DLROCH

DISTANCE LEARNING FOR ROMANIAN ORTHODOX CHURCH HISTORY

Programme SCOPES 2000-2003

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Task 1: SURVEY ON DISTANCE LEARNING FOR HUMANITIES

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1. Introduction

1.1 Context

The e-Learning initiative of the European Commission seeks to mobilise the educational and cultural communities, as well as the economic and social players in Europe, in order to speed up changes in the education and training systems for Europe's move to a knowledge-based society. Romano Prodi, President of the European Commission said, "eEurope is a roadmap to modernise our economy. At the same time, through its e-Learning component, it offers everyone, but particularly young people, the skills and tools they need to succeed in the new knowledge based economy." E learning includes distance-learning technologies for which this research project is concerned.

The International Co-operation Programme SCOPES -Scientific Co-operation between Eastern Europe and Switzerland 2000-2003 has occasioned this Research project dedicated to a distance learning technology system for humanities respectively the history of the Orthodox Church history. The Orthodox Church History is a fundamental field in theologists' formation as well as a source in increasing the adults' spirituality and knowledge. The culture and humanities generated by the contemporary society involves quick and organised access to its values based on ITC tools and ITC methods. In this respect the project is considered as a framework for modelling the need of knowledge in this field of theology by means of the ITC instruments. In several steps, the project intends to present a study of some accomplishments in the field of ITC instruments for learning technology at this moment in Switzerland and the enlarged Europe. Then, to specify the needs of a DL system and to build and implement a DL demonstrator for theology, namely for the Romanian Orthodox Church History (ROCH). Each step represents a task of the project and the present report is the first task in which all partners have been involved.

1.2 Partners

Partner 1

TECFA-UG, Co-ordinator of the DLROCH project, is a research and teaching unit belonging to the *School of Psychology and Education* (FPSE) of the University of Geneva (UG). Since January 1998, the **TECFA Virtual Campus** has been built and many teaching activities website to the campus, creating real interactive activities. In Task 1, TECFA provided the general guidance of the research for the survey and provided documentation on the Swiss distance learning systems. TECFA expertise is decided to be used in building the DLROCH system.

Partner 2

ICI, National Institute for Research and Development in Informatics, by its laboratory, *Instruments for Economy, Education and Environment (IIEEE)*, a new group developing projects including the Educational Software, will be the technical developer of the DLROCH prototype and demonstrators in the project. In the first tasks ICI followed TECFA general guidance and have made a comparative analysis of case studies of DL systems and DL politics in EU countries, Switzerland and Romania. ICI has carried out chapters 1,2 (without 2.2, 2.5), 3, 4, 5, 7, and 8.

Partner 3

FT-UAIC Iasi, the Faculty of Orthodox Theology, by its team for Romanian Orthodox Church History (ROCH), a fundamental module lasting two and half years for the theology students' formation, has provided a presentation of activities, an analysis of pedagogical features of the existing educational system (Chapter 6) and general considerations on open distance learning (Chapter 2.2, 2.5) based on TECFA co-ordination.

1.3 Task Objectives

The main objective of the task is to gather the main characteristics of DL systems used in several educational systems in order to have the main references in starting the specification of a Distance learning system for humanities exemplified with that DL system used for ROCH. This task sub objectives are:

- Summarise the DL systems characteristics,
- Finding the major trends in pedagogy as well as in technical support,
- Swiss DL case studies analysis,
- Analyse of the status of DL implementation in Romania

The main inputs used in performing Task 1 are: the TECFA-UG research reports on Virtual campus implementation, the ICI research report on Educational software and of FT-UAIC-Iasi results from their research projects and collaboration. As output, this Research Report (RE1) has been obtained together the conclusions for the next task development.

2. Distance learning general considerations

Not new but with an inconstant consideration of its usefulness in time, the distance learning systems are again of great interest for people of our days following the incredible development of economies all over the world conflicting the available time for education. This chapter intends to select form the wide literature both electronic and no electronic what it is relevant for the DL for humanities. We do not intend to write again about the controversy on the content of terms such as distance learning, distance education, distance teaching, e-learning, education based on Internet. What it is evident from the very beginning is that all these terms reflect the fact that educational process takes place at distance, professor and student are not in the same time, in the same place and this is not done on purpose but for a very evident situation. Students or people interested in learning are not able to fulfil the main feature of classic learning process. They are working, they are very far from the University, they are disabled etc. At a general view one might say that this people represents a minority and that the effort for this learning style is unfounded. Looking again very carefully one might see that the development of our society involves incredible new and huge information that involved knowledge and new technologies for the daily life. Education is no more what it was ten year ago from the point of view of content and presentation. The "face to face" education is very useful and still remains the main educational style but both professor and students are more and more confronted with the avalanche of

knowledge and the lack of time and even space to pursue the classical learning style. A compromise solution is on the way to be built now in every country regarding the most efficient way in education.

The distance learning is not using the old content under a different way of presentation but again a new content under a new presentation considering the constraints of time, space, money of all actors involved in the educational process.

Based on information disseminated through the site "Nouvelles de la formation a distance" (http://thot.cursus.edu), the site "Development of knowledge in the field of vocational training at a distance in the European Union-VOCTADE" (http://www.fernuni-hagen.de/ZIFF/finalvoc.htm), the site "AGORA - Serveur pour l'éducation" (http://agora.unige.ch/welcome.php) and TECFA research reports (see the Bibliography chapter), we selected several definitions and the terminology for this research report. In short these important elements are described bellow.

2.1 Terminology

The terminology of distance learning in English has been the subject of a range of terms including 'distance education', 'correspondence study', 'teaching at a distance', 'external studies', 'home study' and many others. In 1982 general agreement worldwide was achieved that 'distance education' was the best term for general usage.

There are, however, many advantages in the term 'distance learning':

- It focuses on students and their needs
- It reflects views that education should be more learner-centred
- It suits those who see the teacher as a facilitator with the student designing the learning paths
- It emphasises that the quality and quantity of student learning, rather than institutional structures, is central to educational processes.

In EC documentation a range of other terminology is encountered besides the term 'distance education and training'. It is right to consider briefly this terminology too:

- Flexible learning
- Open learning
- Open and distance learning
- Open distance learning.

The terminology 'Open and distance learning' is used extensively in European Commission documentation.

The terminology in this field in major European languages, apart from English, has remained relatively stable. German continues to use *Fernstudium* for the university part of the field and *Fernunterricht* for the non-university part of the field. A slight evolution in French terminology from *Téléenseignement* (distance teaching) to *Education à distance* (distance education). Spanish has maintained *Educación a distancia* (distance education). In Romanian is *Invatamant deschis la distanta*, but this term referred till 10 years ago, the exclusively courses by correspondence mixed with "face to face" exams.

2.2 Several characteristics of distance learning

In the report VOCTADE as well in many European and American sites dedicated to Distance education there is an implicit definition of the concept. It is considered that distance education includes distance learning and distance teaching. The Open University considered, as a framework for distance learning is the main virtual institution allowing the distance learning development. We shall reproduce the definition of the Open University of the UK:

Distance education is a form of education characterised by:

- The quasi-permanent separation of teacher and learner throughout the length of the learning process (this distinguishes it from conventional face-to-face education)
- The influence of an educational organisation both in the planning and preparation of learning materials and in the provision of student support services (this distinguishes it from private study and teach-yourself programmes)
- The use of technical media - print, audio, video or computer - to unite teacher and learner and carry the content of the course
- The provision of two-way communication so that the student may benefit from or even initiate dialogue (this distinguishes it from other uses of technology in education)
- The quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals rather than in groups, with the possibility of meetings, either face-to-face or electronic, for both didactic and socialisation purposes.

The distance education is considered to have two sides: distance education and distance training. 'Distance education at university level' is used here for the higher education part of the field and 'distance training' for the further education part of the field. For our purpose we'll use the distance education at university level concept at least in the beginning of our research work. Why this? Because we consider that learning, understanding and prising the knowledge on ROCH is addressing a high-educated people who appreciate the spirituality as a side of university education. Also the DL systems for ROCH will address the undergraduate students of a Faculty of Theology of a well renowned Romanian University.

In turn the characteristics of the distance education will be projected on local context in order to understand better the general condition for emerging and surviving for a DL system for the ROCH. The critical personalisation of the characteristics for distance education presented by VOTCADE project is as follow:

Distance education is the education of taxpayers.

It is true that people involved in distance education are people working in a certain field so that by their work they implicitly pay taxes for the budget including the national education budget. This budget is used for the provision of:

- Primary education
- Secondary education
- Government training centres
- Colleges
- University undergraduates

- University post graduates and doctorates

The beneficiaries of these educational forms do not pay any taxes for the budget. Some pays taxes for the institution. Taxpayers today have an urgent need for lifelong learning, for education and training, not just to get promotion and higher pay, but also to keep their jobs and improve their knowledge.

Globalisation

Thousands of government and business officers in cities far from the capital were trained at a distance in the former time and now. The development of email has greatly enhanced these possibilities and student to institution communication via email, institution to student body communication by bulletin boards, and student-to-student communication via conferencing packages are now features of many educational systems. WWW based courses offer distance education institutions further possibilities of developing their global offerings. This characteristic is obvious when distance learning system address people from all over the globe. The DLROCH system is intended by its demonstrators in other languages as Romanian to allow access for people interested in ROCH from all over the world. SO this characteristic will be for DLROCH too.

Individualisation

Clearly the individualisation of teaching and learning is more marked in individual-based than in group-based distance provision. Distance education address people who want to learn and specialise in the field of ROCH. The specificity of the field involves us to consider these characteristics no evident for our DL system. For other field indeed the individualisation of courses according the student background is widely spread.

Privatisation

Distance education is characterised by a privatisation of the act of teaching and a privatisation of the act of learning. A distance system takes the student from the learning group and places him/her in a more private situation apparently. In fact in reality when learn a student chooses the private place where to work by him. The lack of socialisation, when learning take place, is useful and this will be a characteristic of DLROCH system too.

Industrialisation

It is true that distance education is the most industrialised from of education as all teaching procedures of distance education can be paralleled by the industrial production of goods. Our DL system is the first product in the area of DL for theology in our country. Its variant and new system dedicated to other fundamental discipline will fulfil the characteristic of industrialisation.

Unable to travel or attend

Distance education is an important area of training provider because it is the chosen form of training for many millions of citizens per year all over the world. These citizens are isolated, too distant from the institution that provides the particular course they need, are in full-time employment and cannot

meet the time-tabling of lectures, classes, training sessions, practical or workshop sessions, they are hospitalised, disabled, disadvantaged and homemakers. By its Romanian demonstrator the system will allow Romanian isolated citizens to train in the field of ROCH on one side, and the English, German, Italian, Spanish demonstrators will be accessible for people all over the world, on the other side.

Mobility

Distance education is well geared to meet the challenges of universal personal mobility and Internet access for courses, which characterise communications. Our DL system will include the modern mobile technologies so that the award of an evaluation of knowledge gained by using DL systems to be recognised as it is in other countries. Our DL system will be an experiment and alternative for students willing to follow the distance learning for a fundamental discipline (ROCH).

Rapidity of feedback

A distance education student can submit an assignment electronically from any place in the world, at any time, and receive back immediately a personalised feedback report indicating correct answers, analysing wrong answers, giving the student his or her grade (award) and advice on the next phase of study. This characteristic is intended for our DL system too.

Cheaper

Distance education is said to be a cheaper form of educational provision. Unless the investment in media rather high and which is more or less used by conventional system too, the distance education system could not attract sufficient students to warrant its investment in materials. For our case, DL systems for humanities it is obvious cheaper as it allow students learning in their homes not in new buildings and with new available professorial stuff. Cost advantage for both university and for student will be an advantage in learning Humanities at distance.

Technology and education

Technology is an opportunity to rethink education, learning systems and to make them more innovative. There is no direct causality connection between innovative technology and the innovative pedagogy.

Europe's first choice for lifelong learning

It is well known that for over 100 years distance systems have been practising and providing lifelong learning and its characteristics have been become characteristics of distance systems in our days. Lifelong learning has popularity within European governments and international educational structures. The DL for Humanities is a suitable system for both lifelong learning and for undergraduate students. The increased interest of people in knowing more the more spirituality will be present in their life. The moral crises could be stooped by using DL systems dedicated to Humanities and especially to theological themes.

Refuse to attend

Those who enrol in distance systems are seen as those who choose not to enrol in the schools, colleges and universities that society provides as the locations for the teaching/learning. It is also possible that some people reject attending classes and that they are forced to accomplish their training. In this respect DL for Humanities could not be considered an entity forcing people to learn but as an option available for people locally restricted by their activities.

Refuse to travel

The forms of distance education and training provide a range of teaching/learning strategies, some with:

- No face-to-face contact
- Voluntary face-to-face- contact
- Compulsory face-to-face contact
- No electronic contact
- Voluntary electronic contact
- Compulsory electronic contact.

Generally, the protection of studying at home based on a DL system, as well as the convenience, weighed in favour of distance systems. Our system will assist people refusing to travel too.

Bad experience of education

People failing in graduating a conventional University could use the DL system as a second chance and the purpose of having a degree or graduated a course will be fulfilled.

The WWW

The World Wide Web and institutional Intranets give excellent service for teaching at a distance. This feature will be enhanced in the DL system.

Very large systems

Several existing DL systems demonstrated the inherent quality of distance training systems to enrol hundreds of thousands of students annually and to move rapidly in volume without the need for vast new buildings and infrastructure to accommodate students. DL for ROCH will address all people interested in following this fundamental course. n.

A profession

DL is generating of course many new organisational aspects that lead to consideration of a new profession. A profession in distance education is controversial as some hold that distance education is a form of educational provision, others see it as a mode of teaching with little difference between on campus and off campus teaching. For our purpose, DL will not generate a new profession but only a new point of view and work of professor.

The distance education programmes were impossible before the Industrial Revolution and that distance education is less than 150 years old. For humanities this distance education system has huge perspective both as number of undergraduate students and life-long learning students and the content.

Creating an educational environment

Because distance education students do not follow the normal pattern of attendance at the schools, colleges and universities as the normal environment educational process, distance systems need to create the educational environment. This virtual environment is the virtual campus, instruments creating the image of the conventional university and so creating the educational environment.

2.3 What technology?

Despite the fact that distance learning is not new it is still at its beginning. This form of learning is in the same time efficient and attractive due to its originality. Many young people are interested in distance learning. Distance learning is attractive due to the technology it is based on. The new technology that is a mean for learning, method and procedural instrument is a good example of implementing and adapting new techniques in the traditional pedagogy. The traditional pedagogical supports are still in use and are added to the new technical supports. Innovation absorbs the classical instruments of pedagogy, modelling the classic instruments according the new requests. The learning methodology, learning forms, assessment procedure, selection and structure of the content and the management of learning practice are modified. The teacher-student relations are modified. Even if the relation is not "face-to-face", it is supposed to be. Distance learning stimulates the didactical creativity, innovation in learning, competitiveness in educational alternatives and the technical-pedagogical logic. The informatic networks build a "cyber culture" modifying the cultural and social landscape, the social and interpersonal relations, learning activities, consumption. Informatic programmes are conceived to address to many people with different culture and with an unequal intellectual level. As not all the time there is somebody to help in learning, the courses support or the software must be auto explicative, auto descriptive for an easy access and use.

2.4 What are pedagogical trends?

Formally the distance learning relations are carried out on the following levels:

- Institutional level – by means of administrative factors (secretariat, accounting, competitions commission, assessment commission etc.)
- Didactical instrument level (by the availability of courses on different support: written, cassettes, diskettes, tele transmission, Internet etc.)
- Professorial level (who leads and evaluates through letters, telephone, email, direct transmission etc.)
- Student level with the context (familial, social, professional, economical, geographical, etc.)

Distance education represents an operative response to the change in all knowledge fields by involving experts and specialists. This form of education offers the framework of formation for a big number of persons at a low cost. Under distance education the student is not under permanent supervision of the teacher. The student is the beneficiary of planning, orientation, direction and control activities carried out by a specialist group of an educational institution.

The main characteristics of distance learning are:

- Unlimited access of students based on their explicit options to information delivered in an inciting shape
- Flexibility of learning curricula as each student has his own learning rhythm when he is available
- Possibility to learn immediately without meeting professor, tutors, other students. Mediation is made either in written (course, modules) or using electronic and informatic techniques (phones, TV, Internet, etc.)
- Interactivity according the mediation types (when teleconference interactivity is immediate and when written texts, interactivity is daily)

In distance learning the trend is to pass from an education focussed on the contents to a knowledge strategy carried our by the student. The contents and the information transmission have to answer to the individualism and differentiation principles. The specific elements of distance education are used in classical education to increase its efficacy. The content is the result of a group work and it is difficult to establish the critical point in case of a failed course. Involving standardization it is supposed to increase bureaucracy. Distance education remains a means for adults' education and the education classic remains the main task in basic formation.

2.5 Some general models

In the research report "Rapport d' information sur les mondes virtuels", par Peraya D., Piguet A., Joyce F., a very explicative model for a virtual campus it has been proposed.

They proposed to distinguish five dimensions for a better organisation of tools and functions within virtual campuses. These dimensions are:

- Communication,
- Collaboration
- Activities
- Management
- Information

It is a synthesis model for describing any virtual campuses.

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                    INFORMATION              MANAGEMENT




    COLLABORATION                                    COMMUNICATION




                              ACTIVITIES
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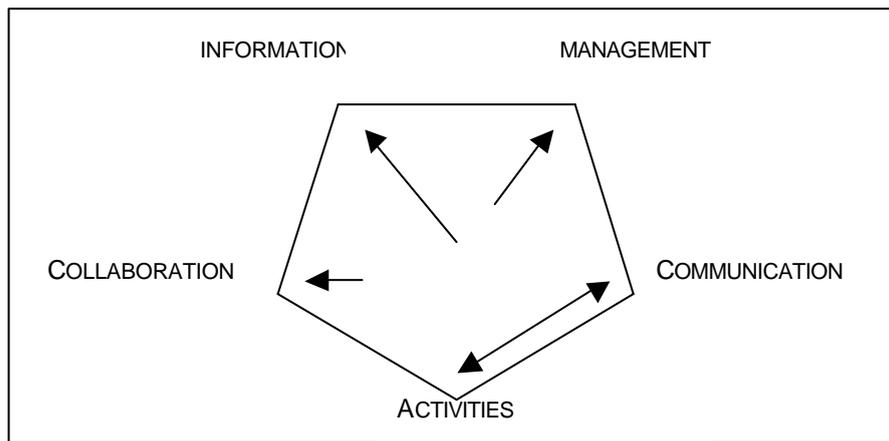
This model is used in explaining the virtual campus organisation in the some case studies to be presented in Chapter 4 of this report.

