity of its fundamental principles, or because there have always been unconditional defenders of curricular revolutions as in the form of technological ones.

The work brings arguments in favor of a good understanding of the relationship between technology and school starting from models and examples capable to provide it. The hypothesis, found in the conclusion, is that the role of technology has always been and will always remain the same.

Models of Successful Learning

The concern for the idea of a *Mastery Model*, of a guaranteed mastery model of student learning, was established quickly after the undeniable successes in the industry, which offered various examples of the fact that good organization is also effective. In this sense, the evolution from learning centered on objectives [1, 1976] *to the one on competences will be easy, precisely because efficiency takes precedence according to the economic model*. Thus, at the beginning of the 20th century, the Winnetka Plan was an-

nounced, by Carleton Washburne and Henry C. Morrison, from Chicago - by which maximum performance was desired in any unit of time reserved for learning. We can say that *engineering* gets its safe place in this field, previously, almost exclusively reserved for the teacher-student relationship, for the permanent *reminder* [18] of one from the other and from the environment.

In the middle of the 20th century, the programmed training, thought on account of the technology of B. F. Skinner (1965) for which the impulse given by a stimulus was decisive, the idea was accredited that learning a behavior needs to take over a simpler sequence and then go through the whole way of training, step by step.

In the same period, John B. Carroll (1963) elaborates the „Model of School Learning” - based on factors that influence students’ success and their interaction. The idea of such a model is based on the teacher’s activity in teaching foreign languages, in which, in his/her opinion, it is important to know how much time a student needs to reach a certain level of knowledge of that language. The speed of acquiring knowledge and skills to use the new language can also predict performance. We will add to this nuance the idea that success, as early as possible, but also in the shortest time, brings success and the stronger engagement of anyone in the learning action [17]. Certainly, it is known that other factors also intervene, which make possible this rapid acquisition of skills, but also delays. The elements that accelerate the attraction for learning and involvement with increased success, we attribute to the relating between the actors of process [10].

John B. Carroll believes that learning time is directly proportional to the student’s abilities, and in the conditions of instructional activities it is ideal to take them into account. The conclusion of offered model is that each student needs his/her own type, different from others, to acquire a certain level. Thus, it neither denies the possibility of acquiring that level of skill acquisition, nor does it require that all students reach the same milestones in the same unit of time.

Benjamin Bloom and his collaborators obtain similar observations - analyzing the differences in the rhythm of students’ learning - noting that for the same types and durations of the teachers’ lessons, the students have different responses, it is not possible to predict the level of success of the students due to the variables characteristic of the teacher’s actions only. Starting from Carroll’s model, he will build his own model based only on the pace of learning and by reporting to the level we want the student to reach.

If we have these elements, then we can establish appropriate strategies so that students - most of them - can go the distance from the starting stage to that level. Aptitude becomes „the amount of time it takes the learner to master a learning task.” [3]. Although there is enough research to support that most students can achieve a required level of learning, it is recognized that different time is needed for each student, even if the same goal is being pursued. Bloom estimates that only one per cent, i.e. between 1% and 5% of students have the opportunity to excel in a subject, and another 5% are unable to learn a certain subject. Consequently, the aptitude - understood as learning pace - is a real problem for 90% of students. The ray of optimism given by Bloom consists in emphasizing that since aptitude is understood as the rhythm of learning, time can be modified by interventions on the environment and on the „learning experience” in school and/or at home [2]. In other words, learning situations bear the imprint of relating between teacher and student, with or without their will. The science of relating will be mastered by the teacher-with effects both for himself/herself and for his/her students. Well, even for his/her students’ students, through transgenerational effects [11].

The conditions in which learning will take place become important, because, for Bloom, several strictures are mandatory:

- *the training approach* should be carried out “*sensibly* (sn) and systematically”. The focus is on that sensitivity that we need to find in the quality of teacher-student relating. Relating itself is the source and model of learning, which becomes self-learning with the source elements and model for self and others.

