



2016

Pool of Concepts and Course Materials in Romanian about Content Area Literacy Training for Secondary Teachers



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Existing programmes, projects or CPD Courses on Content Area Literacy/ Disciplinary Literacy in Romania

General information	
Title	Cross-curricular reading skills/ Competențe croscurriculare de lectură (BaCuLit - Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools)
Country	Romania
Lead institution	CCD Arad
Contact person	Emilia Dăncilă, CCD Arad (coordinator) Nicolae Pellegrini - trainer
Links available	http://www.ccdar.ro/prima_pagina_lb_romana.htm
Kind of information and documents available (with links or other information to access the materials if they are available)	Target competences - http://www.ccdar.ro/prima_pagina_lb_romana.htm The modules of the training course - http://www.ccdar.ro/prima_pagina_lb_romana.htm BaCuLit training materials (ppt, handouts, the trainer guidebook, the trainee workbook, workplan of modules, worksheets) – available for the trainers and/ or participants in the course

Table 1: General information about the *Cross-curricular reading skills (Arad)* in-service teacher training programme

Template to register Programmes, projects or CPD Courses on Content Area Literacy	
General information	
Title	Cross-curricular reading skills/ Competențe croscurriculare de lectură (BaCuLit - Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools)
Country	Romania
Lead institution	CCD Olt & CCD Brasov
Contact person	
Links available	http://ccdolt.ro/?page_id=146/ http://www.ccdbrasov.ro/index.php/oferta-de-programe
Kind of information and documents available (with links or other information to access the materials if they are available)	BaCuLit training materials (ppt, handouts, the trainer guidebook, the trainee guidebook, workplan of modules, worksheets) – available for the participants in the course

Table 2: General information about the *Cross-curricular reading skills (Olt and Brasov)* in-service teacher training programme

Template to register Programmes, projects or CPD Courses on Content Area Literacy	
General information	
Title	Reading to learn/ Citesc pentru a învăța – project and CPD course (BaCuLit course)
Country	Romania
Lead institution	Asociația Română de Literație
Contact person	Liliana Romaniuc
Links available	http://www.arlromania.ro/reading-learn-citesc-pentru-invata/
Kind of information and documents available (with links or other information to access the materials if they are available)	Newsletters 1 and 2 - http://www.arlromania.ro/reading-learn-citesc-pentru-invata/ Other books/ guidebooks (not yet available)

Table 3: General information about the *Reading to learn* in-service teacher training programme

Template to register Programmes, projects or CPD Courses on Content Area Literacy	
General information	
Title	Critical Thinking. Active Learning (CTAL)/ Gândire Critică. Învăţare Activă - CPD Reading and Writing for Critical Thinking Programme
Country	Romania
Lead institution	Asociaţia LSDGC România
Contact person	Ariana Vacaretu
Links available	http://www.alsdgc.ro/oferta
Kind of information and documents available (with links or other information to access the materials if they are available)	8 guidebooks in RO (word files), workplan of modules, worksheets, handouts – available for the trainers and/ or the participants in the course Reflective School Journal - http://alsdgc.ro/publicatii/scoala Publications - http://alsdgc.ro/publicatii/alte

Table 4: General information about the *Critical Thinking. Active Learning* in-service teacher training programme

Description of the Romanian in-service teacher training courses on content area/ disciplinary literacy

1. Cross-curricular reading skills (BaCuLit)/ Competențe croscurriculare de lectură

(BaCuLit - Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools)

DESCRIPTION OF THE COURSE	
Goals	BaCuLit aims at enhancing secondary school teachers' expertise in content area literacy.
Content	<p>The goal of this in-service teacher training course is to support teachers in changing their vision of what it means to be an effective teacher of content.</p> <p>The BaCuLit in-service teacher training course:</p> <ul style="list-style-type: none"> • gives teachers the opportunity to interact with each other to exchange and reflect on their own classroom experiences in their disciplinary subjects and on their teaching beliefs; • invites teachers to practice new literacy related teaching and learning strategies within the courses; • offers teachers guided support and feedback in adapting literacy practices to their own content area classrooms. <p>Type of learning activities:</p> <ul style="list-style-type: none"> • pair and group discussions • peer and trainer support and individual feedback • presentation of relevant theoretical information as well as good practice examples and discussions aiming to link this information to the teachers' own classroom practices • presentation of literacy related tools and teaching strategies • modelling specific teaching strategies • exercises, practical experiences, and possibilities for inquiry into teachers' own classroom practice. <p>The structure of the course (30 hours) is:</p> <p>Module 1: BaCuLit principles of lesson planning - 6 hours</p> <p>Module 2: Text structure & text diversity – 6 hours</p> <p>Module 3: Vocabulary instruction – 6 hours</p> <p>Module 4: Teaching cognitive and metacognitive reading strategies – 6 hours</p> <p>Module 5: Assessment for content literacy and learning – 6 hours</p> <p>Module 6: BaCuLit practice of lesson planning – 6 hours</p> <p>In-between tasks are given to teachers; the teachers have to share their work on the tasks at the beginning of each module (starting with Module 2).</p>