2.6 Some examples

The main techno-pedagogical models are classified in six categories:

- Technological classroom – a traditional classroom with several technologies installed (computers, multimedia equipments etc.) and permanently used. The classroom is accessed from outside but it is not distributed.
- Distributed classroom – a virtual classroom distributed in several distance places accessing the professor main room
- Distributed hypermedia - each student access the multimedia contents. The pedagogical material could be available on line via Internet (par audio or video streaming) or available locally and on line.
- Online learning – Internet is used in a different manner. It is managed by the professor making the presentations, coordinating the interactions (asynchronous) with the group of students. Students learn in their rhythm, interact with others following the main steps established by their professor. This model has been used in all distance-learning universities. It became an alternative of learning in the classroom.
- Practice Community – the same tools of asynchronous communication as for online learning but sometimes tools for real time discussion such as audio or videoconference. This model is suited to life long formation and has been used by professor, physicians, specialists, and engineers.

Having this general consideration on distance learning, in the next chapter it has been made a short presentation of some results in Europe.

3. Existing results on distance education in Europe

In order to have a global image of distance learning in the European Union countries we used the some results obtained by Central Institute for Distance Education Research - FernUniversität, Hagen in VOCTADE - Leonardo da Vinci project (http://www.fernuni-hagen.de/ZIFF/finalvoc.htm), final report. The country systems presentations refers general view and lists of

- Government distance training providers,
- Proprietary distance training providers provision,
- Distance teaching universities,

- Distance education from conventional universities.

A short country summary for the EU countries distance education could be a good start in understanding the extension of distance learning in all fields, encouraging so our attempt in building a DL system for humanities (theology). The order of EU country presentation is randomly excepting the first country in the field, the United Kingdom that has a wide range of resources involved in the distance education, and that we consider the most representative due to its tradition and recent developments.

What is specific to all countries that the option of distance education is considered in all countries? Small countries use either national distance education or a renowned distance in the neighbourhood.

The co-ordination is generally under the governmental institution and local initiative has been many times successful. What is characteristic to their recent trends is the openness in using Internet and new technologies in providing original and personalised distance courses.

Regarding the theological education courses it is noted an obvious increased interest in using new technologies and Internet. Worthies to be mentioned are the Faculties of theology of the University of Geneva http://www.unige.ch/theologie/distance/home.htm, University of Salamanca http://www.dominicos.org/teologia, University Marc Bloch Strasbourg http://www.chez.com/theocathostrasbourg/, etc. An analysis on these results will be made in the Task 2 of the project.

Bellow is list with some general aspects of distance education, especially on the way the distance education at university level has appeared and the way in which it is considered at national level, as they are in the EU countries.

3.1 UK University-level distance education

The United Kingdom model is to have both an Open University and a wide provision of open and distance learning courses from conventional universities competing for the United Kingdom higher education distance education market. Other EU countries have followed this model too.

3.1.1 The Open University

The Open University was created by Royal Charter in 1969 and enrolled its first students in 1971. The Open University employs about 3.700 full-time staff in academic, clerical or administrative positions at Milton Keynes and at thirteen regional offices throughout Britain. In addition there are British Broadcasting Corporation staff and 7.600 part-time tutors and counsellors. Another tertiary institution employs many of the part-time staff full-time. There is an office in most EU capital cities with 306 study centres in the UK and 46 overseas.

In Britain's national system for the teaching quality assessment in universities, the Open University has received an 'excellent' rating for most of its programmes. It ranks number 10 out of 77 English

Universities for the quality of its teaching - just behind University College, London, which is in ninth place. Combined with its scale of operation, that is a major contribution to education.

The distance education in general and the mega-universities in particular offer curricular flexibility. If a programme is needed in a new area the mega-universities make it possible to offer it to large numbers of people, all over the country, relatively quickly and to a high level of quality

Of OUUK's 165,000 students in 1997, over 25,000 are from overseas. The OUUK has opened offices in most of the EU countries, and made extensive developments in the countries of Central and Eastern Europe including Romania. Implications of fee regulations may make it more expensive for the OUUK to enrol students from overseas than from its home.

3.1.2 Conventional universities

In an official communication the U.K. Government Higher Education Statistics Act (HESA) stated that: 'According to the data held by HESA for the academic year 1996/97, there were 25,143 U.K. based distance learning students at U.K. institutions excluding The Open University.' This HESA statistic is taken as the basis for the calculation of the market volume of higher education institutions in the U.K., which offer courses at a distance. These higher education institutions are grouped thus:

- The External Degree Programme of the University of London.
- Providers of MBAs and other business degrees at a distance. (e.g. Heriot-Watt University).
- Universities and institutions of higher education listed on the ICDL database on 1.1.1997 as distance learning providers (e.g. University of Warwick).
- The Open Learning Foundation - a grouping of former polytechnic universities, which teach at a distance (e.g. University of North London).

The Open University is clearly the major supplier of distance learning courses in the U.K., although quite a number of 'traditional campus-based' universities are now offering courses mainly post-graduate courses at master's degree through distance learning. There also appears to be a trend to offer post-graduate certificate courses for teachers at a distance. With the exception of the Open University, those universities who are offering courses via distance learning amount to a few hundred per year.

The Open Learning Foundation is a consortium of new universities, most of them former polytechnics, which offer open or distance learning courses in Britain and overseas. A statistic is that it sold 25,000 packages of materials in 1995. One of the problems of getting precise statistics is that, as the OLF acts as a publisher to a consortium of new universities who determine how they will use the materials, it is difficult for the OLF to ascertain how they are being used.

The MBA at distance providers like the University of Strathclyde MBA and Heriot-Watt MBA would have a majority of their students overseas. Heriot-Watt has a large enrolment in the U.S.A., and 1,000 in Israel. Many of the major universities teaching at a distance on the ICDL listing educate widely in Ireland, with regular advertisements for the University of Warwick, the University of Leicester and other

distance universities. Distance Learning and Supported Open Learning Worldwide is produced by the ICDL at the Open University, sponsored by the University of London External Programme.

3.2 Sweden University-level distance education

Sweden has no Open University but a series of either open programmes or distance education degree programmes from its conventional universities. There are a number of programmes from sub-university government college providers but whether the programmes are designed for the home-based student or whether the student has to travel to an institution to profit from these offerings is not clear. It appears that the private sector is in decline.

Adult education, in various forms, has played an important role in the Swedish educational system. Up to the end of the 60s, a small number of large correspondence schools were among the most vital actors on this scene. Round the middle of the 60s, Sweden probably had the largest number of distance students in proportion to its total number of inhabitants. However, in the late 60s, through a Parliament act, practically all forms of adult education in Sweden were made free of charge or highly subsidised. Adult education colleges were set up all over the country and the correspondence colleges had a very hard task to meet the competition.

The development of distance education has been thorough and well organised. The high technological aptitude of the population has had an influence in this and in using the WWW as a didactic medium. A ruling and statutory principle of Swedish higher education is that 'all institutions of higher education are to be organised so as to ensure a fair geographical and social distribution of educational opportunities and to further recurrent education.'

3.3 Spain University-level distance education

Spain has two Open Universities: the Universidad Nacional de Educación a Distancia (UNED) in Madrid in 1971 and the Universitat Oberta de Catalunya (UOC) in Barcelona in 1995.

In the mid 1960s, planning for an Open University in Spain began and was successfully completed in the context of the 1970. Distance education is specifically mentioned as one way in which people could acquire qualifications at any level, irrespective of age and status.

3.4 Portugal University-level distance education

Portugal has a distance teaching university founded in 1988, Universidade Aberta, an official institution of higher education particularly oriented to use a distinctive methodology denominated 'distance teaching'. The other university provision is a centre for business executive training at a distance from the Univesidade Católica Protuguesa known as DISLOGO, a postgraduate distance education programme for executives in business and banking which started in 1994.

3.5 The Netherlands University-level distance education

The Netherlands has an Open University, the Open Universiteit at Heerlen, founded in 1984, which has been repositioning itself in the university education market. It also has a growing provision of

continuing education courses at a distance from many of its universities. The television-based vocational training provider, Teleac, is an important feature of Dutch distance education but there appears to be little or no non-university government distance training provision. The private sector, on the other hand, is vigorous and competent and a leader in EU provision. The government-registered private distance-training providers have disbanded their long-standing association (VISO) and formed a joint association with government-recognised private conventional training providers (PAEPON). There is a small grouping of non-government registered private distance training providers.

The major proprietary distance training institutions were members of the Vereniging van Instellingen van Schriftelijk Onderwijs (VISO). Only institutions, which were recognised by the Dutch Ministry of Education, could become members. The Law on Recognition of Educational Institutes (WEO) regulated affiliation. In 1994 there were 16 members.

In 1996 these leading distance education institutions in the Netherlands decided to disband their long-standing association (VISO) and to amalgamate with the association of private face-to-face training providers in the Netherlands in a new association called PAEPON. Some of the leading distance-training providers in the EU were members of VISO and are members of PAEPON. The levels of their course are extremely varied and include university level programmes. Technologies include videotapes, floppy discs, compact discs and e-mail for assignment correction. The range of courses includes administration and accounting, marketing, advertising, commercial languages, information technology, secretarial studies, tourism, agriculture and medical professions.

Well-known institutions include Leidse Onderwijsinstellingen from Leiden with over 100.000 students, Koninklijke PBNA from Arnhem, founded in 1912 and now a part of Elsevier, with 40.000 and Eurodidakt, also in Leiden, with 30.000.

Public provision of further education courses at a distance in the Netherlands is subsidised by the State and usually organised by professional associations. For the purposes of this report the television academy, Teleac, with about 60,000 annual enrolments is included here as the State makes a contribution to its transmission facilities.

3.6 Luxembourg University-level distance education

The economic situation in Luxembourg characterised by a very low rate of unemployment and a large number of foreign employees (migrant and frontier-zone employees) create specific needs. These needs are being addressed by the INFPC, the Institut National pour le Developpement de la Formation Professionelle Continue (National Institute for the Development of Continuing Professional Training). There is no official provision of training at a distance from government structures. There is no proprietary distance training structures based in Luxembourg. There already exist connections with educational institutions in Germany, enabling distance learning and training.

There is a small university structure in Luxembourg for the first year of university studies in some fields like economics, languages, mathematics, applied computing. Nevertheless, citizens go to

neighbouring countries for university studies. There is therefore no Open University and no distance education programmes from conventional universities for undergraduate studies.

3.7 Italy University-level distance education

Italy's leading distance education institution, the Department of Educational Sciences of the University of Rome III recognised ten institutions:

- 4 universities
- 4 university consortia
- Two private or semi-private entities.

The total enrolment for the four universities is 4,116 in 1997, the four university consortia enrolled 5,457 and the two private providers enrolled 64,027 students to give a total for Italy for 1997 of 73,600 students enrolled.

The major provider of distance education is the University of Rome III and there are a few other courses from other universities and from the Consorzio Nettuno. The attempts to offer distance training from government providers have not been maintained and the private sector is declining.

The University of Rome III has four programmes for a total enrolment of 2,316. These are all post-graduate diplomas in education for the updating of teachers in the Italian school system. The four courses on offer in 1997 were:

- Methods of Educational Evaluation with 555 enrolled,
- General and Museum didactics 552 enrolled,
- Didactical Orientation for Teachers 536 enrolled,
- Education Technology 523 enrolled,

There is also a distance education course in Esperanto with 150 students enrolled. This gives a total of 2,316 students in 1997.

In spite of important achievements there are indications that some conventional Italian universities would prefer to take distance education into their own hands rather than work through consortia.

3.8 Greece University-level distance training

The Hellenic Open University is a state public open university. Work on the project has been underway for some years with the project implementation, based in Athens, organising the study materials. Thirty programmes with almost two hundred academics working on the materials. A special government package of 3 billion drachmas for the period 1997, '98, '99 has been set aside for the development of the new Open University, which located at Patras. The first degrees will be a postgraduate diploma in Open and Distance Learning, which commenced in the 1998, and a degree in Teaching English as a Foreign Language developed jointly with the University of Manchester of the United Kingdom.

The allocation of three billion drachmas or 10,000,000 Ecu in 1997 for a new European Open University made a solid foundation, Hellenic Open University of Greece is the seventh of the foundations of this nature in the European Union after:

- The Governmental foundation of the Open University of the United Kingdom the foundation of UNED in Spain by the government of Spain
- The Governmental foundation of the FernUniversität Gesamthochschule in Hagen by the government of the of North-Rhine Westphalia
- The Governmental foundation of the Open Universiteit in the Netherlands
- The Governmental foundation of the Universidade Aberta in Lisbon
- The Universitat Oberta of Catalunya was founded a few years ago in Catalonia to teach at a distance in Catalán as a virtual university
- The Hellenic Open University (Elliniko Anikto Panepistemio).

3.9 Germany University-level distance education

Germany has an Open University, the Fernuniversität-Gesamthochschule in Hagen, and a number of distance education initiatives from its conventional universities. It has a radio-based distance education system, the Funkkolleg, and a television-based distance education system, the Telekolleg. Initiatives include distance polytechnics. There is a thriving private sector whose statistics are published annually by government regulation

The promotion of distance training in Germany after the Second World War received an important impetus in 1969 from the *Berufsbildungsgesetz* (BbiG). This was followed by the creation of two government structures for distance training: the Staatliche Zentralstelle für Fernunterricht (ZFU) and the Bundesinstitut für Berufsbildung (BIBB). The providers of distance training apart from the FernUniversität in Germany are:

- Deutsches Institut für Fernstudienforschung (DIFF)
- Distance polytechnics
- Funkkolleg and Telekolleg
- Proprietary providers.

51 private distance-training institutions are members of the *Deutscher Fernschulverband* (German Distance Training Federation - DFV). The courses of the members are accredited by the Staatliche Zentralstelle für Fernunterricht (ZFU) in Köln.

The ZFU in Köln also evaluates and controls the quality of all courses and had given approval in 1994 for 96 new courses, especially in Business (34), Health profession (18) and Languages (15). This brings the course offering for Germany to 1.103 courses, of which 68 are in Italian, Spanish, Serbo-Croatian or Turkish for immigrants. The 1993 total were 1041 courses.

Statistics for the proprietary distance training colleges are submitted by regulation to the Ministry annually and are published officially. In recent years the enrolment has been maintained at the 180.000 mark.

Higher-level distance education in Germany today is characterised by the FernUniversität Hagen, though it remained a foundation of the largest Federal German State of North Rhine Westphalia since 1975. Statistics for the winter semester 1996/97 report the total number of students as 55,813; 65.5 per cent of them are male and 34.5 per cent are female. They are distributed among subject areas as follows: Economics 55 per cent, educational sciences, social sciences and humanities 23.2 per cent,

information technology 10 percent, electrical engineering 4.2 per cent, mathematics 3.3 per cent, law 3.1 per cent, 1.3 per cent of the students are in a related subject area.

Higher-level distance education is based on self-study of media, mostly print media combined with other media. These distance students are allowed to participate in non-obligatory face-to-face sessions at the study centres, 29 of which are situated in North Rhine Westphalia, 23 in other federal States and 5 in neighbouring foreign countries using the German language.

The FernUniversität Hagen is developing a virtual university. The FernUniversität also has a home page on the Internet: http://www.fernuni-hagen.de.

The development of distance education in Germany is closely connected with the Deutsches Institut für Fernstudienforschung (DIFF) (German Institute for Distance Education Research). Above all it concentrated on continuing education of teachers of all forms of schools.

There are no official statistics on the provision of distance education courses from conventional German universities and such courses are dependent on the autonomy of German universities.

There is still some provision from universities in the new *Länder*, especially Dresden, and other initiatives from universities in Berlin, Hanover, Bremen, Oldenburg and Kaizerslautern. A number of conventional German universities have interests in Internet-based distance education programmes, notably the universities of Bielefeld, Paderborn, FU Berlin, but most of these are more at the project development stage rather than being full university courses for degree credit which students pass or fail.

3.10 France-University level distance education

The Government of France founded the CNED in 1939 giving European distance education a flagship, which was to develop into the world's leading distance training institution and the largest provider in Europe today. The CNED can be claimed to be the major example of the model and a unique European contribution to the development of distance education in the world. The CNED, with over 350.000 students in 170 countries in 1995, is a well-tried model and probably Europe's largest educational provision by a government.

There are, in addition, other major government-funded and para-public distance education providers in France: including the CNAM, AFPA, IOUTEC and CNPR bring the total of government provision of distance training in France to 439.711 in 1997. To this must be added private provision of early 50.000.

University provision is much less developed with the CTUS, founded in the 1960s showing a much slower development. There is no Open University.

In France, there are 79 universities and 4 new universities, which were created for the 1991 school year in the Paris region. Since 1989 they have enjoyed an autonomy that allows them to conduct their own policies regarding research, training and education.

Since the creation of the first university radios, tele-education has progressively developed in universities and there are currently 22 structured tele-education centres that are members of the

A non-profit association, the FIED was created in 1987 in order to ensure a nation-wide co-ordination of the universities' distance education activities. It centralises and updates information on the training courses offered but it neither develops programmes nor delivers diplomas.

Altogether the 22 structured tele-education centres have received about FF 26 million in funds allocated by the DGES. A large part of this budget is devoted to the payment of overtime hours: presently, the equivalent of 400 full-time positions, since only 92 teaching positions have been created for tele-education over the years. These funds cover about one third of the general operation budget of the centres and the rest is provided by students' contributions. The budget of one of the most important centres, that of Paris, with 2.000 registered students, amounts to FF 5 million: i.e. 2.8 million for remuneration and FF 2.2 million for operation costs, FF 500.000 of which are allocated by the Minister. Altogether, the 22 tele-education centres that are FIED members have 34.000 registered students. Arts and humanities are largely dominant in comparison with science (only 7.000 registered students).

100.000 courses and tutorial classes are distributed each year. They prepare for university degrees of the second year level (DEUG), of the third and fourth year level (Batchelor's degree and Master's degree) or for a Ph.D. (DEA). The registration conditions are the same as for traditional academic cycles.

More seldom, these courses can be meant for continuing training, for example refresher training for middle school teachers, organised at the request of the Ministry of National Education, or for vocational training, like preparing for the CAFB (librarian training certificate).

The media used is written material (80%) complemented by audiocassettes; for lack of means, the use of videotapes, the Minitel and CAT (computer-aided training) have not expanded beyond the experimental stage. It is worth noting a few experiments with telematics like those conducted by the University centre of Aix-Marseille, which uses telematics-based guidance teaching.

3.11 Finland University-level distance education

The training system in Finland must be one of the most de-centralised in Europe. It is totally regional in nature and the level of autonomy enjoyed by these agencies is almost total. There is a great mixture of distance and face-to-face provision. It is officially recognised that a system for collating data specifically for these institutions is lacking. There is no central agency then which will give an accurate picture of the exact didactic media employed and the relative proportions in which they are used. Neither is there a central agency for the collection of enrolment statistics. It is known that many of the courses do include a distance education component. Private provision is in decline despite an impressive tradition going back nearly 80 years. Today the focus in Finnish education is on information technology form technology-rich universities and the concept of 'correspondence' is not in fashion.