- *the students’ support* can only be natural because the teacher intervenes only when needed and for as long as it proves necessary. It is more important for the student to know that he/she is not alone than to have a permanent guardian.

- *the time to solve the tasks* is individual. Knowing and respecting differences is equally important for both the teacher and the student. In each unit of time, everyone knows how much they can get and, above all, what they have to do, for the valorization of their learning relationship and future joint actions.

- *there is a clear criterion* regarding the task that students have to carry out [1] to achieve the model. We will notice that, in fact, we are talking about a level on which they have agreed which is neither the teacher's nor only the student's - because each has brought rational, reasoned and proven corrections in favor of additions or reductions compared to a certain too tall or too short level.

For the viable relationship and its continuity, it is a priority to respect the possibilities and expectations, in particular, of the student, but also of the teacher, who, of course, can address other teachers - asking for help, or giving up or taking over tasks. The assessment of students itself is not an opportunity to "measure" knowledge, skills, but rather one of guidance, orientation of future learning through means, strategies, criteria, principles that the student becomes aware of, understands due to the "corrections" observed in his/her teachers. The moment of evaluation is an important and useful one for both actors. The student himself/herself needs to know how the successes and blockages in the process reflect on both. If the student is asked to make progress, then he/she has the right to know how this request is reflected at the level of teacher - his/her most important learning partner. Thus we find, what is remarkable for our topic, that the relationship, the action of their relating does not disappear, but can move, predominantly in the affective and volitional, motivational plane.

The Keller Plan, developed in the same period of the 1960s, valorizes the ideas of „reinforcement”, present in conditioning theories - in vogue for that era. With the Keller model - presented in the work „Engineering Personalized Instruction in the Classroom” of 1967 - teaching is understood as a certain *engineering of personalized instruction*, whereby if you know what is missing or what can be accelerated, you introduce that element and success comes. For him, the relationship is one that lends itself to engineering interventions, an idea that will be emphasized more and more and will be transferred to an “learning engineering” [12].

What Bloom's and Keller's strategies have in common remains the goal-centeredness of learning. Skills are important to achieve goals. The difference between the strategies of the two authors is given by the level at which the research is carried out and the subjects targeted by them. While Bloom deals with school students, the pre-university level of learning, Keller targets university students. In his first meeting with the psychology students, he tells them, “This is a course where you can move through, from start to finish, at your own pace. You will not be held back by other students or forced to move forward until when you are not prepared. At best, you may complete the course requirements in less than a semester; at worst, you may not complete the work in that time.” [7, p.80-81].

His plan, PTS – Personalized Training System, imposes five conditions:

- The observation of your own rhythm,
- The advancement, the transition from one stage to another is done after there is proof that everyone has acquired what was requested;
- The lectures and demonstrations are used, above all, *as means of motivation* - to stimulate the pupil/student to undertake the task - not only as sources of information and the hope that they will become knowledge;
- The word used as an oral or written expression is important in the teacher-student relating (communication). (It is the responsibility of teacher to ensure that it is well chosen and carefully presented;
- The use of supervisors will enhance *the personal-social aspect* of educational process [7].

Their role is as objective observers of the students, but also of the teachers, who will receive the necessary elements to change the verbal, nonverbal, paraverbal behaviors and to valorize the contexts, the valences noticed as free in the students.

Emphasis in favor of the relating through each of the five elements are evident, which bring new arguments regarding the importance of respect that governs the relationship between teacher and student, the need for criteria on the basis of which the relationship will develop and improve. The rigors of moving from one stage to another turn into guarantees.