<p>Texts used</p> <ul style="list-style-type: none"> - Texts of reference - Texts used in the training 	<p>The course materials are prepared for each module of the programme (they were prepared within the BaCuLit project). They are available for teachers enrolled in the training.</p> <p>For each module, a list of recommended readings is provided (books/ articles in English).</p>
<p>Concepts</p>	<p>Metacognition, Interaction, engagement, literacy, content area literacy, reading apprenticeship model, text structure, text diversity, vocabulary development / enrichment instruction, reading strategies, reading methods, reading skills, Content Area Reading Inventory, instructional improvements, PISA tests</p>

Table 5: Description of the *Cross-curricular reading skills* (Arad, Olt and Brasov) in-service teacher training programme

2. Reading to learn/ Citesc pentru a învăța

(BaCuLit course)

This is also a BaCuLit training course (its description is similar with the above in-service teacher training course. It is structured on the same 6 modules, but it has 89 training hours because it includes tutoring hours in order to support the teachers in implementing what they have learnt during the course.

3. Critical Thinking. Active Learning (CTAL)/ Gândire Critică. Învățare Activă

(Reading and Writing for Critical Thinking training course)

DESCRIPTION OF THE COURSE	
Goals	<p>This professional development programme centres upon an action research project that the participants are expected to carry out in a classroom where they teach. The teachers start from identifying a problem area related to student learning, and throughout the course they design a coherent intervention employing their learning to address the problem by using reading, writing and discussion strategies in teaching the discipline so that the students' response/ results improve. This means that the teachers have to try out a number of strategies to experiment which one triggers the best results in the classroom so as to solve the identified problem/ improve the problematic situation.</p> <p>The structure of the course allows this approach, as the teachers meet at least 4 times, with at least 2 weeks between two consecutive meetings.</p> <p>During the course/ workshop, the approach is to hold demonstration lessons (i.e. lessons in which the participants attend as students and gain first-hand experience of the various reading, writing, discussion, cooperative learning etc. strategies demonstrated).</p>
Content	

	<p>The demonstration lesson is followed by debriefing, which is when the theoretical underpinnings of the strategies experienced are clarified. Then the participants do guided practice – which in fact is planning for the implementation of the strategies in their classroom/ for the discipline they teach.</p> <p>Every meeting within the course (beginning with the 2nd) starts with the participants sharing their experience in the classroom using the strategies learnt in the previous workshop.</p> <p>The participants build their portfolios, collecting lesson plans, samples of their students’ work when the newly learnt strategies are used in the classroom, their own reflections on how the lesson went. The portfolio also includes a short film recorded in the classroom, which is then analysed together with the group of participants and feedback is provided.</p> <p>The goals of the CTAL continuous professional development programme are:</p> <ol style="list-style-type: none"> 1. To present practical methods of teaching based on philosophically consistent and theoretically sound ideas; 2. To place teaching within a comprehensive instructional framework that guides instructional decision making; 3. To empower teachers to take responsibility for their own professional growth; 4. To promote open, collegial, collaborative relations between educators in order to facilitate sharing ideas; 5. To support teachers in their efforts to develop their students’ critical thinking skills, their skills to engage in critical reflections, and to take responsibility for their own learning, to form independent opinions and show respect for the opinions of others; 6. To engender participant confidence based on successful implementation of the program in their own educational setting; 7. To prepare participants to disseminate their learning. <p>The expected outcomes are that by the time the teachers complete the CTAL course, they should be able to plan and deliver lessons that contribute to the development of critical thinking skills, employ modern instruction strategies that lend themselves to interdisciplinary and cross-curricular extensions and favour the education of individuals for whom information is merely the starting point rather than the final purpose of learning. Specifically, the teachers were expected to be able to:</p> <ul style="list-style-type: none"> - describe the three phases of the teaching-learning frame called Evocation - Realization of Meaning - Reflection (ERR); - place the various teaching-learning strategies in the adequate phases of the ERR framework; - plan lessons based on the ERR framework observing the curriculum and using teaching materials available in the Romanian education system; and - use the teaching strategies in the classroom. <p>The structure of CTAL 2 (89 hours) is:</p> <ol style="list-style-type: none"> a. Critical thinking and reading - 15 hours b. Action research – 15 hours c. Cooperative learning for the development of critical thinking skills – 15 hours
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	<ul style="list-style-type: none"> d. Lesson planning – 14 hours e. Critical thinking and writing – 14 hours f. Particularities of assessment in lessons that develop critical thinking skills – 14 hours g. Final evaluation – 2 hours
<p>Texts used</p> <ul style="list-style-type: none"> - Texts of reference - Texts used in the training 	<p>The course materials are prepared for each module of the programme and are part of the accreditation process. They are available for the teachers enrolled in the training. New materials / reading etc. is added, and the trainers may recommend new resources for the teachers to read.</p>
Concepts	<p>Critical thinking, metacognition, Evocation - Realization of Meaning - Reflection (ERR), teacher questioning, Bloom's taxonomy, reading and writing strategies, reading comprehension, text diversity, collaboration, cooperative learning strategies, writing workshop, action-research process/ project, instructional improvements</p>