There was an extensive debate in Finland in the early 1980s about whether a country with a dispersed population, with advanced communication technologies and with a long history of teaching at a distance should found an Open University. The final decision favoured individual programmes from the conventional universities. Today all 21 of these universities are centres of information technology and all run distance education or open learning projects. All these universities have extensive programmes in further education, in continuing education and have been given the task of providing courses for the unemployed. The list of institutional provider for distance learning contains:

The Finnish Association of Distance Education gives 20,000 as the enrolment in Open University activities with a further 19,000 at non-university level. The proprietary distance education sector to have an enrolment of 14,000. FADE was founded to co-ordinate co-operation at a national level and to promote international co-operation, research work and training in areas of distance education. In the 1970's, instead of establishing a special institution, distance education was introduced into many existing higher educational institutions. FADE membership also includes companies and correspondence institutions. Distance education activities in Finnish universities are usually organised by the centres for continuing education, which work as an integral part of the conventional universities. All Finnish universities are state owned. FADE has a special sector for co-operation of higher-level distance education institutions with 10 member-institutions. Six of these have established the co-operation. The active partners in this co-operation are:

- University of Helsinki, Lahti Research and Training Centre
- Helsinki University of Technology, Lifelong Learning Institute Dipoli
- University of Jyvaskyla, Continuing Education Centre
- University of Oulu, Continuing Education Centre
- University of Tampere, Institute for Extension Studies
- University of Turku, Centre for Extension Studies

These six universities have also joined the EuroStudyCentre Network.

Distance education became a central part of the Finnish adult education strategy, after the mid-1980s. After that, at a rapid rate, numerous projects were started to experiment with and develop distance education, particularly in vocational adult education and Open University teaching.

3.12 Denmark University-level distance education

There is a small provision of distance training programmes both from public and private providers. At university level there is a range of distributed learning and technology-supported learning programmes and a small range of distance education provision.

Universities offer 'regional courses' and as they are not bound to the campus they are free to offer courses, as they want in evenings, full Saturdays or other structures.

Thus there is a continuum of provision from full face-to-face to night classes with distance education being considered a method of delivery and not a field of educational endeavour. In this context a distance teaching university is unlikely, as are courses totally at a distance.

A lot of university level institutions, like the University of Copenhagen, the Copenhagen Business School, offer courses with a distance education structure, with the Åarhus University using the name 'Jutland Open University' for its programme. There are extensive plans for what is being called 'distributed learning' and 'technology supported learning' in which information technologies like the Internet, email, computer conferencing, will be used to link all educational institutions in a technology-rich learning society.

The Jutland Open University programmes and other distance learning courses from conventional Danish universities and institutions of higher education total nearly 5,000 enrolments per year. The distance education Merkonom programme is listed as government training provision. Some proprietary providers have been merged and the sector has now less than 4,000 enrolments per year.

3.13 Belgium: University-level distance education

Major government decisions in 1997 to strengthen the *Bestuur Afstandsonderwijs,* to abolish the StOHO and to replace funding of university-level distance education with the funding of technological innovation in conventional education. Great interest and real efforts by VDAB and other training providers to develop multimedia-training facilities by no distance training courses that would definitely fall within the scope of this enquire. The proprietary sector reduced to a few hundred enrolments per year or serviced from the Netherlands.

The Centre for Open Higher Education, *Studiecentrum Open Hoger Onderwijs* (StOHO) was the central structure of a consortium or association of Flemish universities and other institutions for higher education in Flanders and Brussels. It was set up in 1987 and sponsored by the Flemish Community. It was based on a network of universities and higher education institutions, following a 1985 agreement with the Open universiteit at Heerlen in the Netherlands. The role that the StOHO saw for itself was the programming and production of courses, the co-ordination of regional support services, international co-operation and the promotion of distance education in Flanders. Six Flemish university study centres at strategically sited universities participated.

Courses were of two types: courses from the Open universiteit in the Netherlands; and courses in Flemish adapted by the StOHO from Dutch courses or developed by the StOHO. A national Open University like in the United Kingdom, Germany or Spain does not provide higher education at a distance in Flanders. Instead, the conventional existing universities located in the different provinces of Flanders provide it. StOHO was set up to perform tasks that need co-ordination:

- development of distance courses in inter-university teams where StOHO provides financial assistance, logistical support, project management and didactic expertise
- international co-operation with open universities and other distance teaching organizations, especially with the Dutch Open universiteit and EADTU
- policy studies on distance education for Flemish governmental bodies
- promotion of distance teaching on the national level complementary to the local promotion by the universities.

Because in the Flemish system of distance education dual-mode Flemish universities (teaching on campus and at a distance) and the Dutch Open universiteit (teaching only at a distance) have joined

forces, the Flemish System can be classified as a 'mixed consortium'. The study centre was granted full membership of the European Association of Distance Teaching Universities (EADTU) as if it was a university or an Open University.

There is less importance being placed on distance education. There is a shift from distance education to innovation in education. The French community in Belgium has an important government distance training college and the remains of a once-developed proprietary sector. The University of Liège is the leader in the provision of technology-based projects and research but there are as yet few degree offerings at a distance.

There is no Open University in the French-speaking community, though the various French-speaking universities are involved in a great deal of research and experimentation.

The usual explanation given for the limited development of distance education at university level in the French-speaking community is the small geographic area and the existence of a rich supply of education and training possibilities. The provision of distance education courses from conventional French-speaking universities is minimal. There are some initiatives from the Université de Bruxelles (ULB, CUDEC), an important project from the Service de Technologie Educative of the University of Liège, and also from the University of Louvain-La-Neuve and Mons University. But the total enrolment of a distance would be less than a few hundred.

3.14 Austria University-level distance education

There is no Open University in Austria. A range of reasons are given for this:

- size of the country
- other political educational priorities (*Fachhochschulen)*
- foundation of an open university in a neighbouring country with the same language
- focus on provision of distance education from conventional universities
- enrolment of many Austrian citizens in courses from international distance education providers, especially the Fernuniversität in Germany and the Open University in the United Kingdom.

The Austrian Distance Education Study Centres in Vienna, Bregen and Linz have been established for collaboration with transnational providers, particularly with the Fernuniversität in Germany, and more recently with the British Open University. These centres are focused on student support, information, preparation, tutoring and counselling, use of electronic media.

The study centre in Vienna is a designated European Study Centre (ESC) with a special focus on intercultural and social aspects of supporting students studying abroad. These study centres are attempting to involve Austrian conventional universities, as well as the international provi ders.

FernUniversität statistics for 1995-1996 show 1.767 citizens of Austria enrolled and when statistics for the British Open University and other providers are added, the three Austrian study centres would be involved with 2,500 students. For students enrolled at the FernUniversität there is the possibility of oral examinations being held by two-way video, two-way audio video conferencing links between Hagen and Austria.

3.15 Ireland University-level distance education

The National Distance Education Centre at Dublin City University is a major provider and there is a growing provision from the other universities and Regional Technical Colleges, now re-constituted as Regional Institutes of Technology. There is a range of courses from management and professional association providers and private distance training colleges. Distance education at university level in Ireland started with the foundation of the Distance Education Unit at the National Institute of Higher Education in Dublin in 1981. This institution is now Dublin's third university, Dublin City University, and the Distance Education Unit has evolved into the National Distance Education Centre. The National

Distance Education Centre was established in 1982. The Centre, which is formally designated a faculty of the University, is the executive arm of the National Distance Education Council, and operates in co-operation with other higher education institutions in both the university and the technological sectors.

There is no Open University in Ireland. It is worth noting that the Open University of the United Kingdom is now operating in Ireland. In 1997 the number of people from the Republic of Ireland studying with the Open University was more than 3,000. The Open University of the United Kingdom also has a network of 17 study centres with a central office in Dublin.

Educational providers in Ireland are increasingly complementing their conventional courses with a distance-training alternative. Irish universities lie at the interface of two great university traditions and draw from both. They participate in the traditions and characteristics of universities in the

English-speaking world and share many structures with universities in the United Kingdom, the United States and Canada, Australia and New Zealand. These universities tend to focus on quantitative quality control, educational technology, with the decades-long interest in technology in education leading naturally to openness to distance education and Open University structures.

4. Existing results in Switzerland

4.1 Higher Education and New Technologies - EDUTECH

The Federal Office of Education and Science, the Swiss University Conference, and the University of Fribourg supported a web site entitled EDUTECH (http://www.edutech.ch/edutech/index_e.asp) for registering applications of New Information and Communication Technologies (NICT) in teaching at Swiss universities and other institutions of higher education. Within this website are presented the following items:

- Swiss Virtual Campus - Information on the "Swiss Virtual Campus" programme of the Swiss Confederation.
- Projects (148) - Database of projects using NICT in teaching at Swiss universities.
- Forums - Discussions on various subjects.
- Institutions - List of institutions and organisations active in the NICT/Teaching field in Switzerland and in the world.
- Conferences - Conferences, congresses and other interesting events.

- Publications - Articles, reports, etc. on applications of NICT in teaching.
- Resources - An annotated list of pointers to other resources on new information technologies and teaching.
- WBC Platforms - Evaluation of web-based course platforms (learning environments).
- Software Tools - List of useful software tools for e-learning.
- Jobs / Services - Job/service offers and requests in the field of educational technology.
- News - What's new on the edutech site?
- Feedback - contact

This website is very useful for educational community from Switzerland and other countries as it experiments in an organised way the NICT tools, resources and expertise aiming to implement a modern education.

A part of the process, aiming to promote the Information Society in Switzerland as well as enabling education to use new information and communication technologies (NICT), is the Federal Program "Swiss Virtual Campus" started in 1999.

The main objectives of the "Swiss Virtual Campus" programme are:

- to improve the quality of learning and strengthen interactive teaching by adding web-based courses to traditional classroom teaching,
- to strengthen the collaboration between universities as well as between universities, federal institutes of technology and universities of applied sciences
- To develop high-quality teaching materials and methods.

Having these objectives this Programme is structured in Projects and Mandates.

Each project develops a course that can be followed via the Internet including teaching material, exercises, seminars or practical work as well as online or direct aids and assessment (self-assessment and examinations). Projects involving teaching modules for large numbers of students are particularly welcome. The courses developed are part of a curriculum of the participating universities. The projects receive support from an interdisciplinary team of teaching, education and technology specialists with the requisite knowledge in the course subject matter, as well as people with specific knowledge of the IT tools necessary for implementing the course. All the parties involved draw up the aims and content of the course proposals. The certification of qualifications or credits must be clarified within each university. The courses are made available to the general public after the partners involved in the project have evaluated them. The modules that make up a course is drawn up by one or several of the participating institutions, which appointed a competent, motivated person as a project co-ordinator. At the same time, they set up the appropriate infrastructure and ensure that the modules can be tested under controlled teaching conditions.

Each mandate includes more general studies or investigations that address the infrastructure necessary to support the programme as a whole. These could deal with legal (copyright, data protection, etc.), didactic and ergonomic topics, economic (cost effectiveness, product marketing, etc.) or technical questions or projects connected with the necessary credits system and certification of qualifications.

Swiss Virtual Campus courses are currently under development (see the section courses under development). Therefore, students cannot enrol into SVC courses. Depending on the projects, the first test courses might be available as of autumn 2001, and the first working courses are expected by autumn 2002, or at the latest by 2003. The courses that are being developed under the SVC programme will be part of the normal university curricula (Lehrplan / Plan d'étude). This means that their professors which online courses might be suitable or mandatory for their studies will inform students who are enrolled in a specific subject.

Institutions and organisations working in the field of New Information and Communication Technologies in teaching in Switzerland are:

- AUM - Abteilung für Unterrichts-Medien, Universität Bern
- CRED - Centre Romand d'Enseignement à Distance, Sierre
- CTIE - Centre Suisse des Technologies de l'Information dans l'Enseignement
- CPD - Chaire de Pédagogie et Didactique, EPFL
- DiZ - Didaktikzentrums (DiZ), ETH Zürich
- EducETH - Plattform für den Austausch von Unterrichtsmaterialien und weiteren Informationen im Bereich der Sekundarstufe II
- LEAO - Laboratoire d'Enseignement Assisté par Ordinateur, EPFL
- Learning Center - Universität St. Gallen
- NDIT / FPIT - Nachdiplomstudium Informatik und Telekommunikation / Formation postgrade en Informatique et télécommunication
- NET - Network for Educational Technology, ETH Zürich
- Neue Technologien im Unterricht - Ressort Lehre, Universität Basel
- NTE - Centre Nouvelles Technologies et Enseignement, Université de Fribourg
- TECFA - Technologies de Formation et d'Apprentissage, Université de Genève
- Zentrum für universitäre Fernstudien Schweiz, Brig

4.2 General view of DL implementation

Distance learning as well as distance education is considered in Switzerland as an alternative of conventional education and it is implemented in several universities and institutes. Basing our research on TECFA team research reports on distance learning technologies and virtual campuses (Raport d'information sur les mondes virtuels, Peraya, D., Piguet, A., Joye, F., 1999), we selected the main features of distance learning. For this purpose we used three case studies in order to have the image of the DL implementation as a model in our future work for the DLROCH system. The three case studies are:

- Open EB Worlfbach Institute
- Learn nett site
- TECFA virtual campus

The main features of the three study cases refers:

- Pedagogical aspects
- Technological aspects
- The Campus Metaphor

Pedagogical aspects are generated by the content of the learning process. All three cases were dedicated to technology learning. The methods used will be different for our DLROCH system, as it will refer learning humanities, which have a different way of presentation. It is interesting to see if the tools used in these campuses could be used for non-technology disciplines.

The pedagogical aspects are:

- Innovative pedagogical scenarios -focussed on learning and on student by means of constructing models, problem solving, learning by doing within a project or a seminar
- Active students-students are the knowledge providers, assuming in turn different roles from research, collaboration, exploration, problem solving
- Collaboration- is considered a method and an objective for learning and it is not simple.

The technological and conceptual aspects are:

- Integrated environments with a diversity of tools - web integrated environment with standard tools: email, form, IRC, MIRC etc.
- Database Orientation - a dynamic conception DB oriented with automatic managerial functions and making available contextual work following the user's' status
- Regular and Online Updating - due to DB orientation the site is regularly and online updated
- Personalised and /or commercial environments for the campus - both solutions are suitable and accepted.

The Virtual Campus Metaphor aspects:

- Generalised functional metaphor - workspace with library, offices etc.
- Degrees in metaphor representation - following the technology (commercial or personalised) used for the campus, it could be either notice board, zones, floors or graphical representation
- Institutional reticence
- Learning the IT tools by students and professors
- Tutorial importance is obvious in understanding the systems, in creating the social climate and mediating conflicts; it is not possible to avoid the tutor presence
- Synchronous communication and system access is still present and very important.

For representing a virtual campus it has been used a pentagonal model with the following dimension:

- Activities - learning by doing
- Information - information is needed for problem solving
- Communication - for acting together
- Collaboration - a particular way for acting, working and communicating
- Management of the learning system.

The Virtual Campus for the Open EB Wolfbach offers interactivity within the link student - content, based on the implementation of documentation and projects. In this process, transmission and activities are independent and collaboration, information, management in the course scenarios have the same importance but they are independently functioning.
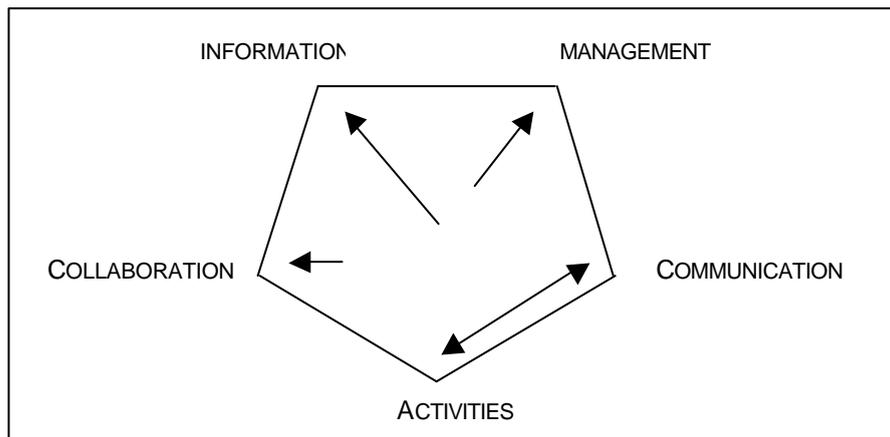
The virtual campus of Lern-nett, is based on three components: management, communication and information. It is very well developed as regards the news system an information. Collaboration despite its importance it has not been implemented but it is present in ad-hoc tools as is Nestor tool for instance. See bellow the pentagonal model of Learn - nett virtual campus.
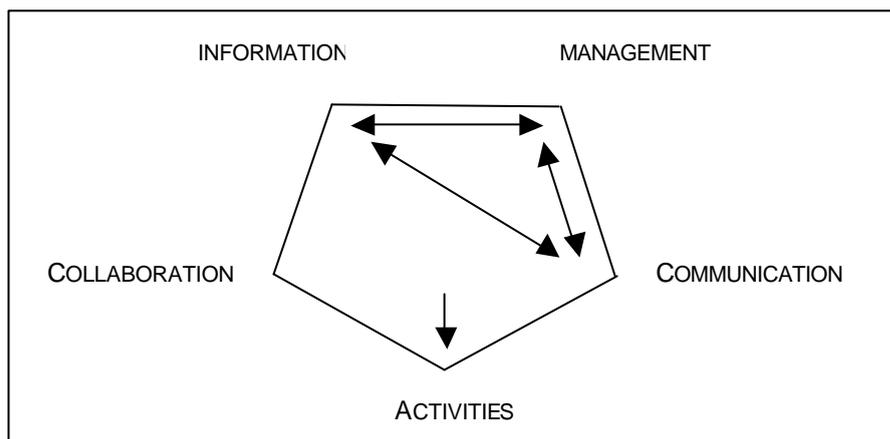
In the TECFA virtual Campus, interaction among communication, activities and collaboration sustains the pedagogical learning and the learning scenarios. Each of these dimensions is interconnected. They depend functionally. Bellow is the diagram of the model of TECFA campus.
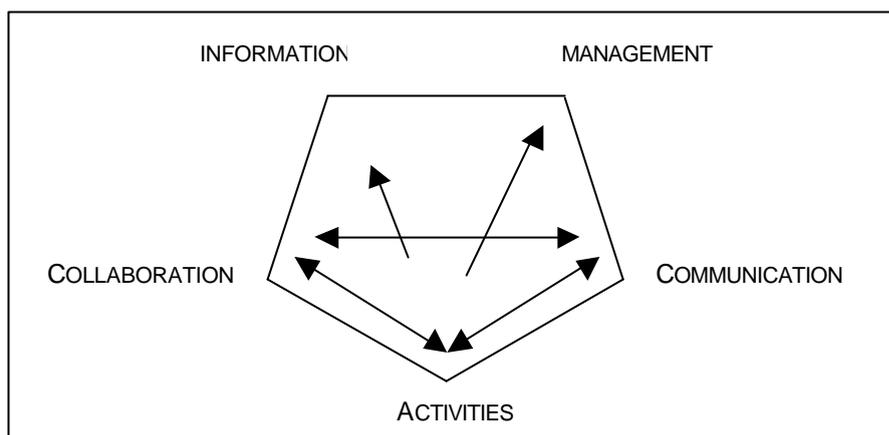
Worthy to be mentioned the distance learning for humanities and especially for theology, is the University of Geneva, where since 1998, the Faculty of Theology (http://www.unige.ch/theologie/) has offered the possibility to obtain graduation at distance. The Rector sustains the initiative. The DL system is still under experimental phases. It is inspired from other countries' experience and recently it is very satisfactory. The graduation is obtained in 4 years with extension to 8 years. The disciplines are:

- Old Testament
- New Testament
- The History of Christianisme
- The systematic theology
- The Ethics
- Practical theology
- Inter-religions
- Hebrew, Greek languages
- History of Religions
- Psychology.