From the same perspective of attention to relating based on mutual respect for the potential of expectations and needs, no activity of the teacher will be carried out if it is not an opportunity to motivate the involvement of students in the process. The word, the expression of teacher will permanently retain its persuasive quality, as a link between the rational and the affective of the relationship. Finally, the need for

objectivity in assessing the evolution of students (pupils), any „supervisor”, this time a wider observer, from outside the school system, remains preoccupied with the „*personal-social aspect* of the educational process”, i.e. with the significant increases from the level of each person from the perspective of his/her harmony with the social layer, the group, the community, the society he/she is a part of.

Keller’s “engineering” was benefited by the age of his audience, students able to understand their role in the mechanism in which they were included. The adult can react, he/she knows his/her motivations, he/she has the necessary strength to react according to some criteria, principles already acquired. These ascents of educational engineering stop in the 80s and 90s of the last century and return, with greater force, at the beginning of the 21st century, under the impetus provided by new technologies, which could not bypass the school - because the school feels obliged to use them, but the interests of the producers prove most interested in the safe market it offers.

In the current stage, we are witnessing, on the one hand, the manifestation of unconditional enthusiasm for accepting technology as the absolute master of the instructional-educational process, being considered mandatory to adapt to it, on the other hand, there are criticisms against the „obtuseness of educational institutions to change” the suspected inability of teachers to effectively use new methods and technologies [13] or their conservatism declared as defenders of humanist values - in the era of posthumanism and posttruth. For these reasons of the omnipresent action of technophobes, it is forgotten that the model was thought for training, so it is mandatory to state that the school does not have simple instruction as its objective.

John Carroll’s model - believes Torshen - „had the most important implications in the design of competency-based training programs because it suggested that each student will reach a certain level of performance, if they allocate enough time for this purpose. It is assumed that each person has this capacity, if the training is suitable for him/her, if he/she devotes the necessary time and is fully involved in the learning process. In special situations, an additional time will compensate for both the lack of yield and efficiency as well as the student’s non-involvement. Consequently, the programs must be designed in such a way as to offer options for using time in accordance with the student’s needs”. John Carroll’s *The Mastery Model* is the support for thinking about a competency-based curriculum because it specifies the basic conditions:

1. There should be aspects of the curriculum that involve the basic competences, concepts and attitudes that the pupil needs to learn. The proposed model will aim to:

a) defining the behavioral indicators on the basis of which it will be assessed whether the pupil has reached the minimum pass level;

b) identifying the presence or absence of those behaviors - noting who got them and who didn’t.

2. Teaching staff should be able to implement learning activities that guarantee the acquisition of the required skills, concepts, facts and attitudes.

3. The content of objectives to ensure the necessary and sufficient elements to justify the effort and resources of applying the model.

And yet, we will say that full and effective use of the content offered through the curriculum may never occur. The cause often lies in the lack of interest in observing the relational context in which a particular skill was born. Knowing that oment and its defining elements is important, especially for professor. He/she will schedule the repeated return to situations favorable to the maximum exploitation of the creative potential of those links confirmed as viable.

For the better and early understanding of the inevitable relating, it is necessary to consider it as an expression of universal determinism. From such reporting is born the consciousness and responsibility of valorizing all the valences that, by definition, we have at our disposal because the world as a whole has them.