Table 6: Description of the *Critical Thinking. Active Learning* in-service teacher training programme

Resources about literacy/ content area literacy in Romanian language

Articles

1. Adevarul – 5 December 2013 http://adevarul.ro/educatie/scoala/ce-exercitii-primit-elevii-romani-15-ani-testele-pisa-puteti-rezolva-1_52a0a260c7b855ff5679bc38/index.html

Article: Items for the 15-year old Romanian students in the PISA tests. Can you solve them?
(by Ioana Nicolescu)

The article presents Romanian students results in the 2012 PISA evaluation and some 2012 PISA items (math, reading, problem solving, sciences).

2. Literacy at a glance (newsletter issue 1) - <http://www.arlromania.ro/> - Romanian Literacy Association

Article: Three cross-curricular concepts supporting learning

It contains brief information about *metacognition*, the *reading inventory* and the *PISA tests*.

3. Literacy at a glance (newsletter issue 2) - <http://www.arlromania.ro/> - Romanian Literacy Association

Article: Why girls read more than boys

It contains brief information about the conclusions of the ADORE study relative to the risk factors of the increasing number of low performing readers.

Article: Literacy - PISA definitions

It contains the definition of reading literacy in PISA, mathematical literacy in PISA and scientific literacy in PISA.

Article: Types of texts

It contains brief information about types of texts the teacher might use in the classroom for teaching different content area subjects.

4. Consilierul de lectură/ Reading Counsellor – Journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință

Article: A model for teaching reading comprehension strategies. Venn Diagram. - Ana Boariu (Year II, no. 1, 2016)

The article shows the connection/ relationship between literacy skills and learning to learn skills. The Venn diagram is introduced (definition, what it looks like, subjects/ disciplines & topics in which it can be used –examples are provided only for Romanian language and literature topics, advantages of using this graphic organizer). The article further describes how teachers should teach students to create Venn diagrams –two examples are given (Romanian language and literature topics).

Article: First steps to literacy – Anca Petriuc (Year I, no. 4, 2015)

It describes the author's approach to integrating content area literacy in her teaching (technical disciplines). She points out 4 steps: familiarization with the textbook, 'reading aloud' the diagrams,

tables, formulas & key word selection from the text, using graphic organizers, using reciprocal teaching strategy for practising summarizing skills.

Article: Five examples of pluri-/inter-/transdisciplinary approaches to historical and narrative texts - Ramona Burcă, Nadina Lefter (Year I, no. 3, 2015)

It describes the authors' experience in implementing a didactic approach in which the students read both historical/ scientific texts and fiction during history lessons, and the other way around: using historical/ scientific texts for comprehending fiction in Romanian literature lessons. There are five lessons described: 2 history lessons and 3 Romanian language and literature lessons (lower secondary students).

Article: Developing content area literacy skills – a must - Maria Kovacs (Year I, no. 2, 2015)

It shows why content area literacy is a must by: describing current educational policies which refer to content area literacy, commenting on the quote "Make every teacher a teacher of literacy", and by introducing the experience of a teacher (who teaches technical disciplines) who became a teacher of literacy. The article also contains a brief presentation of the Content Area Reading Inventory.

5. Contributors.ro - <http://www.contributors.ro/editorial/cum-poate-fi-stimulata-gandirea-in-cadrul-unui-curs/>

Article: How can we stimulate thinking processes when teaching a discipline (by Marcel Cremene)

In this article, the author presents some teaching/ learning strategies which involve active reading in the discipline.