The courses at distance have the same rules as conventional courses and a diploma is obtained. The registration is made at Bureau in person and a questionnaire is to be filled in. The credits (value units) allow anytime the student to integrate in conventional courses. Graduating this faculty means a constant work of 15-20 hours per week. Documentation is in English and in German.

During the university year, the student receives each 15 days, on Friday evening, indications on the content, courses, books to read, lessons to hear, exercises to make invitation for participating in a forum. Guided lectures from the Study Plan, are corrected and evaluated individually. The students according their professor follow the works and dissertations from the Study Plan. They communicate by emails. The exam preparations are made at distance. The situation is comparable with the conventional case. They receive the program and bibliography and they prepare themselves.

The student will follow in the 1st year only 3-4 units. Each unit forms a module equivalent of those of the first two years of conventional students. In the second year, the student will work other 3 fundamental disciplines and the second biblical language.

A certain number of days for learning are organised at the University, when the student comes for examinations. Contacts with other professor and students are available due to a virtual forum and by meetings outside the University.

Distance learning are based on a triple evaluation system:

- Questionnaires, exercises send to students and validated at certain term
- The summary of guided lectures, works and dissertations are commented and validated
- The exams held in the university after a good evaluation of the above works..

Also an exempla of university interest towards new technology including distance learning too is University of Lausanne with its Faculty of theology (http://www.unil.ch/theol/) offering courses on Internet. As a conclusion in the field of distance learning is a wide interest of including Internet and new IT tools in assisting the educational process at high level. Even certain are experimentally they are promising good results in the near future. Also it remarkable the experimental system on distance learning dedicated to theology faculties. Our attempt to built a system for ROCH fundamental discipline in the Faculty of Theology is in a way "in line" with this general trend founded in Switzerland.

5. Exiting results on distance education in Romania

The right to education is laid down in the 1991 Constitution.. The new Education Law was passed 1995.

5.1 Romanian Education System Context

Education based on Information Technology and Communication is part of a new policy for Romanian human capital, within the Information Society and for the knowledge based economy.

Educational reform, in Romania, allows the introduction of ITC ensuring a legal environment that would generate:

- changes in the national curriculum for university and pre-university education,
- the initial and in-service training of teachers,
- open education and distance learning,
- post-graduate courses in informatics,
- using IT in the national education system
- Extension of the communications network: RoEduNet.

A look on the structure of the existing educational system has the following chapters:

- Pre-school education, organised for children aged 3-6 years, with children aged 6 being prepared for school entry
- General obligatory education starting for children aged 6 or 7 organised in :
    - Primary education classes I-IV
    - Secondary education 1st cycle(gymnasium) V-VIII
- Secondary education, 2nd cycle, organised in:
    - High school (lyceum), classes IX-XII
    - Vocational education (2-4 years) and apprenticeship (1-3 years)
    - Technical Education
- Post-high school education (1-3 years)
- Higher education, organised in:
- Short term university education 3-4 years
- Long term university education 4-6 years
- Post university education;
    - specialised studies:
    - post university academic studies 2-3 years

- doctorate 3-6 years
- specialised post-university studies 1 year
- long-life learning knowledge courses.

The vision and long term direction of Romanian education system should be considered within the European Union standards and rules taking into account the Romanian traditions and Romanian human capital's particularities. In the annex there is a list according to the information published on the official site of the Ministry of Education and Research htttp://www.edu.ro/ there are 57 state universities (see Annex 3) and 68 private universities.

In Romania, as in any European Union country, the desired goal of an efficient education system, is to «produce" a high cultivated people, with high working skills but in the same time, human and civilised.

Romania is involved in various international programmes of education and co-operating with other universities to a large extent. There are 29 inter-university agreements and 23 interfaculty agreements, mostly between Romanian institutions of higher education and universities in France and the USA. Moreover, Romania is involved in 17 TEMPUS Joint European Projects and 2 complementary Measures Projects CME. It is also connected to some other trans-European programmes as: ACE, COST, PECO, COPERNICUS and to the European Union's PHARE Programme for Democracy (by PROMETHEUS: CIVIS-EAST). (source: http://www.ubbcluj.ro/univ/international.html). In the annex is presented the list of 57 Universities. Distance education is organised in Centres for Distance education near Universities. Also as experiments near each University base on local initiative, are intention to develop distance learning systems considering the local resources and the available educational software and other IT tools. Educational software supporting both University and lyceum levels are made available by several Institutes, Universities and Companies agreed by the Ministry of Education and Research.

5.2 Distance Education Centres in Romania

In Romania several Distance Education Centres has been funded. The Centre for Distance Education is name in Romanian IDD - "Invatamant Desschis la Distanta" - Distance Open Learning. The dynamic in the field of distance education is as in other countries rather high as the possibility to follow distance courses is very appreciated by people more and more busy with their activity in the transient economy. Being present a request, as well as an offer, distance learning is obvious on top as in other countries. Local initiative in each University is dynamic and many attempts to build DL systems appeared. The web base courses is an obvious first step in many universities.

 Some of these IDD centres are presented bellow:

- Bucharest, Dist ance Education Center University of Bucharest http://www.unibuc.ro/, http://www.credis.ro/
- Bucharest CODECS (Centre for Open Distance Education for Civil Society) http://www.codecs.ro
- Iasi Distance Education Study Centre "Alexandru Ioan Cuza" University http://www.uaic.ro/ (presented in chapter 6)

- Sibiu Distance Education Centre http://www.sibiu.ro/almamater/index.html
- Brasov Distance Education Centre http://www.unitbv.ro/iddbv/indexro.html
- Cluj Distance Education Centre http://www.utcluj.ro/index_en.html
- Timisoara Distance Education Centre http://www.utt.ro/english/indexeng.htm

5.2.1 CODECS Distance Education Study Centre -The Centre for Open Distance Education for Civil Society

CODECS is a non-government organisation created in 1993 with support from The U.K. Know How Fund and The Romanian Foundation for Democracy (Fundatia Româna pentru Democratie). It is the sole partner in Romania of the Open University for the courses and programmes provided by the OU. Under the terms of the licensing agreement CODECS must strictly follow the quality standards imposed by the British University. CODECS started to promote distance learning in Romania in 1993, with the MBA Programme of The Open University Business School - the most important school within the The Open University - and continued in 2000 with the first course offered by the new school of Computing for Commerce and Industry - Project Management. So far, over 15,000 people have enrolled for OUBS courses since 1993 and considering that the average student has undertaken at least two course modules, it has trained at least 7,000 managers. t is an active member of the European Distance Education Network - EDEN as well as the International Council for Distance Education - ICDE. It maintains relationships with prestigious institutions from Romania and Europe In recent years, It has diversified its offer by providing indoor and outdoor training programmes. The main focus in the training programmes is to help develop the individual, the specific abilities and skills required to hold the job and thus improve the overall performance of the entire organisation. Customised training programmes may be offered as a whole or by modules, as required by the needs of the client organisation. Courses are undertaken in the form of concept lectures followed by discussions, case studies, and group activities, all in an interactive system. Diplomas bear the endorsement issued by the Ministry of Education and Research.

5.2.2 Brasov Distance Education Centre

IDD in Brasov has been funded in 1997 as Brasov Distance Education Study Centre, being one of the center network from the PHARE project "Multi-country Co-operation in Distance Education" *1996-1999). Legally it functions in 1998. In 2000 its name is "Centrul Regional pentru Invatamantul la Distanta Brasov" (CRIDD). Its mission is to proceed a co-ordination of all activities for Distance Learning of the Technical University of Brasov with a high pedagogical standard and with valuable curricula both scientifically and practically.

The main objectives are:

- Developing formation curses with faculties for short term and long term, professional conversion, knowledge updates, graduate and postgraduate courses.
- Preparing tutors in developing courses . modules for DL based on IT,
- Developing support for students.

The main responsibilities are:

- Proposing the formation of new territorial centre for DL
- Organising courses for specialisation, postgraduate, reconversion
- Ensure the infrastructure
- Train all personal in using DL tools
- Ensure communication and co-ordinate the evaluation files.

5.2.3 Cluj Distance Education Centre

Aware of the importance of DL developing, Babes-Bolyai University has set up in the last two years several programmes (at both undergraduate and postgraduate level) that follow the model of open and distance learning. For DL for undergraduates are provided a 4 years programme in Psychology, Political Science, History, Philosophy, Sociology, Social Work, Public Administration, Journalism, European Studies, management of European Institutions, Economics.

At postgraduate level there are :

- The Programme for school teachers retraining in Computer Science
- Distance network to develop Strategies for social Care Managers
- A two year programme for rehabilitation of historical Monuments
- Special Education
- Law
- Management of Tourist resources.

5.2.4 Sibiu Distance Education Centre

"Centrul pentru Studii pentru Invatamant la Distanta" - "Alma mater", functions under the supervision of the University "Lucian Blaga" Sibiu from 1999 offering the same specialities as conventional courses graduating. It is build for 5 faculties for long term learning and 8 specialities for short-term learning. It co-ordinates 9 territorial information and documentation points.

5.2.5 Targu Mures Distance Education Centre

University Petru Maior Tg Mures (http://www.uttgm.ro/idd/) offer DL for long term for the specialisation such as: Company management, Accounting, Public Administration, Mathematics, Informatics, Romanian-English Languages, History-English and for short term for IT, English Language and French Language. It function based on the University rules agreed by the Ministry of Education and Research. Students ensure financing. Courses are organised modularly with a compulsory number for study based a strict curriculum.

This analysis proofs the continuous interest in DL in all universities from Romania

5.3 ICI Educational software and projects

Educational software supporting both University and lyceum levels are made available by several Institutes, Universities and Companies agreed by the Ministry of Education and Research.

Among these agreed institutions, ICI has provided almost 20 software products. These products are for Geometry (3 products), Trigonometry (3 products) Electronics (5 products), Mathematical Analysis (1 product), History (1 product), Ecology (1 product) etc. These products could be considered as a product portfolio assisting distance learning education. Also several studies on virtual school has been proceed in the year 1995 in ICI for the Ministry of Education and some dictionaries with terms for secondary level schools has been provided. For some of these results there is general information on web.

So, in the field of distance learning resources and tools available it could be mentioned some webs recently developed by ICI:

- Romanian history (http://nt1.ici.ro/lectist) dedicated to lyceum level,
- Environmental economics (http://nt2g.ici.ro/ecolex, Deliverables component) dedicated for life-long formation
- Mathematics (http://nt1.ici.ro/lectmat) dedicated to lyceum and university level.

ICI was also the developer of the information system project for the Ministry for Education in 2000. The reorganisation of ministries generated the Ministry of Education and Research (http://www.edu.ro) by merging the National Agency for Science, Technologies and Innovation (http://www.mtc.ro) with the Ministry of Education. In the framework of this reorganisation ICI developed several studies and research for developing tools and personalised software for the State Universities and State Lyceums. The Ministry of Education and Research monitors the Private educational organisation and foundations too. These private units develop their own tools for educational process including the distance learning system.

Information Instruments for Education, Environment and Economy (Partner 2) team has also developed a system for student's knowledge evaluation, EVALUATOR. This system is a support for professor in building his/her tests allowing personalising the tests and criteria.

Partner 2 team (IIEEE) under the project "Virtual Travel Through ROCH", has to develop a website and a CD-ROM in Romanian language for the ROCH (2001) and in English (2002). This website will be in Romanian and will be made available to Partner 3 (FT UAIC) as a tool for its distance learning system for ROCH.

As a general conclusion ICI products are not commercial tools. They are designed and implemented in accordingly. The instruments are made available to users if they follow all quality requirements from technical point of view. Improvements and further development of a certain product obtained due to the budget of the Ministry of Education and Research are made on contract base with the main user at heir request.

6. Theology in the University Al. I. Cuza Iasi

6.1 Short chronological account on the Romanian theological education

The first forms of theological teaching were met near the monasterial schools, which were functioning near the monasteries of Neamt, Putna, Bistrita, Dragomirna and others.

As organized forms, the theological teaching took place in the so-called Princely Academies. They were called this way because the reigning princes had founded them (like for instance the one founded in1640 in Iasi by Vasile Lupu), then in the famous spiritual Academy from Putna (which functioned at least between 1774-1782). Both of them were in the region of Moldavia.

In 1775, a priests` school was opened in Wallachia near the monastery Obedeanu from the town of Craiova. Since the end of the XVIII the century (1797), as a result of the bishop Iosif from Arges` s endeavour, the first organized school for the preparation of the future clerics was functioning.

In 1786, the scholar Dimitrie Eustatievici founded in Transylvania, in the town of Sibiu, a lecture for the future schoolteachers. In parallel, he was also teaching the future priests. But the first systematic lectures for the Orthodox clerics were opened the 15th of March 1811, in Sibiu, under the direction of thee great scholar Gheorghe Lazar. In 1850, Transylvania`s Metropolitan bishop Andrei Saguna transformed the clerical school from Sibiu into a theological-pedagogical institute. Since 1865, the duration of study was of three years. In the town of Arad, the theology lectures started in 1822 and in 1865 the Romanian section of the seminary from Varset moved to Caransebes.

At the beginning of the XIXth century (1803-1804), at the initiative and efforts of Veniamin Costachi, the metropolitan bishop from Iasi, the first seminary for the preparation of the future candidates to priesthood opened. We remind you that since 1836, as a result of the regulations imposed by the Russian authorities, a theological seminary was founded in each eparchy from Moldavia (at Roman, Galati and Husi) and Wallachia (Buzau, Ramnic and Arges). Due to the fact that the study period at Socola was 8 years, divided into two cycles (inferior and superior), in 1835, at the inauguration of the Academy Mihaileana, the superior cycle was considered as the 3rd faculty alongside with the faculty of philosophy (2 years of study) and the faculty of Law.

The prince Alexandru Ioan Cuza has the initiative, in 1860, to open the University named after him, the oldest University in the country. The Faculty of theology functioned there until 1864, when it was closed.

In Wallachia, the Faculty of theology was inaugurated in 1881 in Bucharest. It was closed between 1883-1884, and it functions even today.

At Cernauti, in Bucovina, a prestigious theology faculty opened in1875 which transferred to Suceava after the Great Union in 1918, and in 1941 it merged with the Faculty from Bucharest.

In 1926, a new Faculty of theology opened in the town of Chisinau; it was a branch of the University from Iasi. In 1941, this Faculty also merged with the Faculty from Bucharest.

In 1990, under the patronage of the Church, the Faculty of theology reopened, and one year later, in 1991, it was integrated to the University Alexandru Ioan Cuza.

Today, at the level of the Romanian Patriarchate, several faculties of theology with diverse specialisation are functioning, integrated to the Ministry of Education and Research:

- **Alba-Iulia,** the Faculty of Orthodox Theology at the University "1 Decembrie" Specialisation: Pastoral Theology; Theology Language and Literature; Theology and Social Assistance
- **Arad**, the Faculty of Orthodox Theology at the University " Aurel Vlaicu Specialisation: Pastoral Theology; Theology Language and Literature; Theology and Social Assistance
- **Baia-Mare**, Orthodox Theology Section at the Language and Literature Faculty, at the North University Specialisation: Theology Language and Literature; Theology and Social Assistance
- **Bucharest,** Faculty of Orthodox Theology at the University of Bucharest Specialisation: Pastoral Theology; Theology Language and Literature; Theology and Social Assistance, Cultural Patrimony, Church Painting
- **Cluj-Napoca,** the Faculty of Theology at the University "Babes Bolyai" Specialisation: Pastoral Theology; Theology Language and Literature; Theology and Social Assistance, Cultural Patrimony
- **Constanta** Orthodox Theology Section at the Language and Literature Faculty, at the University "Ovidiu" Specialisation: Pastoral Theology; Theology Language and Literature, History
- **Craiova**, Orthodox Faculty of Theology at the University of Craiova Specialisation: Pastoral Theology; Language and Literature; Social Assistance
- **Galati,** Faculty of Language and Literature, History and Theology at the University "Dunarea de Jos" Specialisation: Language and Literature
- **Iasi,** the Faculty of Theology at the University "Al. I. Cuza" Specializations: Pastoral Theology; Theology Language and Literature; Theology and Social Assistance, Cultural Patrimony
- **Oradea**, Orthodox Faculty of Theology at the University of Oradea Specializations: Pastoral Theology; Language and Literature; Social Assistance*,* History
- **Pitesti,** Orthodox Faculty of Theology "Sf. Mucenita Filofteea" at the University from Pitesti Specializations: Pastoral Theology; Language and Literature; Social Assistance
- **Sibiu,** Orthodox Faculty of Theology "Andrei Saguna" of the "Univ. Lucian Blaga" Specialisation: Pastoral Theology; Language and Literature; Social Assistance
- **Targoviste**, Orthodox Faculty of Theology of the University "Valahia" Specialisation: Pastoral Theology; Language and Literature; Social Assistance
- **Timisoara,** Orthodox Theology Section at the Language and Literature, Philosophy and History Faculty, at the "Univ. de Vest" Specialisation: Pastoral Theology; Language and Literature, History

6.2 General description of the Faculty of Orthodox Theology

On the 26th of October 1860, the new University of Iasi, was founded, in the presence of Prince Alexandru Ioan Cuza. It began with four faculties: Law, Philosophy, Sciences and Theology.

In 1860 the faculty used to comprise 14 students, and less in the following years, because of hardships and missing of specialised professors. In lack of students the Faculty ceased its activity in 1864. In 1926 a Faculty of Theology belonging to the University of Iasi, open at Chisinãu. In 1941 it was included into the Faculty of Theology in Bucharest. After the events of December 1989, the

Faculty was reopened in 1990, due to the pastoral care of the Archbishop Daniel of Iasi and Metropolitan of Moldavia and Bucovina. At first, its status was that of an Academic Theological Institute. Since 1991 it has become part of the "Al. I. Cuza" University of Iasi.

The first residence of the institution was at the Roznoveanu House, now the residence of Iasi town hall. The present residence is the building of the former "Mitropolitan Veniamin Costache" Seminar. This is namely the palace "Mihail Sturza", Prince of Moldavia (1834-1849). In 1990, due to the efforts of Archbishop Daniel, the Faculty of Theology in Iasi was re-founded, with necessary claims to recover the building of the "Veniamin Costache" Seminar for the proper activity of this institution (1995). The structure is made up of several study halls, a chapel (the old chapel of "Mihail Sturza" Palace re-built and re-pointed) the library "Studium", labs.

At the beginning the Faculty of Theology had the branch of Pastoral Theology. In 1991 other two branches were founded: Theology-Social Assistance and Theology -Letters (Romanian language and Literature). In 1993 two other branches created: Theology-Letters (a foreign language and literature), and Theology - Cultural Inheritance.