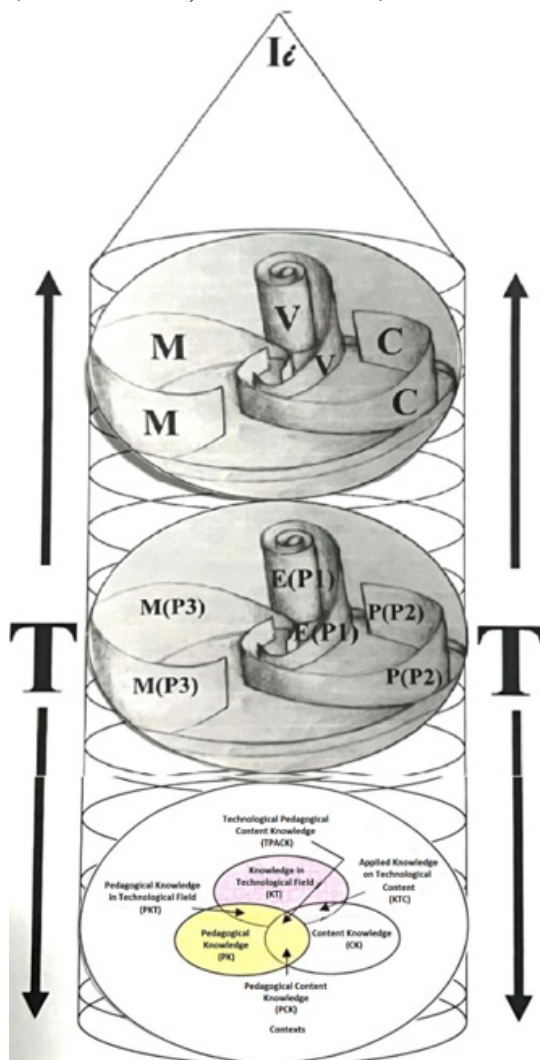
Integrative Models with Focus on Relating

In the construction of interdependencies’ image, we cannot forget another law, that of indeterminism (Heisenberg), which draws our attention to the fact that in any situation confusing factors can intervene - from the information erroneously provided by instruments, to the eye, the ear, our senses, which can be sources of misunderstandings and misinterpretations. These dangers are even greater, therefore, and more important to know, in the humanities, where subjectivism, knowledge, experience, own expectations, con-

texts are always in the making. In this continuous change the invoked competences themselves receive influences. The relationship with others and the environment remains essential - by referring to values and principles. Continuity and unity has its support in the teacher-student-environment interaction, of those three teachers - as the Reggio Emilia alternative calls them - and in its evolution over time - as presented by the 3PT&Ii model [11].

Human capital - invoked for the first time by the economist Adam Smith (1723-1790), in his work “The Wealth of Nations” - can only be evaluated from the perspective of knowledge, skills and abilities of individuals, but Smith’s analysis also includes the sum of knowledge bases in an organization that become understood and managed as *the value of employees’ knowledge and competences* [9], and knowledge is joined by the quality and viability of relationships supported and developed by attitudes and motivations; of skills, capabilities; experience and expertise; personality traits built together by each generation and transgenerationally.

Figure 1. 3PT&Ii Relating Model (Pascu M-S, Șoitu, L., 2024).



The TPACK model - *Technological Pedagogical Content Knowledge* [8] centered on the importance of technology, the medium that becomes a carrier of pedagogical content, allowed us to analyze the effects recorded at the level of the relating between those 3Ps, those three teachers, from the perspective of the Reggio Emilia alternative – the teacher, the pupil from whom learns and his/her teacher, the environment as a source of learning for all. The result, in the model we have built, is reflected by what becomes, is preserved at a higher level, beyond one or more generations, which decants the products of technology into new knowledge and new technologies. The 3P model subjected to the time coordinate T records, as we said, renewed knowledge C, an environment M with its new and constant elements of resistance, but from an educational perspective the values V will also be noticed, which guarantee uninterrupted continuity.

Of course, the three levels with metastable elements, never constantly placed on the same coordinate, are possible to function, since there are always personal, group, community „i” interests, but also the ideal „I” by which the question „what kind of man we want (must) build” so that his/her (man’s) being is not affected. For these reasons, in order to highlight the continuity of process, we placed the two I&i at the top of triangle, each with the role of motivating the individual, group and common actions of each generation and their strings. It is the image we have of the „Cornerstone” as an element that is present both at the base of construction and at its Hight.

Our conclusion will be shaped by the axis of entire approach: any learning model, any perspective of approaching the necessary competences will not be able to avoid - neither sequentially nor over longer periods - the relating between the actors of process, which permanently includes educators, students and the natural and social environment.

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