6.2.1 Organisation Structure

Studies at the Faculty of Orthodox Theology last 4 years (8 semesters). In order to graduate a student should carry out a graduation paper necessary to get the degree in Theology. The graduates of the branch Pastoral Theology have the possibility to progress in hierarchical steps of divine right: deacon, priest, and bishop. The graduates of the branch Theology-Letters get their title of teachers of religion and literature. The graduates of the branch Theology-Social Assistance get their title of social assistant. The graduates of the branch Theology-Cultural Inheritance get their title of icon and book restorer of the Romanian cultural inheritance.

6.2.2 International Co-operation

Within the frame of scientific international co-operation, our Faculty has signed conventions of co-operation with the Universities of Thesaloniki (Greece), Lausanne (Switzerland), Augsburg (Germany), Louvain - la - Neuve (Belgium). The agreements stipulate exchanges of professors and students, periodicals and co-operation to the achievement of the reformation of the Romanian educational system, Berlin (Humbold University), München (Ludwig Maximilien University), Erlangen (Friederich Alexander). Besides these, there are also relations of co-operation with the Universities of Tübingen, Erlangen and Heidelberg (Germany), Neuchatel (Switzerland), but members of the teaching staff were granted scholarships also to Germany, Switzerland, England, Belgium, Greece and Italy.

6.2.3 Scientific Research

Members of the staff in our Faculty are involved in the inter-confessional and ecumenical dialogue especially with WCC and CEC. In this respect, in co-operation with the Diocese of Moldavia and

Bucovina, books and studies were published on various theological topics. Taking into account that almost 80% of the national artistic cultural heritage belongs to the Romanian Orthodox Church, the new context after 1989 allowed the foundation of the first department of conservation and restoration of cultural heritage in 1993, within the Faculty of Orthodox Theology. At the same time, a Fundamental and Applicative Research Centre was developed as a pilot-platform for the application of the didactic activities and university research, under the name of TABOR.

6.2.4 Libraries

- The Library "Studium" of the Faculty of Theology
- The Ecumenical Library "Dumitru Stãniloae" of the Metropolitanate of Moldavia and Bucovina
- The Central University Library "Mihai Eminescu".

In the Annex 1 and Annex 2 there are the Theology Faculty Study Programs and Courses description

6.2.5 TABOR and other Research Projects

The scientific research from our Faculty has two main directions: the elaboration of scientific studies and works and the display of research projects with different national and international institutions. Of course, the majority of the studies which have been published in prestigious magazines and the books edited by famous publishing houses are the result of our research programs in which professors from our Faculty took part. At present, two other projects are finished and have already been sent to the National Council of University Scientific Research to be approved and financed:

Project title: Orthodoxy and Occident. Complementarity and Cooperation Today

Two main coordinates are the concern of the team of teaching staff from our Faculty who will take part in the realization of this project. These are: the role played by the Orthodoxy in maintaining the Christian unity and cooperation during the first millenium and the mission assigned to the Orthodox Church in working together with the other Christian Churches for a cultural, social, political and spiritual integration at the European level and the reestablishment of the unity of faith of the Church.

In order to realise this purpose, we keep in mind the tight connection between tradition and modernity, because, as it is well known, one of the Christian Church` s fundamental co-ordinates is respecting and maintaining unchanged the authentic apostolic and patristic tradition.

In approaching this theme, we do not intend to emphasise the position of the Orthodox Church to the detriment of the other Churches, but our aim is to highlight the role that the Orthodoxy has played and is still playing alongside of the other Christian Churches (Roman Catholic and Protestant) in the process of spiritual renewal, moral straightening, reconciliation and reconstruction of the eucharistic community. These are ideals shared by all the Christian peoples, especially those from Europe.

For this theme we consider two matters. On the one side, there is the presentation of Orthodoxy in front of the occidental Christian world as it has manifested itself along the history and today (in its positive aspects as well as in its moments of crisis). On the other side, we intend to introduce to the Orthodox faithful the occidental Christianity` s theology, moral, culture and spirituality with a view to discover common elements which can and should be starting points in the dialogue and in the communion between the Christian Churches from East and West.

Research team: 12 teachers co-ordinated by Pr. Prof. Dr. Petre Semen – project director

Project title: Church and Society. The Contribution of the Christian Faith in a Pluralistic Society

The teaching staff from our Faculty had as the main concerns the crisis of the contemporary society and its forms of manifestation and Church` s responsibility in such a moment of crisis. In our research activity we have established a group of priorities referring to the **comparative analysis** of the crisis types (spiritual and moral, ecological, political, economical, social, of system, etc.) and the causes that generate them. We also feel the need to study the influence of the Church as a balance factor in the social life. In connection with this aspect we take into account the presentation of man as an ecclesiastical being, the involvement of the Christian Church in the social order, its mission in the restoration of its unity and the promotion of the Christian moral principles. Another component of the research theme is the relation between Church and the State, and the position of the Church concerning the present political phenomenon, analyzed from a biblical, theological and spiritual perspective.

Among the main directions of study we remind:

- The society of the people from the Holly Scripture;
- Church and human society – from a theological-dogmatic perspective;
- Church and society in Romanian history;
- Romanian ethos and the spiritual and ecclesiastical dimension of society.

Teachers from our faculty have participated and still participate in the correction teams at the projects made by the Metropolitan Research Center TABOR.

Project title: Studies and Research regarding the Implementation of New Didactic and Research Methods in the Recognition–Identification , Rendering and Processing of the Structural Data and of the direct and inverse iconographic perspectives

Nowadays, at a world-wide scale, in the didactic and research activities, series of modern methods and techniques are involved. They allow the analysis of the chromatics of the surfaces of the textures and of other surface and interior structures for the different materials studied, of the ageing phenomenon, of the degradation and deterioration respectively of the destruction and altering processes, of falsification essays and conservation – restoration interventions. These methods can highlight the complementarily relations, the finesse of the shades, of the tones, of the degree of white or black or they can establish diverse effects such as the superposition, the subsequent painting interventions, of the hashers, of transparency, of reflection, of shades etc. They also help in the

assessment of the capacity of chromatic analysis of the students from Art and Cultural Patrimony sections.

6.3 The "Alexandru Ioan Cuza" University and its Distance Education Study Centre

6.3.1 General Information

The "Alexandru Ioan Cuza" University of IASI is the most important higher education institution in the Moldavian region of Romania in the domains of economics, law, philosophy, pedagogy, mathematics, physics, biology, chemistry, theology. It was the first modern university founded in Romania, in 1860.

The Moldavian region has a population of about 7 million people and is, from the economic point of view, the less developed region of the country.

The "Alexandru Ioan Cuza" University has about 15,000 students (12,000 full time students), 1,500 doctoral students and an academic staff of about 1,000. It has 14 faculties and 3 colleges. The

University has nine buildings (lecture halls, classrooms and specialised laboratories, 11 specialised libraries and 15 reading rooms). The Central University Library has about 2 million volumes. Since 1990 the University has its own publishing house and printing press. The University of Iasi can offer accommodation for about 3,000 students in nine hostels. The "Alexandru Ioan Cuza" University provides doctoral programs and awards academic degrees equivalent to Ph.D., Doctor and Doctor Honoris Causa in the following branches: Biology, Chemistry, Economics, Philology, Philosophy, Physics, Geography, Geology, History, Mathematics, Psychology, Pedagogy, Law and Informatics.

The University is governed by the University Senate, made up of the Rector (as President), the Vice-Rectors, the Secretary for Scientific Affairs and elected representative members of the faculties as well as elected representatives of the undergraduates. In the interval between Senate meetings, the Senate Executive Body carries out the University government.

6.3.2 Activities in the domain of Distance Education

In 1996 the Iasi Distance Education Study Center (IDESC) has been organised at the "Alexandru Ioan Cuza" University. The Senate Executive Body of the University approved (19 June 1996) the decision of organising IDESC. In December 1997 the Board of the University approved the project of founding the "Center for Open Distance Learning and Professional Conversion" (CODL-PC) which will coordinate the ODL activities in the university.

The main target group for the ODL activities is for the short and medium term the teachers in the secondary schools in the Moldavian region. IDESC will develop for this target group a set of courses for training and retraining in modern educational technologies. In the medium-long term IDESC will be involved in course development for independent farmers in the mountain region (agro-tourism). This activity is important for the economic development of the Moldavian region.

The first IDESC project, funded by Phare was the development of the course "Modern Educational Technologies" which is and will be used for the training of the newcomers in the ODL domain, which will co-operate with IDESC.

Projects initiated by IDESC are in various degrees of achievement and are strongly dependent on the initial funding from the Phare program (It is worthy to mention that, until now, no Phare financial support for equipment was available for IDESC). This is motivated by the fact that the economic conditions in the Moldavian region are not very good for the moment (high unemployment, low salaries, etc.). Even the need for ODL programs may be evaluated, as strong the economic conditions are an important obstacle. These circumstances may be surmounted only if sponsors for the students are found.

An important problem is related to the legal status of the ODL courses, which will be hopefully solved in near future.

At this initial stage of IDESC activities it is very important to the centre to be connected with all the other Phare centres and other ODL institutions in EU. Important steps are already completed with the financial help of the university (E-mail, connection to the INTERNET).

Another important problem for IDESC is the promotion of the ODL activities & courses. IDESC have initiated discussions with the Editorial Board of the scientific review of the university for introducing an ODL section, which will be used for presentation and promotion.

6.3.3 Courses at UAIC Centre for Distance Training:

- "Modern educational technologies", (5 course units) from: Iasi Distance Education Study Centre
- "Pedagogy for professorial training", (10 course units) from:: Iasi Distance Education Study Centre
- "Modern Management for School", (4 course units) from: Iasi Distance Education Study Centre
- "Religion teaching in Gymnasium", (5 course units) from: Iasi Distance Education Study Centre
- "Tourism management in the mountainous area", (5 course units) from: Iasi Distance Education Study Centre
- "Music reading learning course", from: Cluj Distance Education Study Centre
- "Introduction in the journalism techniques", from: Sibiu Distance Education Study Centre
- "Wave and Oscillations", from: Bucharest Distance Education Study Centre
- "Acquisition and data processing systems", from: Brasov Distance Education Study Centre
- "Multimedia. Systems, networks and applications", from: Cluj Distance Education Study Centre
- "Concurrent programming mechanisms", from: Timisoara Distance Education Study Centre

6.3.4. Distance Learning by The Faculty of Orthodox Theology from Iasi

The Faculty of Orthodox Theology from Iasi, the only theological faculty in Moldavia, teaches students from the region of Moldavia (Romania) as well as from the Republic of Moldavia and from Ukraine. The students of our faculty, registered in the Open Distance Teaching form are divided into three categories:

- Students hired (at the parish, provided that they fulfil their studies, or in other fields);
- Students who graduated other faculties (and who wish to attend the courses of the faculty of theology);
- Monks and nuns. Due to the fact that their constant daily presence to the lectures is not possible, the only ways of studying thoroughly theology (for the graduates of other faculties as well as for those who wish to attend postgraduate courses) are Reduced Attendance Teaching (RAT) and Open Distance Teaching (ODT).

At present, at our faculty we have a mixed form, that is the active attendance 28 hours per semester, when the lectures from the analytical program are taught for each discipline, then individual work for:

- bibliography consultation,
- learning the contents of the lectures and
- drawing the seminar paper work.

At each lecture we recommend reading the bibliography of the respective subject, the older writings and the latest works as well. Bibliography is a part of the examination. At the lectures the themes are presented in a general view, making an introduction to the respective subject. The students have the obligation to study them thoroughly on the bases of the bibliography recommended. At the end of the study of each discipline, the students draw and present a paper work on a given theme. Normally, when fixing the theme for the seminar work we take into account the level, the aptitudes and the candidate's working place. The purpose of these works is the study of some subjects of major importance with a view to bringing about new elements. For instance, in the case of the History of Romanian Orthodox Church we make researches in the archives, we study old documents, we make the monographs of some dioceses, monasteries, hermitages, religious figures etc.

For these teaching forms (RAT and ODT) the theological study is done on 10 semesters; almost each discipline is taught during 5 semesters, at the end of which the candidates must draw and present a seminar work.

The means of realisation of the teaching are a. Internet, b. the themes presented, c. bibliography, d. Maps, e. real and imaginary trips into the History of the Romanian Orthodox Church.

Starting with the university year 2000-2001, a server for the Internet has been installed in our faculty, each cabinet of the theological sections being now connected. Here the students of our faculty can surf on the sites offered by the net. Our students can have access to the Internet from other sources as well, either from their home for those who live in the town or where the net is connected, either from the most important centres near the place where they live or work.

For almost all the disciplines, lectures are available, which can be bought or borrowed. As it is shown in another point of the project, the faculty has a significant number of books, in Romanian and in other languages, collections, encyclopaedias, magazines of great circulation etc. The students can also consult the libraries of the Moldavia and Bucovine Metropolitan Seat (the ecumenical library "Dumitru Staniloae" and the Archives).

The bibliography recommended according to the discipline and the lectures presented can bee found for the most in the library of the faculty and of the metropolitan seat or in the libraries of the most important monasteries from Metropolitan area where the faculty is situated (especially the monastery of Neamt). According to students` form of study (ODT), the bibliography recommended is accessible in general.

Like any other historical discipline, the History of the Romanian Orthodox Church requires the use of maps in the process of teaching. The faculty has an important number of maps for the historical disciplines, which are made for the historical periods.

Real and imaginary trips into the History of the Romanian Church are considered as support for learning. Periodically, we organise study trips, because our Church has an astonishing number of monasteries and hermitages, some of them very old, others from more recent times. These visits are important for the knowledge of the history of Christianity, of the life and organisation in the monasteries, the architectonic styles, the music and painting schools, the evolution of all artistic aspects (silver ware, embroidery, iconography, sculpture, manuscripts etc.), as well s the rich collection of artful objects, religious books etc which are to be found in the museums from the monasteries.

Alongside the traditional teaching organised in the faculty, in the Moldavian Metropolitan Seat there are also other forms of transmission of the theological knowledge to a more diverse public and in an organised form:

- ASCOR (the Association of the Orthodox Christian Students from Romania) organises weekly conferences on theological and ecumenical themes, round tables etc, inviting theologians, teachers, scientists etc. In spring and autumn, they also organise cycles of conferences, where lecturers from the entire country are invited.
- The university interdisciplinary dialogue centre, organised at a university level, presents the themes of theological and scientific perspective. Many teachers from the University take part into these events.
- The ecumenical institute "St. Nicholas" organises lectures, meeting's, round tables, conferences on theological and ecumenical themes.
- The pastoral-cultural centre "Daniil Sihastrul" organises conferences with national and international participation, debates on ecumenical themes, etc.
- The secular academy "Sf. Ioan Iacob" from the monastery of Neamt organises national and international seminars on theological themes.

7. Conclusions

This report as a survey of existing distance education designed and implemented in the countries of the European Union and Switzerland focussed on University of Geneva, Psychology and Educational Sciences Faculty, TECFA.

Also a presentation of the state of the art of Romanian development of distance learning and its reasons has been the opportunity to establish the national context of DL systems we intend to build in the DLROCH Project. Focussed on the Al. I. Cuza Iasi University, Theological Faculty, our analysis intended to updates the knowledge on organisation, structures and the distance education centre.

The variety of the documentation studied proved that there is a special interest in developing this distance learning needed by an increased number of students and professors. The cost of implementing this system is in the beginning is rather high as is based on a costly infrastructure and also supplementary costs of courses presentation in the electronic form. The cost is increased also by reconsideration of course documenting and presentation based on a new pedagogical strategy. After a first investment, the cost of the distance learning is diminished and recovered by the students' enrolment fees and examination fees.

Using distance learning systems allows unlimited access to higher education for those interested in following the University courses. Most of distance learning students is already working in the theological system and by using the IDD system they are able to complete their theological studies.

They are from the main city, Iasi, also from other cities of Moldavia (Targu Frumos, Harlau, Botosani, Dorohoi, Darabani, Falticeni, Gura-Humorului, Campulung Moldovenesc, Vatra Dornei, Suceava, Targu Neamt, Piatra Neamt, Roman, Bacau, Vaslui, Barlad), little towns and villages surrounding these cities situated up 30 km. Among the students there are also monks of great monastries (Neamt, Sihastria, Putna, Varatec, Agapia, Golia, Trei Ierarhi, Cetatuia etc) which are connected to the Internet and have libraries with valuable theological literature.

Other students are from other countries such as Germany, Ukraine, Greece and all these cities could be accessed through the Internet.

Also this system could be used for the improvement of theological knowledge of all students either from the theological Faculties or other faculties. Also people requesting information on theology and its history as a continuing formation of adults.

The implementation of distance learning supposed finding new strategies including psycho-pedagogical principles, methodical and didactical means and technological development and devices for higher education purposes. For instance:

What kind of platform will be used? An "home made" one, developed according to the specific needs of the project or a "commercial" solution?

Usually one might identify 5 main dimensions in a OFDL platform (see below,): pedagogical activities, information, communication, collaboration and management of the system. Each university and faculty has to decide what dimension will the project focus on and develop?

How is to manage and integrate distance and face to face learning units?

The survey proved that there is a interesting and useful approach in the University of Geneva, reason that made us to consider the TECFA experience and suggestions in developing a distance learning system for the University of Iasi, Theological Faculty. Following the survey and the local analysis of distance learning centres and experiences prove that our project is new, as it has not been addressed the topic and the used technologies are rather mixed. Our project will bring a new solution based on an ad-hoc and personal IT solution which will be innovative. The wide spread of DL in many countries determines us to consider that our research has been useful for knowing the pedagogical models and technologies.

The next task of DLROCH project will develop an analysis of the concrete context of the Faculty of Orthodox Theology from Iasi (Romania) in order to establish the characteristic dimensions and specifications of the distance learning system at the leave of the year 2001. The OFDL concept will be translated and adapted in Romanian language: "Invatamant Deschis la Distanta" (IDD) that has the same meaning.

The main steps to follow are:

- To analyse the map of the area with all towns and villages from where students are originating.
- It will be determine IT resources in the territory from where students are originated in order to analyse the distance to the closest access to the Internet.
- To organise a network through schools churches Internet centres and so on allowing the students to be connected at the Internet. …
- To conceive and design the global learning system, mixing distance and face to face learning (pedagogical strategies, activities, pedagogical scenarios, analysis of the contents, rules and functions of each actor – teachers, tutors, animators, etc. – of the system, evaluation procedures, etc.).
- To identify the pedagogical dimensions and objectives that need a specific technical tool and support.
- To conceive and design the technical platform that will support this new OFDL system.
- With these steps, it will be possible to build the specifications of the pilot of the DLROCH Project. (cfr task 3 of the workplan).

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Annex 1 Theology Faculty Courses Description

The Fundamental, Dogmatic and Symbolic Theology Code Teo13

Rev. Prof. Daniel Ciobotea PhD, Metropolitan of Moldavia and Bucovina

Semesters:

- 5 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 6 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 7 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 8 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3

Credits: 19,5; **Assessment**: written paper and oral examination

Description:

- God's Revelation, Holy Scripture, Tradition
- The Holy Trinity in the Orthodox and Western theology
- The creation of the visible world. The creation of man.
- Man's primary condition. Image and resemblance
- The hypostatic union and its consequences
- The kenosisn of the God's Son in Orthodoxy and in the Western Christianity
- Redemption and its aspects. Inter-confessional differences.
- The relation between nature and gift from the inter-confessional point of view
- The holy icons. Biblical and dogmatic grounds
- The person of the Holy Spirit. The relationship between Christ and the Holy Spirit in the Church life.
- The Church - the Christ's body. The foundation, the structure and the mission of the Church from the inter-confessional point of view
- The Holy Sacraments in the Church life
- The Christian Eschatology. The Orthodox attitude towards Purgatory and Millenarism.

Pastoral Theology Code Teo18 R**ev. Prof.** Daniel Ciobotea PhD, Metropolitan of Moldavia and Bucovina

Semesters:

- 5 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 6 **Theory**: h/week 2; **Total**: h/week 2
- 7 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 8 **Theory**: h/week ; **Total**: h/week 1

Credits: 12; **Assessment**: write paper

Description: The course is an introduction in pastoral theology. It also contains problems of pastoral care in urban and rural communities, pastoral care for young and elderly people, and for professional categories.

The Study of the Old Testament. Hebrew Language Code Teo1, Teo10 **Rev. Prof.** Petre Semen PhD

Semesters:

- 1 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 2 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 3 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 4 **Theory**: h/week 2; **Total**: h/week 2

Credits: 21; **Assessment**: write paper

Description:

- Biblical Archaeology
- Introduction in the Holy Scripture (dogma, inspiration, the history of the Biblical text, translations)
- Introduction in the dogmatic and historical books (Pentateuh, Joshua, Judes, Ruth I and II, Samuel I and II, Kings, Ezdra and Nehemiah)
- The prophetic vocation of the chosen people (the old Israel) - general considerations
- The prophets of the Assirian period (Obadias, Amos, Jonah, Hosea, Joel, Isaiah, Micah, Nahum)
- The prophets of the Haldaic period (Sophony, Jeremiah, Iezechiel, Daniel)
- The post-exile prophets (Haggai, Zachariah and Malachi)
- The religious-moral value of the anaghinoscomena books
- The marshal in the Books of the Old Testament
- The relation between the Books of the Old and the New Testament

Byzantinology Code Teo4 Prof. Emilian Popescu PhD

Semesters:

- 3 **Theory**: h/week 2; **Total**: h/week 2
- 4 **Theory**: h/week 2; **Total**: h/week 2

Credits: 6; **Assessment**: write paper

Description: The course offers a concise introduction in the history of Byzantine Empire from Constantin the Great to the Fall of Empire in 1453, with notions of art, spirituality and theology Byzantine.

Post-patristic Literature and Patrology Code Teo6 **Rev. Lecturer** Vasile Merticaru PhD

Semesters:

- 1 **Theory**: h/week 2; **Total**: h/week 2
- 2 **Theory**: h/week 2; **Total**: h/week 2
- 3 **Theory**: h/week 2; **Total**: h/week 2
- 4 **Theory**: h/week 2; **Practical**: h/week 1: **Total**: h/week 3

Credits: 12; **Assessment**: write paper

Description: The discipline offers an introduction in the life, work and doctrine of the Church Fathers from the Apostolic Fathers to the post-patristic writers such as Simeon the New Theologian, Nicholas Cabassilas, Gregory of Palamas.

Christian Art Code Teo21 **Prof.** D. N. Zaharia PhD

Semesters: 8   **Theory**: h/week 2; **Total**: h/week 2

Credits: 2; **Assessment**: write paper

Description: The aims and the objectives of this course are to give the theological students basic information about Romanian culture and arts within the large context of southeastern Europe, in order to develop student's awareness upon the spiritual identity of the Romanian people.

The course is meant to inform students of Faculty of Pastoral Orthodox Theology about the world Christian art, emphasising on the native ecclesiastic art. Studying the most important tendencies and styles of the European art, they are offered in parallel a presentation of the most successful and representative Romanian monuments and works of art.

The main periods of Byzantine art are considered and analysed on the broad background of the southeastern European cultural context. The course also includes a survey of the most significant national schools of art and the most flourishing periods in the development of ecclesiastic arts in Romania; there is given much importance to Stephen the Great period (the 15th century)- when the first national artistic style was created.

Comparative methods (as well as visits to interesting heritage sites) give a better illustration of the culture, historical and Christian Romanian Phenomenon presented on the complex European and world background.

Homiletics and catechetics Code Teo19 R**ev. Lecturer** Coastache Grigoras PhD

Semesters:

- 5 **Theory**: h/week 2; **Total**: h/week 2
- 6 **Theory**: h/week 2; **Total**: h/week 2
- 7 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2
- 8 **Theory**: h/week 1; **Practical**: h/week 1**Total**: h/week 2

Credits: 12; **Assessment**: write paper

Description: This course is centred upon the problem of man in pedagogy, with a straight reference to the Christian anthropology.

From those special lessons the rules and even the theory of the Biblical interpretation, the principles of the systematic homiletics and the three main components that make up the Christian religious psychology education derive.

The peculiar homiletics have in view the sources and the purpose of the sermon, insisting upon its specific ways of achieving it, having as unique argument the expression in the liturgical life. In chapter

two there are shown the branches of the church oratory, in chapter three the form of the sermon and in chapter four its style and presentation. It is specially underlined the relationship true - very similar in the choric oratory, seen as a science with the double mission: revelation and conviction.

The special catechetic opens with a chapter of extreme importance in the catechetical practice. The matter of catechisation, its criteria of choice and the structure of its organisation, covering "The Invention" and "The Disposition" in the view of catechesis. The methodical part of this concept-method and forms of teaching applied in catechesis, linked to the moment "elocutio". The preparation of catechesis is found in chapter two. Finally, the form of catechesis, its structure where the Herbertian formal steps associated to any form of learning are bound with the steps of the religious psychology in a subtle mechanism belonging to a fundamental element in catechisation, the catechiser's personality, being shown in chapter three and four.

Orthodox Spirituality Code Teo14   **Rev. Lecturer** Ioan-Cristinel Tesu PhD

Semesters:

- 5 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 6 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3

Credits: 9; **Assessment**: write paper

Description: The course is an introduction in Orthodox spirituality containing chapters of ascetical and mystical theology of the great tradition of the Eastern Church, necessary for the Orthodox clergy in missionary and pastoral care.

The Study of the New Testament Code Teo2 **Rev. Lecturer** Mihai Vizitiu

Semesters:

- 1 **Theory**: h/week 2; **Total**: h/week 2
- 2 **Theory**: h/week 2; **Total**: h/week 2
- 3 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 4 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3

Credits: 18; **Assessment**: write paper

Description: Rudiments of introduction in the Books of the New Testament (the subject, the history of the Books, genuineness, the divine inspiration, canonical, Biblical writings, translations and printings, history of the exegesis, elements of Biblical hermeneutics).

- The Holy Gospels (introduction and exegesis)
- The Book of the Acts of the Apostles, The Letter to the Romans,
- The 1st and the 2nd Letter to the Corinthians
- The rest of St. Paul's Letters, other Letters, the Revelation of St. John

The History of the Universal Church Code Teo3 **Rev. Assoc. Prof.** Chifar Nicolae PhD

Semesters:

- 1 **Theory**: h/week 2; **Total**: h/week 2

- 2 **Theory**: h/week 2; **Total**: h/week 2
- 3 **Theory**: h/week 2; **Total**: h/week 2
- 4 **Theory**: h/week 2; **Practical**: h/week 1;**Total**: h/week 3

Credits: 12; **Assessment**: write paper

Description: This is extended on the 4 terms and includes the historical display of the religious life since its appearance till nowadays. There is emphasis on the Church organisation, on heresies and their rejection through the Synods, on the inter-confessional links and on the elements of national history of any individual Church. It also includes elements of Christian arts, culture and spirituality belonging to the Eastern and the Western Christianity.

Christian Morals Theology Code Teo14 **Rev. Assoc. Prof.** Ghoerghe Popa PhD

Semesters:

- 7 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 8 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3

Credits: 10,5; **Assessment**: write paper

Description:

- The human moral vocation from the Christian point of view
- The Christian morals and the philosophical ethics
- The moral law: the objective criterion of moral order
- The moral conscience: the subjective criterion of moral order
- The moral liberty and the responsibility
- The Theological virtues and the moral virtues
- The moral theology and the social ethics
- The moral life of the Christian in his relationship with God, with himself and the other humans
- The moral life of the Christian in his relationship with nature: nowadays ecological problems
- The Christian social ethics: family, church, state and the legal society

The History and Philosophy of Religions Code Teo16 R**ev. Assoc. Prof.** Nicolae Achimescu PhD

Semesters:

- 5 **Theory**: h/week 2; **Total**: h/week 2
- 6 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 7 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 8 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2

Credits: 12; **Assessment**: write paper

Description:

- The Religions of the Ancient Peoples (among others, the ancient Egypt, Mesopotamia, Greece, the ancient Rome, Geto-Dacia, the Hellenistic synchretic religions, the ancient Germans, the ancient Gals, the ancient Slavs, the pre-Columbian population)

- The great contemporary religions Buddhism, Hinduism, Shintoism, Confucianism, Taoism, Islamism, Mozaism and Christianity.

Lithurgic Theology Code Teo17 R**ev. Assoc. Prof.** Viorel Sava PhD

Semesters:

- 5 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 6 **Theory**: h/week 2; **Total**: h/week 2
- 7 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3
- 8 **Theory**: h/week 1; **Total**: h/week 2

Credits: 12; **Assessment**: write paper

Description: General Liturgics - contains the main aspects and the general principle of Divinity. Special Lithurgics-contains the minute studies of the religious services belonging to the Orthodox Church (the origins and the development of the religious forms), their contemporary forms and their meaning from the historical, theological and symbolic point of view.

Religions and Rituals Music Code Teo7 **Rev. Lecturer** Alexandrel Barnea PhD

Semesters:

- 1 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2
- 2 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2
- 3 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2
- 4 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2
- 5 **Practical**: h/week 1; **Total**: h/week 1
- 6 **Practical**: h/week 1; **Total**: h/week 1

Credits: 18; **Assessment**: write paper and oral examination

Description:

- Fundamental knowledge of the theory of linear music: the sound and its qualities, the acoustic-mathematical organisation of the sound material; the musical notation, the interval theory, the notation theory (the proper tonality, musical scale, mode, balance, scales with principal and secondary functions in tonality, real and apparent order in tonality, making major and minor tonalities on other sounds), rhythm.
- Knowledge of theory of psalmic music (vocal, temporal, of expression and ornamental, phtoral), breaks, accent, alterations, shades, rhythms, the scales of eight voices, the scales of Mushtar, Nisabur, Nisar phtorals.
- The practical part: the songs of Vesper and Early Service on the eight voices, songs of the three parts of the religious year, songs on the God's praises, songs on the Holy Mysteries and ierurgic, calophonic songs.

The Church and Administration Law Code Teo20 **Rev.** Ioan Antistescu

Semesters:

- 5 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2
- 6 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2
- 7 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2
- 8 **Theory**: h/week 1; **Practical**: h/week 1; **Total**: h/week 2

Credits: 12; **Assessment**: write paper

Description:

- About law in general and about its role in the life of the human society; the juridical ethimology and the definitions given to the law science by the ancient Roman lawyers and the Church Fathers, by the religious writers and distinct philosophers.
- Law in the religious life and the characteristics of law standards created by Church, the roots of the dogmatic law Collections of religious laws, the making and organisation of the Church. The basic principles of Church organisation. The concept of Church power, its sharing and spreading. The social Church structure, the bodies of Church leadership, the goods and inheritance of the Church.
- The Church activity and types (missionary, holy and law); the calendar and the establishment of the Christian feasts; the canonisation of saints; the branches of the jurisdictional activity; jurisdictional and executive legislation; connections between Church and State (elements which influence them); connections between the Orthodox Churches; the links of the Romanian Orthodox Church and the other Churches.

History of Romanian Orthodox Church Code Teo5 Rev. Lecturer Ion Vicovan PhD

Semesters:

- 1 Theory: h/week 2; Practical: h/week 1; Total: h/week 3
- 2 Theory: h/week 2; Total: h/week 2
- 3 Theory: h/week 2; Total: h/week 2
- 4 Theory: h/week 2; Total: h/week 2

Credits: 12;

Assessment: written paper

Description:

- The Beginning of the Christian Life on the territory of our country - with linguistic, literary, archaeological proofs.
- The Bishopric of Tomis- church art, monuments in Dobrudja
- The Religious Life of Romanians in Transylvania, Dobrudja and the extra-Carpathian Territories till 13th century
- The Beginnings of the Metropolitan Church system of Vallachia and Moldavia
- The Beginning of the monastic life.
- The Great Metropolitan Archbishops (Varlaam, Dosoftei, Antim Ivireanu)
- The splitting of the Romanian Orthodox Church from Transylvania beetween 1698-1701
- The Churches of Vallachia and Moldavia during the Phanariot Period
- The monastic life in the Romanian Countries in the 18th century - the abbot Paisie and His Pupils
- The main Bishops (Veniamin Costachi, Grigore Dascălul, Andrei Saguna, St. Calinic from Cernica, Dionisie Romano, Melchisedec Stefănescu, Iosif Naniescu).
- The acquiring of Autocephaly, the Patriarchate, Canonizations of Saints

Missiology and Ecumenism Code Teo15 **Rev. Lecturer** Gheorghe Petraru PhD

Semesters:

- 5 **Theory**: h/week 2; **Total**: h/week 2

- 6 **Theory**: h/week 2; **Total**: h/week 2
- 7 **Theory**: h/week 2; **Total**: h/week 2
- 8 **Theory**: h/week 2; **Practical**: h/week 1; **Total**: h/week 3

Credits: 13; **Assessment**: write paper

Description: This course means for the theological education the way of rendering into work and Christian confession the accumulated theological knowledge. It is a synthesis containing elements of Orthodox and confessional missionary theology, the history of Christian mission. Taking into account the fact that the Orthodox missiology has to defend the established thesaurus of faith liturgical and mystical spirituality, this subject also contains a part of sectology with the presentation of the main sects of Christian descent and of the new religions which practice an intensive proselitism. The course contains an introduction in ecumenism with history of World Council of Churches and ecumenical theology.

Artistic anatomy and anthropology Code: Teo1 **Assoc. Lecturer:** PhD Tiberiu VLAD, Asist. Gabriela PRODAN

Semester:

- 1 **Theory**: h/week2; **Practical**: h/week: **Total**: h/week3
- 2 **Theory**: h/week2; **Practical**: h/week: **Total**:h/week3

Credits: 8; Assessment: written paper

Aims: The knowledge of statically and dynamical anatomical forms, the study of proportions, the analytical knowledge of the skeleton and Miology, the study of general Morphology, differential morphology and of Morphology's evolution and of the biomechanical mechanism.

Objectives: The Artistically anatomy represent part of the fundamental discipline in the study of Plastic arts, at the interference of the Morphological Science and visual arts. It has on the basis the morphological analysis of the human and animal body dependent on plastic art problems of the construction and essential modelling used in plastic composition, portrait or compositional portrait.

Description: Osteology, Artropology, the Study of the proportion of the human body: antique canons: Egyptians, Greeks (Policlet's Doriofor and Lysip's Apoxiomene), the Vitruviu's canon, The Leonardo da Vinci's canon, Miology and Morphology: the artistic morphology, the differential morphology of the women and its evolution, different body types.

Drawing study Code: Teo2 Lecturer: Merisor-Georgeta Dominte, Assist. Gabriela Prodan

Semesters:

- 1 Theory: h/week; Practical: h/week; Total: h/week2
- 2 Theory: h/week; Practical: h/week; Total: h/ week2

Credits: 6; **Assessment**: write paper and oral examination

 Description:

- The study of the proper practical elements, points, line, surface, value;

- the study of the structures and their links with the construction of the plastic forms;
- composition, that is the subordination of elements and structure to a goal presuming both a relationship among parts and the parts towards the whole
- valuation‑ rendering of a drawing intensities
- ways of organising the decorative composition
- compositional forms: the motive of decoration, the decorative frame and backgrounds
- the proportions of the human body
- principles, ways, methods of construction of the human body
- human body. The resting and the dynamic positions
- anatomic portrait, morphology‑expression
- draw during the Byzantine period.

The workshop activity contains a set of practical works from the field of " The Study of Drawing"

- fragment of an icon
- project of a calendar, a book marker, model, book cover
- sketches of entire figures, portrait, profile, face
- anatomical parts

Colour study. Chromatics   Code Teo3   Lecturer: Merisor‑Georgeta Dominte, Prep.   Bogdan Cojocea

Semesters:

- 1 Theory: h/week2; Practical: h/week; Total: h/week3
- 2 Theory: h/week2; Practical: h/week; Total: h/week3

Credits: 8; Assessment: write paper

Description:

- General information on the theory of colour. Light and colour
- Systems of colour representation. Visual study of pigment colours by exercises to make them.
- Chromatics contrasts and their constructive and expressive valences. The study of distribution of chromatic masses.
- Mixtures of pigment colours. Chromatic agreements by proportions of mixtures of transparency of colour superposition and juxtaposition. Flat shade and painting shade. Modulation and modelling by colour permitted and forbidden chromatic mixtures.
- Colour, harmony. Simple and complex chromatic scales. Chromatic agreement and dominant. Colour passage, cooling and warming. Colour quantities, tonalities and qualities. The colour situation and the plastic space. The impressive, expressive and symbolic function of the colour.
- Concepts of the chromatic composition related to surfaces and static and dynamic subjects. Exercises of rendering the relations colour‑line, colour‑form, form‑space (positions active, passive and neutral).

The practical works contains applicative visual studies linked to the course knowledge ‑ chromatic exercises of generalisation and synthesis (of non‑figurative aspect) and the observation and analysis) of figurative aspects from different models‑objects, plaster‑cast, drippings, architectural and natural forms, detailed and whole of the human body, Byzantine and non‑Byzantine works of art.

Geometrical, projective, perspective drawing Code Teo4 Assoc Lecturer arch. Maria Urma, Prep. Iuliana Gavril

Semesters:

- 1 Theory: h/week2; Practical: h/week; Total: h/week3
- 2 Theory: h/week2; Practical: h/week; Total: h/week3

Credits: 6; **Assessment**: write paper

.**Description:**

- Geometrical Drawing: fundamental constructions, tangents, functions, polygons, flat curves
- Projective Drawing: rudiments of technical drawing (standards writing, usual lines, proportion scales)
- Perspective:
- Axonometric perspective (types of axonometry, representations of bodies, shades, intersections)
- Conic perspective (frontal, at two marks of running)
- Rendering of natural aspects in perspective (shades, reflections)
- Specific problems of the specialisation (the reversed perspective, optical illusions, anamorphoses, deformations on the area of the Orthodox space, rules, proportions).

Artistic techniques Code Teo5 Lecturer : Tudor Constantin, Assist. Bogdan Maximovici

Semesters:

- 1 Theory: h/week; Practical: h/week; Total: h/week2
- 2 Theory: h/week; Practical: h/week; Total: h/week2

Credits: 6; **Assessment**: write paper and oral examination

.**Description**:

- Introduction concerning rudiments of artistic and decorative techniques for the Cultural Inheritance
- Base: rigid (wood); flexible (textiles)
- Side picture; mural, wood; fabric, silk; papyrus maruflate base
- Preparation of the base - glue preparation - previous preparation; impregnation agents, grounding receipts of different grounds
- Painting media : binder
- Classification due to the binder: painting in acquarella, fresco (gouache and oil); tempera on wax ground. Encaustics.
- Compound elements of the medium. Execution.
- Water and oil painting.
- Temperas; egg in oil; casein and oil; animal glue and oil; vegetable oils and oil; Emulsion; blank with water and rendering in oil.
- Pigments.
- Qualities of the paste; power of covering; power of colouring; Opacity; Transparency
- Varnishes
- Classification of varnishes; Receipts of varnishes for painting, insulating varnishes; Final protective varnishes.

General theory of the conservation and restoration. Legislation Code Teo1 Assoc Lecturer: Maria Geba

Semesters: 3   Theory: h/week2; Total: h/week2

Credits: 2; Assessment: write paper

Description:

- The general principles of restoration. The influence of biological, social and environmental factors on cultural heritage goods. The environmental conditions in places of storing cultural heritage goods.
- **The Romanian legislation on national cultural patrimony.**

Conservation and restoration chemistry. An introduction. Code Teo 2   Prof: PhD Ion Sandu
Semesters:

- 3   Theory: h/week2; Practical: h/week; Total: h/week3
- 4 Theory: h/week2; Practical: h/week; Total: h/week3

Credits: 8; **Assessment**: write paper and oral examination

Description:

- General Chemistry (the structure of atoms and molecules and their properties, dispersed systems and solutions, aggregation state, crystal networks, amorphs and colloidal systems, elements of thermodynamics and chemical kinetics, chemical reactivity: acid basic, redox and complexation.
- Analytical Chemistry (the prelevation and working of the samples qualitative analysis - identification groups of anions and cations, the quantitative analysis - the gravimetry and volumetry)
- Descriptive inorganic chemistry (the non-metallic state and function, scattering and obtaining the non-metals, the general presentation of the non-metals on groups of elements, main groups of non-metallic combinations, applications in conservation-restoration);
- Descriptive organic chemistry (hydrocarbons, properties and applications in conservation; mono-substitutes functional derivates: halogenous derivates, alcohol and phenols, aldehydes and ketones carboxylic acids and theirs derivates, amines, nitriles and nitroderivates - obtaining properties and applications in conservation, disubtitues, functional derivates: aminoacids, proteins etc. the soaps and the detergents - obtaining - properties and application in conservation; macromolecules, polymers, resines etc. - properties and application in conservation; the laboratory activity has 56 practical works in the field of general analytical and descriptive, organic and inorganic chemistry.

Conservation and restoration biology. an introduction. Code Teo3 Associated Prof: PhD Maria Musatata, Assoc. Lecturer: PhD Mihai Costica

Semesters:

- 3 Theory: h/week2; Practical: h/week; Total: h/week3
- 4 Theory: h/week2; Practical: h/week; Total: h/week3

Credits: 8; Assessment: write paper and oral examination

Description:

- Ecological principles.
- Elements of general biology: Monera, Protiste, Fungus, Plant and Animal Regns.
- Cellular structure and principles of Physiology.
- Biodeteriorating agents for materials of anorganic and organic nature. Methods of preventing the biodeteriration.
- Methods of control.
- Principles of preservation of the cultural heritage goods.

The etiopathology of art works. active conservation. Code Teo4   Associated Prof: PhD Maria Musatata, Prep. Iuliana Gavril

Semesters:

- 3   Theory: h/week; Practical: h/week; Total: h/week2
- 4 Theory: h/week2; Practical: h/week; Total: h/week3
- 5 Theory: h/week2; Practical: h/week; Total: h/week 3
- 6 Theory: h/week2; Practical: h/week; Total: h/week3

Credits: 14; **Assessment**: write paper and oral examination

Description:

- The Ethiopathogenic concept applied to the diseases of the art works
- The diagnosis of a work of art diseases: general principles and steps
- The substrate of the art work and its characteristics: books, icons, parchment, fabrics, leather, inks, glue, pigments, dyes, metals, plaster, wood, stones, metal
- The cellulose: structure, breakdown, enzymatic mechanisms of degradation
- The study of etiopathogenic complex. Biotic factors:
- the micro-organisms and characteristics of their attacks
- the nutrition of the micro-organisms: the trophic chains
- micro-organisms in their environment: interaction & co-operation
- The study of the etiopathogenic complex. Abiotic factors; a classification risk factors, precipitating factors, limiting factors, temperature, humidity, light, wind, rain, freeze.
- The Entomophauna as a part of the etiopathogenic complex.
- The biodegradation of specific substrates:
- The biodegradation of dyes
- The biodegradation of wood
- The biodegradation of plasters
- The biodegradation of stone
- The age of the work of art.
- Principles of active conservation.

Conservation and restoration physics. An introduction. Code Teo5   Assoc. Lecturer: PhD Adelina Ciocan,

Semesters:

- 5 Theory: h/week; Practical: h/week; Total: h/week2
- 6 Theory: h/week; Practical: h/week; Total: h/week2

Credits: 6; **Assessment**: write paper and oral examination

Aims: basic knowledge of general Physic applied in conservation and restoration art and analytical methods for artefacts and works art.

Objectives: Physical and different physical methods can lead to improve art conservation. There are at the moment many analytical methods for cleaning and diagnosis of art works.

.**Description**: Temperature and humidity. Optics and optical instruments. Atomic models. Basic Spectroscopy. Analytical spectroscopic methods. x-ray Spectroscopy. Laser applications in conservation –restoration art.

The study of drawing colour and conventional representations for restoration   Code Teo6
Lecturer: Dominte Merisor Georgeta, **Prep**. Bogdan Cojocea, **Assist**. Gabriela Prodan

 Semesters:

- 3 Theory: h/week 0; Practical: h/week Total: h/week1
- 4 Theory: h/week 0; Practical: h/week Total: h/week1
- 5 Theory: h/week2; Practical: h/week Total: h/week 3
- 6 Theory: h/week2 ; Practical: h/week Total: h/week3
- 7 Theory: h/week 0; Practical: h/week2 Total: h/week 2
- 8 Theory: h/week 0; Practical: h/week2 Total: h/week2

 Credits: 14; **Assessment**: write paper and oral examination

Description:

- The analytical and visual study of representing and composing the plastic language elements (point, line, face, value, colour, volume) which one meets in mural painting ecclesiastical object icons and books previously, during and after restoration.
- The study of frame making the comparative representation of flora, fauna, architectural objects, objects, clothing, backgrounds, perspective aspects peculiar to Byzantine and non-Byzantine icons and pictures of books.
- Comparative study of exposing biblical characters etc, on a mobile prop (icon) - graphical and chromatic varieties.
- Study of making frames on the working periods for making an icon and man script.
- Study of conventional representations for the unaffected areas and the afflicted ones for inheritance objects (icon-iconostasis-books) - spatial and plane stratigraphy made before, during and after the action of conservation.
- Free and repeated studies, chromatic exercises in order to investigate the possibilities of rendering plastic expression of materials and the ways of fancy both from the model and with the creative help of imagination.

Composition study and integrating projects for (icon-polychromatic wood restoration.) Code Teo7 **Lecturer**: Dominte Merisor Georgeta,

Semesters:

- 7 Theory: h/week2 ; Practical: h/week; Total: h/week2
- 8 Theory: h/week2; Practical: h/week; Total: h/week3

 Credits: 10; **Assessment**: write paper and oral examination

 Description:

- The contents of the course and the practical works: The study of the composition of icon image etc. (details, whole, surface and type). harmonical rectangles. The golden proportion. Traces, schemes and compositional structures of the iconographic elements and schemes on a mobile structure (unique, dyptic, triptic, polyptic) and of the ornamental frame (technical reports, historically and geographically correlated). The comparative study of similar scenes.
- The study of the visual reintegration of the missing areas from the painted film (methods and processes)

Icon-polychromatic wood restoration. The methodology of intervention. Documentation of restoration. Code Teo 1 Assoc Lector Restorer: Stelian Onica, Prep: Mina Mosneagu

Semesters:

- 3 Theory: h/week; Practical: h/week; Total :h/week2
- 4 Theory: h/week; Practical: h/week; Total: h/week2
 Assoc. Lector Restorer: Cornelia Bordasiu, Prep: Mina Mosneagu
- 5 Theory: h/week2; Practical: h/week4; Total :h/week6
- 6 Theory: h/week2 Practical: h/week2; Total: h/week4
- 7 Theory: h/week; Practical: h/week6; Total: h/week7
- 8 Theory: h/week; Practical: h/week8; Total: h/week9

Credits: 37; **Assessment**: write paper

Description:

- History and evolution of panel painting.
- General rudiments concerning legislation, ways and principals fundamental for scientific restoration.
- Making restoration, documentation. The restoration file. Knowledge about rudiments of saving a work of art. Methodology of investigation and diagnosing-causes of decay. The make of mobile frames for paintings and iconostasis. Consolidation of props. Impregnation of decayed frames. Completion, corrections and removing of incorrect mending. Consolidation of the painted stratum - materials and substances. Prophylactic consolidation and final consolidation. Ground consolidation and consolidation of painted film. Filling of missing surfaces of the painted surface. Removing of incorrect former mending on the painted surfaces by chemical and mechanic methods. Painting cleaning - special removing of stratified debris and adherent dirt. Partial regeneration of the original protective varnish. Chromatic integration by differentiated reversible retouch protecting filming - local and final varnishing. Properties of varnishes.
- Systems of preventing and stopping painting decay.

Study of proper materials for icon-polychromatic wood restoration, Code Teo2 **Lecturer** PhD: Nicoleta MelniciucPuica

Semesters:

- 5 **Theory**: h/week2; **Practical:** h/week; **Total**: h/week3
- 6 **Theory**: h/week2; **Practical:** h/week; **Total:** h/week3

Credits: 7; **Assessment**: write paper

Aims and Description: This course has the purpose to train up specialists in the field of icon restoration and conservation, of the polychrome wood and frescoes. It consists of three chapters:

General aspects about the science of materials, referring to the relationships, chemical composition, structure, properties, processing ways, the effects of ways of use on the behaviour of materials and their classification.

Old and new materials used to making icons, the polychrome wood and frescoes. This chapter consists of two parts: the first part includes the in-organic materials (natural and artificial: lime, gristone, precious stones, ceramics, glass, enamel, concrete etc.). A major weight is represented by the study of inorganic pigments and metals. The second part refers to organic materials that is wood, drawing paper, textile, fibres, organic pigments, oils and waxes, binders, adhesives, lacquers, varnishes, etc.

Material used for cleaning, restoration and preservation of art objects, others than those already mentioned (tensio-active, raisins, rubbers, plastic materials, solvents, insecticides, fungicides, etc.

The study of each material has the following scheme: classification, structure, properties, representatives, identification, and degradation. This course includes both traditional and new materials, having in view that nowadays there is a serious concern on clearing up the composition, ways of making, their priorities, and also on their behaviour in time and under the influence of distinctive elements.

The study of the old and traditional techniques for icon-polychromatic wood Code Teo3
Lecturer : Tudor Constantin, Asist.Bogdan Maximovici

Semesters:

- 3 Theory: h/week 2; Practical: h/week1; Total:h/week3
- 4 Theory: h/week 2; Practical: h/week1; Total: h/week3
- 5 Theory: h/week 0; Practical:h/week1; Total :h/week1
- 6 Theory: h/week 0; Practical: h/week 1;Total: h/week1
- 7 Theory: h/week 0; Practical: h/week 2;Total: h/week2
- 8 Theory: h/week 0; Practical: h/week2; Total: h /week2

Credits: 14; **Assessment**: write paper and oral examination.

Description:

- It is to be acquired the practising of the old and traditional techniques, which find their use again in the configuration of the images meant to the icons and illustration of written texts.
- The trinomial image - writing -ornament will have an important place in form construction and expression.
- The lab works will be prepared for an easier access of the students to the knowledge, assimilation and proper practising in the configuration of these types of images (book illustrations) having paper as a ground.
- The understanding the evolution, on the ground of the artistic expression, and of Byzantine creations for icon and book illustration.

Book and document restoration. The methodology of interventions on works art. Documentation Code Teo 1 Assoc Lecteur Restorer: Pîrau Elena,Assoc. Lecturer Restorer: Manea Doina Veronica, Prep.Ardelean Elena

Semesters:

- 3 Theory: h/week 2; Practical: h/week 1; Total :h/week 3
- 4 Theory: h/week 2; Practical: h/week 1; Total: h/week 3
- 5 Theory: h/week 2; Practical: h/week 2; Total :h/week 4
- 6 Theory: h/week 2; Practical: h/week 2;Total: h/week 4
- 7 Theory: h/week 2; Practical: h/week 8; Total: h/week 10
- 8 Theory: h/week 2; Practical: h/week 8; Total: /week 10

Credits: 37; **Assessment**: write paper

.**Description:** Book's morphology. The history of the materials used as a support in writing and of inks and dyes, as well as   the process of book restoration. The steps of the restoration process: documentation, cleaning (dry and wet cleaning), deacidification, resizing, and consolidation.

The study of the proper materials for book restoration   Code Teo2   Lecturer   PhD: Nicoleta Melniciuc Puica

Semesters:

- 5 Theory: h/week 2; Practical: h/week 1; Total: h/week3
- 6 Theory: h/week 2; Practical: h/week 1; Total: h/week3

Credits: 7; **Assessment**: write paper

.**Description**:

- The study of the general aspects on the science of materials with reference to the relationship chemical composition - structure - properties - ways of use, the effects of the states of using on the material behaviour and their classification.
- The materials used to prepare books and written documents. The first chapter includes inorganic materials (natural and artificial), used as a graphic ground. A special attention is given to the materials used to obtain paper, inorganic pigments for writing and colouring and to the metals. The organic material i.e. paper (for writing, printing, drawing, special) cellulose, wood, textile, stationary grounds, papyrus, leather, vellum, organic pigments, inks, China ink, etc. are exposed in the second part.
- Materials used for cleaning, restoration and preservation of books and written documents are: fat matter, varnish, raisins, rubbers, binders, adhesives, insecticides, fungicides, solvents, solutions of cleaning and deacids.
- The study of each material has in view the classification of structures, properties, representatives, identification, degradations.
- This course includes both traditional and new materials having in view that nowadays there are serious preoccupations on clearing up the composition, the ways of obtaining these in time and under the influence of destructive elements.

The study of the old and traditional techniques for book illustration, Code Teo 3 Lecturer: Tudor Constantin, Asist. Gabriela Prodan

Semesters:

- 3 Theory: h/week 2; Practical: h/week 1; Total :h/week 3
- 4 Theory: h/week 2; Practical: h/week 1; Total :h/week 3
- 5 Theory: h/week 0; Practical: h/week 1; Total :h/week 1

- 6 Theory: h/week 0; Practical: h/week 1;Total: h/week 1
- 7 Theory: h/week 0; Practical: h/week 2; Total: h/week 2
- 8 Theory: h/week 0; Practical: h/week 2; Total: /week 2

Credits: 14; **Assessment**: write paper and oral examination

Description:

- It is to be acquired the practising of the old and traditional techniques, which find their use again in the configuration of the images meant to the icons and illustration of written texts.
- The trinomial image - writing -ornament will have an important place in form construction and expression.
- The lab works will be prepared for an easier access of the students to the knowledge, assimilation and proper practising in the configuration of these types of images (book illustrations) having paper as a ground.
- The understanding the evolution, on the ground of the artistic expression, and of Byzantine creations for icon and book illustration.

The history of Plastic Arts Code Teo 8 **Prof**: PhD N.D.Zaharia

Semesters:

- 1 Theory: h/week 2; Practical: h/week 0; Total :h/week 2
- 2 Theory: h/week 2; Practical: h/week 0; Total :h/week 2
- 3 Theory: h/week 2; Practical: h/week 0; Total :h/week 2
- 4 Theory: h/week 2; Practical: h/week 0;Total: h/week 2

Credits: 12; **Assessment**: write paper and oral examination

Description: The ancients arts, The middle ages period, Renaissance, Mannerism. The arts of the western Europe in the 17th century, The art of the territory of our country in the 17th - 18th century, The European arts before the bourgeois revolution of France (1789), The European arts at the beginning of the 19th century, The development of art in the 2nd half of the 19th century in Europe, The Romanian arts in the 19th century, The universal arts in the 20th century. The developments of the universal arts in the 20th century. The post -war period.

The History of book and Printing Code Teo 4 **Assoc. Lecturer Restorer:** PhD Adriana Ioniuc

Semesters:

- 5 **Theory**: h/week 1; **Practical:** h/week 0; **Total** :h/week 1
- 6 **Theory**: h/week 1; **Practical:** h/week 0; **Total** :h/week 1

Credits: 2; **Assessment**: write paper

Description:

- Types of writing: cuneiformic writing, hieroglyphic writing, ideogramic writing.
- Manuscripts: Roman manuscripts, Gothic manuscripts. The manuscripts in the Middle Age,14th-16th centuries A.D, in Western and Eastern Europe.
- Printing. The history of printing till nowadays.

Artistic Bookbinding Code Teo 2 Assoc Lecteur Restorer: Elena Pîrau

Semesters: 7 Theory: h/week 1; Practical: h/week 1; Total :h/week

Credits: 2; **Assessment**: oral examination

Description: Elements and components of the old book's binding. The ornament of the leather bookbinding. The process of the restoration: cleaning, chemical stabilisation, and consolidation.

Chemistry Metal Conservation Code Teo 6 **Prof.** Ion Sandu Ph D

Semesters: 6 **Theory**: h/week 1; **Practical:** h/week 1; **Total** :h/week 2

Credits: 2; **Assessment**: oral examination

Description:

The course contain the 4 aspects about chemistry metallic materials, history of metallic materials used in culture heritage goods, the scientific investigations of metallic objects and the conservation of the ancient metallic works art.

Drawing, colour, and composition Studies for icons (branch of Byzantine ecclesiastical painting - creation) **Code** Teo 16 **Lecturer**: Dominte Merisor Georgeta, **Prep**. Bogdan Cojocea

Semesters:

- 3 Theory: h/week 0; Practical: h/week 2; Total: h/week 2
- 4 Theory: h/week 0; Practical: h/week 2; Total: h/week 2
- 5 Theory: h/week 2; Practical: h/week 3; Total: h/week 5
- 6 Theory: h/week 2; Practical: h/week 3; Total: h/week 5
- 7 Theory: h/week 2; Practical: h/week 3; Total: h/week 5
- 8 Theory: h/week 0; Practical: h/week 4; Total: h/week 4

Credits: 27; **Assessment**: write paper and oral examination

Description:

- The theoretical and the application study of the styles of representation in ecclesiastic painting on a mobile panel. Comparative generalities and figurations (details)
- The study of stability and evolution of the forms of icon representation. Historical-geographical and technical correlations. Assimilated influence.
- Analytical study of iconographic representations of Byzantine tradition on mobile panel (Representations of the Holy Persons and other images from the Biblical history-iconographic variants).
- Reproductions and creative replicas from independent icons, dyptics, triptics, polyptics, iconostases. Analysis periods and periods of technical-compositional achievement, creative variants and propositions, periods of compositional and technical achievement.
- Contents of the course and practical works:
- The visual analytical study of the relation - part-group-whole and of the relation unity-variety in the branch of icon composition. Visual analysis.
- The study of element's composition of plastic language in the context of icon image. Force lines schemes and composition structures.
- Compositional relations and proportions. The study of the relationship element-form-value-colour in the icon composition.

- The study of typologies of Byzantine and non Byzantine icon expressing biblical themes on a mobile structure (one item, dyptic, triptic, polyptic: aspects and varieties of iconostas)
- The comparative study of the composition of icons as themselves and iconostasis (resembling, differences, compositional variants)

Drawing, Colour and Composition Studies for the ecclesiastical mural painting-creation

Code Teo 1 Prof. Dumitru Gavrilean

Semesters:
- 3 **Theory**: h/week 0; **Practical:** h/week 2; **Total**: h/week 2
- 4 **Theory**: h/week 0; **Practical:** h/week 2; **Total:** h/week 2
- 5 **Theory**: h/week 2; **Practical:** h/week 3; **Total:** h/week 5
- 6 **Theory**: h/week 2; **Practical:** h/week 3; **Total:** h/week 5
- 7 **Theory**: h/week 2; **Practical:** h/week 3; **Total:** h/week 5
- 8 **Theory**: h/week 0; **Practical:** h/week 4; **Total:** h/week 4

Credits: 27; **Assessment**: write paper and oral examination

Description:

- The study of the over-dimensioning of elements of plastic language and the ways of plastic expression in the mural painting. The study of anamorphyses.
- The study of the representation of the relationship form-value-colour in an oversized context- architecture, landscape, elements of flora and fauna, different objects, decorative motifs, clothing and draping, the human face and body in different positions and attitudes.
- The study of rendering monuments of angels, prophets, apostles, saints and Romanian Saints, archbishops, founders etc.
- The study of the monumental representations of the Saviour and Our Lady Theotokos.
- Different types of styling contrasts and chromatic harmonies (mono-chromies, polychromy, cold scales, warm-scales) for the specific representations (figurative and non-figurative) of the Byzantine mural painting.
- The graphic varieties of value and the chromatics of the images in concern with similar and differentiated characteristics of the Romanian Dwellings of Orthodox religion.

The study of the proper materials for icon and mural painting Code Teo2 **Lecturer** PhD: Nicoleta Melniciuc Puica

Semesters:

- 5 **Theory**: h/week 2; **Practical:** h/week 1; **Total**: h/week3
- 6 **Theory**: h/week 2; **Practical:** h/week 1; **Total:** h/week3

Credits: 7; **Assessment**: write paper

Aims: Description of the structure and propriety of materials for icons and mural painting creation.

Objective: To prepare the future artists.

Description: This course contains only new materials used to making icon and mural painting. Variable support for artistic techniques (wood, wall, preparation, pigments, varnish)

Old and traditional artistic techniques for the ecclesiastical mural painting-creation Code Teo 3
Assoc. Lecturer Restorer Onica Stelian, **Assist**. Bogdan Maximovici

Semesters:

- 3 **Theory**: h/week 0; **Practical:** h/week 2; **Total**: h/week 2
- 4 **Theory**: h/week 0; **Practical:** h/week 2; **Total:** h/week 2
- 5 **Theory**: h/week 2; **Practical:** h/week 3; **Total:** h/week 5
- 6 **Theory**: h/week 2; **Practical:** h/week 2; **Total:** h/week 4
- 7 **Theory**: h/week 2; **Practical:** h/week 3; **Total:** h/week 5
- 8 **Theory**: h/week 0; **Practical:** h/week 4; **Total:** h/week 4

Credits: 29; **Assessment**: write paper and oral examination

Description: The study of element composition of plastic language for the ecclesiastical mural painting and our traditional techniques.

The old mural techniques, form-value-colour composition relations and the proportion of the monumental representations of Orthodox religion.

Applied visual studies form composition of the human body in the mural painting (compositional variants - form lines schemes and composition structures in Orthodox church and the practical works for visual studies of mural painting.

NOTE:
For more information on the subjects supposing a double specialisation at the Faculty of Theology, from the Departments of Letters and Social Assistance, one can find them in the general presentation of the University "Al.I.Cuza" http://www.uaic.ro

* I, II, III, IV = years of study

** 1,2,3,4,5,6,7,8 = terms

*** 4+4+5+5 = credits for each term; 18 = total credits of each subject

Annex 2 Theology Faculty Study Programs

A. Teo 08.2. Branch of Pastoral Theology

Teo 01	The Study of Old Testament
Teo 02	The Study of New Testament
Teo 03	The History of the Universal Church
Teo 04	Byzantinology
Teo 05	The History of the Romanian Orthodox Church
Teo 06	Pedagogy and Post-Patristic Literature
Teo 07	Religions Music and Ritual
Teo 08	Spiritual Guiding and Liturgical Practice
Teo 09	Foreign Language (English, French, German, Russian – choosing one language)
Teo 10	Hebrew Language
Teo 11	Greek Language (biblical and patristic)
Teo 12	Latin language (patristic)
Teo 13	Fundamental, Dogmatic and Symbolic Theology
Teo 14	Christian Moral Theology and Orthodox Spirituality
Teo 15	Missiology and Ecumenism
Teo 16	The History and Philosophy Religions
Teo 17	Liturgical Theology
Teo 18	Practical and Pastoral Theology
Teo 19	Cathechetics and Homiletics
Teo 20	Church and Administration Law
Teo 21	Christian Art
Facultative courses	
Teo 1	Scholar Psychology
Teo 2	Pedagogy
Teo 03	Teaching Methods Religion
Teo 04	Pedagogy Practice (Religion)

B. Teo 08.2. Branch of Theology-Letters, Romanian Language and Literature*

Teo 01	The Study of Old Testament
Teo 02	The Study of New Testament
Teo 03	The History of the Universal Church
Teo 04	The History of the Romanian Orthodox Church

Teo 05	Religions Music and Liturgical Theology
Teo 06	Dogmatic and Symbolic Theology
Teo 07	Christian Moral Theology and Orthodox Spirituality
Teo 08	Romanian Literature
Teo 09	Romanian Literary Folklore
Teo 10	Romanian Language Phonetics
Teo 11	Literature Theory
Teo 12	Lexicology of the Romanian Language
Teo 13	Romanian Language Morphology
Teo 14	Romanian Language Syntax
Teo 15	Romanian Dialectologie
Teo 16	The History of the Romanian Language
Teo 17	Linguistic. An Introduction
Teo 18	Romanian Palaeography
Teo 19	Old Language (Latin, Slavonic, German, English)
Teo 20	Historical Grammar of the Romanian Language
Teo 21	Romanian Language Stylistics
Teo 22	Comparable Literature (2)
Teo 23	Liturgical Practice
Teo 24	Cathechetics
Teo 25	The History of the Literary Romanian Language
Teo 26	Foreign Language (English, French, German, Russian – Choosing one Language
Facultative courses Linguistics	
Teo	Comparable Grammar
Teo	Romanian Language (1)
Teo	Romanian Language (2)
Literature	
Teo	Aesthetics
Teo	Comparable Literature
Teo	Literature (1)
Teo	Literature (2)
Facultative courses – Theology	
Teo	The History and the Philosophy Religions
Teo	The History of the Antique Philosophy and Christian Philosophy

Teo	Byzantinology
Facultative courses	
Teo	Scholar Psychology
Teo	Pedagogy
Teo	Teaching Methods (Religion)
Teo	Teaching Methods (Language)
Teo	Pedagogy Practice (Religion)
Teo	Pedagogy Practice (Language)

* The courses characteristic for this speciality will be taught by professors from The Faculty of Letters

C. Teo 08.2. Branch of Theology-Letters, Foreign Language and Literature*

Teo 01	The Study of Old Testament
Teo 02	The Study of New Testament
Teo 03	The History of the Universal Church
Teo 04	The History of the Orthodox Theology
Teo 05	Religions Music and Rituals
Teo 06	Dogmatic and Symbolic Theology
Teo 07	Christian Moral Theology and Orthodox Spirituality
Teo 08	Foreign Language B
Teo 09	Foreign Literature B
Teo 10	Foreign Civilisation B
Teo 11	Practical Course B
Teo 12	Cathechetics
Teo 13	Liturgical Practice
Teo 14	Comparable Literature or Grammar
Facultative courses─Linguistics	
Teo	Language (1)
Teo	Language (2)
Literature	
Teo	Literature (1)
Teo	Literature (2)
Facultative courses─Theology	
Teo	The History and Philosophy of Religions
Teo	The History of the Antique Philosophy and Christian Philosophy
Teo	Byzantinology

Facultative courses	
Teo	Scholar Psychology
Teo	Pedagogy
Teo	Teaching Methods (Religion)
Teo	Teaching Methods (Language)
Teo	Pedagogy Practice (Religion)
Teo	Pedagogy Practice (Language)

* The courses characteristic for this speciality will be taught by professors from The Faculty of Letters

D. Teo 08.2. Branch of Orthodox Theology - Social Assistance

Teo 01	The Study of Old Testament
Teo 02	The Study of New Testament
Teo 03	The History of the Universal Church
Teo 04	The History of the Romanian Orthodox Church
Teo 05	Religion Music and Ritual
Teo 06	Dogmatic and Symbolic Theology
Teo 07	Christian Moral Theology Orthodox Spirituality
Teo 08	Liturgical Practice
Teo 09	Cathechetics
Teo 10	Foreign Language (English, French, German, Russian – Choosing on language)
Teo 11	An Introduction in Social Work
Teo 12	The Methodology of the Social Research
Teo 13	Applicable Social Psychologie
Teo 14	Sociological Theories and Systems
Teo 15	Applicable Social Assistance
Teo 16	Social Politics
Teo 17	Community Development and Social Assistance
Teo 18	The Sociology of the Organisations and the Institutions of Social Assistance
Teo 19	Social Statistics
Teo 20	Human Development
Teo 21	Social Management
Teo 22	Specific Techniques for Social Assistance
Teo 23	Psychopathology
Teo 24	Family Planning and Family Phenomena

Teo 25	The Sociology of the Deviation
Teo 26	Work Sociology and Legislation
Teo 27	Counselling in Social Assistance
Teo 28	Social Assistance of the Vulnerable People (Population)
Teo 29	Social Assistance of the Abused Persons
Teo 30	Social Assistance of the Elder Persons
Teo 31	Social Assistance and Family Therapy
Teo 32	Social Assistance of the Handicapped Groups
Teo 33	Defectology and Logopedy
Teo 34	Social and Family Medicine
Teo 35	Summer Practice in Special Institutions
Facultative courses–Theology	
Teo	The History and Philosophy of Religions
Teo	The History of the Antique Philosophy and Christian Philosophy
Teo	Byzantinology
Facultative courses	
Teo 01	Scholar Psychology
Teo 02	Pedagogy
Teo 03	Teaching Methods (Religion)
Teo 04	Pedagogy Practice (Religion)

* The courses characteristic for this speciality will be taught by professors from The Faculty of Philosophy and The Faculty of Psychology

E. Teo 08.2. Branch of Orthodox Theology –Cultural Inheritance Theology ("Conservation-Restoration Icon- polychromatic wood" and "Conservation-Restoration Book –Document") (year I, II)

Teo 01	The Study of the Old Testament
Teo 02	The Study of the New Testament
Teo 03	The History of the Romanian Orthodox Church
Teo 04	The History of the Universal Church

Teo 05	Liturgical and
Teo 06	Moral and Spiritual Theology
Teo 07	Dogmatic Theology
Teo 08	History of the arts (universal and Romanian). Christian Art.

Complementary courses

Teo 01	The foreign Language

Speciality courses

Teo 01	Artistic Anatomy and Anthropology
Teo 02	Drawing Study.
Teo 03	Colour Study. Chromatics.
Teo 04	Geometrical, Project and Perspective Drawing.
Teo 05	Artistic Techniques
Teo 06	Liturgical and Specific Practice

Conservation-Restoration

Commune courses

Teo 01	General Theory of the Conservation and Restoration. Legislation.
Teo 02	Conservation and Restoration Chemistry. An Introduction
Teo 03	Conservation and Restoration Biology. An Introduction
Teo 04	Etiopathology of the art works. Active Conservation
Teo 05	Conservation and Restoration Physical. An Introduction
Teo 06	Drawing. Colour. Conventional Representation in Restoration.
Teo 07	Composition Study and Integration projects for Restoration

Facultative courses A. Conservation –Restoration icon –polychromatic wood

Teo 01	Polychromatic wood, icon Restoration. The Methodology of Intervention. The Restoration Documentation.
Teo 02	The study of the proper materials for Polychromatic wood, icon Restoration.
Teo 03	Old traditional artistic and technology for icon-polychromatic wood.

B. Conservation-Restoration Book - Document

Teo 01	Book and document restoration. The Methodology of Intervention on Works Art. The Restoration Documentation
Teo 02	The study of the proper materials for Book Restoration.
Teo 03	The study of the old and traditional techniques for book illustration

General Optional courses (one courses from third)

Teo 01	Photo technical. Textile restoration
Teo 02	Computer Aided Drawing. Culture management.

	The Artistic Book binding.
Teo 03	Palaeography. Ecology. Theological Aesthetic.
Teo 04	The History of Book and Printing.
Teo 05	Wood Restoration. Painting Restoration. Leather Restoration.
Teo 06	Metal Restoration. History of Museum. Decorative sculpture.
Conservation-Restoration. Mural painting	
Teo 01	Mural painting Restoration. The Methodology of Intervention. The Restoration Documentation.
Teo 02	The study of the proper materials for mural painting Restoration.
Teo 03	The study of the old and traditional technique for mural painting
Conservation-Restoration Ecclesiastical works (wood, metal, textile)	
Teo 01	Ecclesiastical work Restoration. The Methodology of Interventions. The Restoration Documentation
Teo 02	The study of the proper materials for ecclesiastical work Restoration.
Teo 03	Old technical and technology for ecclesiastical work.
Facultative courses	
Teo 01	Psychology
Teo 02	Pedagogy
Teo	Teaching methods of drawing
Teo	Pedagogy practice

Teo 08.2. Branch of Orthodox Theology-Cultural Inheritance (Mural painting) (since second year) (year1, 2)

Fundamentally Courses	
Teo 01	The Study of the Old Testament
Teo 02	The Study of the New Testament
Teo 03	The History of the Romanian Orthodox Church
Teo 04	The History of the Universal Church
Teo 05	Liturgical and
Teo 06	Moral and Spiritual Theology
Teo 07	Dogmatic Theology
Teo 08	History of the arts (universal and Romanian). Christian Art.
Complementary courses	
Teo 09	The foreign Language
Speciality courses	
Teo 10	Artistic Anatomy and Anthropology

Teo 11	Drawing Study.
Teo 12	Colour Study. Chromatics.
Teo 13	Geometrical, Project and Perspective Drawing.
Teo 14	Artistic Techniques
Teo 15	Liturgical and Specific Practice
Mural painting	
Teo 16	Drawing. Colour. Composition for icon.
Teo 17	Drawing. Colour. Composition for mural painting
Teo 18	Old traditional artistically and technology for icon.
Teo 19	Old traditional artistically and technology for mural painting.
Teo 20	The study of the proper materials for mural painting
General Optional courses (one course from third)	
Teo 21	Photo technical. Textile Restoration
Teo 22	Computer Aided Drawing. Culture management. The Artistic Bookbinding.
Teo 23	Palaeography. Ecology. Theological Aesthetic.
Teo 24	The History of Book. The history of arts. The history of religions
Teo 25	Wood restoration Oil painting Restoration. Leather Restoration.
Teo 26	Metal Restoration. History of museum. Decorative sculpture
Facultative courses	
Teo 01	Psychology
Teo 02	Pedagogy
Teo	Teaching methods of drawing
Teo	Pedagogy practice

- Drafting a diploma project
- Finalising a diploma project
- Specific practice
- Marks and Credits
- For every object of study students should obtain marks from 1 to 10.
- For every year there are allocated 60 credits.
- Details on the content of all courses are presented in the annex.

Annex 3 Romanian Universities

In Romania there are 57 universities under the Ministry of Education and Research. They are listed :

1. University "Politehnica" Bucuresti
2. Institute Arhitectura si Urbanism "Ion Mincu" Bucuresti
3. University Tehnica Constructii Bucuresti
4. University Stiinte Agronomice si Medicina Veterinara Bucuresti
5. University Bucuresti
6. University Medicina si Farmacie "Carol Davila" Bucuresti
7. Academy Studii Economice Bucuresti
8. Academy Muzica Bucuresti
9. Academy Arta Bucuresti
10. Academy Arta Teatrala si Cinematografica "I. L. Caragiale" Bucuresti
11. Academy Nationala Educatie Fizica si Sport Bucuresti
12. School Nationala Studii Politice si Administrative Bucuresti
13. University "1 Decembrie 1918" Alba Iulia
14. University "Aurel Vlaicu" Arad
15. University Bacau
16. University Nord Baia Mare
17. University "Transilvania" Brasov
18. University Tehnica Cluj-Napoca
19. University Stiinte Agricole si Medicina Veterinara Cluj-Napoca
20. University "Babes-Bolyai" Cluj-Napoca
21. University Medicina si Farmacie "Iuliu Hatieganu" Cluj-Napoca
22. Academy Muzica "Gheorghe Dima" Cluj-Napoca
23. Academy Arte Vizuale "Ioan Andreescu" Cluj-Napoca
24. University "Ovidius" Constanta
25. Institute Marina Civila Constanta
26. University Craiova
27. University Medicina si Farmacie Craiova
28. University "Dunarea de Jos" Galati
29. University Tehnica "Gheorghe Asachi" Iasi
30. University Agronomica si Medicina Veterinara "Ion Ionescu de la Brad" Iasi
31. University "Alexandru Ioan Cuza" Iasi
32. University Medicina si Farmacie "Grigore TPopa" Iasi
33. University Arte "George Enescu" Iasi
34. University Oradea
35. University Petrosani
36. University Pitesti
37. University Petrol-Gaze Ploiesti
38. University "Eftimie Murgu" Resita
39. University "Lucia Blaga" Sibiu
40. University "Stefan cel Mare" Suceava
41. University "Valahia" Târgoviste
42. University "Constantin Brâncusi" Târgu Jiu
43. University "Petru Maior" Târgu Mures
44. University Medicina si Farmacie Târgu Mures

45. University Arta Teatrala Târgu Mures
46. University "Politehnica" Timisoara
47. University Stiinte Agricole si Medicina Veterinara a Banatului Timisoara
48. University Vest Timisoara
49. University Medicina si Farmacie Timisoara
50. Academy Tehnica Militara Bucuresti
51. Academy Aviatiei si Apararii Antiaeriene "Henri Coanda" Brasov
52. Academy Navala "Mircea cel Batrân" Constanta
53. Academy Trupelor Uscat "Nicolae Balcescu" Sibiu
54. Institute Medico-Militar Bucuresti
55. Institute National Informatii Bucuresti - Otopeni
56. Academy Politie "Alexandru Ioan Cuza" Bucuresti
57. Academy Înalte Studii Militare.

Among these universities, there is the University Al. I Cuza. It is presented in Chapter 6 of this report.