6. Gândul Știri – 4 December 2013 <http://www.gandul.info/stiri/patru-din-zece-elevi-romani-pot-citi-acest-text-dar-nu-l-inteleg-liceenii-romani-printre-cei-mai-slabi-din-lume-la-testele-pisa-11741051>

Article: 4 out of 10 Romanian students can read this text, but they don't understand it (by Andreea Ofiteru)

The article presents the PISA 2012 results (Romanian students) and gives an example of a science (biology) item. The author shares some opinions of teachers & educational experts about the causes of the Romanian students PISA 2012 results. The Romanian language teacher's opinion (Victor Lisman) is relevant for a content area literacy in-service teacher training in Romania.

7. Hotnews – 15 July 2015 <http://www.hotnews.ro/stiri-esential-20302497-testarea-pisa-2015-cum-desfasurat-testarea-pisa-romania-anul-acesta-tip-subiecte-avut-elevii.htm>

Article: PISA 2015 – how it has been implemented in Romania and the type of tasks the students had to solve (by Raluca Pantazi)

The article gives an overview on how PISA assessment was organized in Romania in 2015 (number of schools, number of students, allocated time, students sample, test, questionnaire for students, questionnaire for school directors, etc.) and the type of tasks the students had to solve. It points out

that the Romanian Ministry of Education considers that the students are likely to face, in their adult life, problems which are similar to PISA tasks.

8. Perspective – Journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință

Collection of articles from Perspective – No. 1 (24)/ 2012

This issue of the Journal is dedicated to *metacognition*. The articles present research results or describe teaching experiences related to this topic or they present different points of view related to the topic. We present below an overview of the articles which might be relevant for an in-service teacher training course on content area literacy.

Title of the article	Author(s)	Pages	Relevant for ...
Strategies for improving reading comprehension	Viorel Mih, Codruța Mih	2 - 15	Romanian language and literature teachers - it describes different strategies for improving comprehension
A model for developing meta-comprehension	Florentina Sânmihăian	16 - 19	Romanian language and literature teachers (can be used by other teachers, too) The article contains: - a model for developing metacognition skills - the role of metacognition in reading comprehension
"Meta-" in literature lessons	Alina Pamfil	20 - 24	Romanian/ mother tongue language and literature teachers The author shares: - theoretical models for reading - critical analysis of the Romanian language and literature curriculum - narrative texts and strategies
Reading: Reciprocal effects of hands-on science and minds-on reading	Victoria Gillis	25 - 30	Science teachers The author shares:

Title of the article	Author(s)	Pages	Relevant for ...
			<ul style="list-style-type: none"> - some theoretical basis – processes for development of science competences and literacy skills - some summaries of research studies result – link between the development of literacy skills and science competences
Metacognition and developing learning to learn skills. Practical aspects and curricular implications	Kovacs Maria	31 - 40	<p>Teachers (any subject)</p> <p>The author shares:</p> <ul style="list-style-type: none"> - the meaning of metacognition - the relevance of metacognition for the learning processes - the role of metacognition for the development of critical thinking skills and learning to learn skills - learning (and teaching) strategies for developing metacognition - the curricular framework for developing metacognition and learning to learn skills - the Welsh model of developing thinking skills
Metacognition and emotional experiences	Ioana-Roxana Matache	41 - 42	<p>Romanian language and literature teachers</p> <p>The author shares a teaching experience which aims (also) to develop metacognitive skills.</p>
Reading test – monitoring reading comprehension	Marcela Ciobănuc	45 - 47	<p>Romanian language and literature teachers</p> <p>The author shares a teaching experience and gives the description of a strategy for monitoring reading comprehension & strategies for effective reading</p>

Title of the article	Author(s)	Pages	Relevant for ...
How to learn how to learn?	Gabriela Medan	48 - 49	<p>Romanian language and literature teachers (can be used by other teachers, too)</p> <p>The author shares her experience in using the Learning Log during her lessons</p>
How to learn	Mihaela Nicolae	50 - 52	<p>Romanian language and literature teachers</p> <p>The author describes a lesson on stylistic diversity; during this lesson, the students were led to state their opinion about metacognition.</p>
Who asks metacognitive questions?	Mihaela Melinte	80 - 82	<p>Romanian language and literature teachers (can be used by other teachers, too)</p> <p>The author shares a teaching experience & teacher's and students' metacognitive questions.</p>
Looking at myself ...	Cristina Neculăeș	89 -91	<p>Teachers (any subject)</p> <p>The author presents the role of reflection in the teachers' practice; she introduces the Learning Journal and shares one example of Learning Journal she wrote during an in-service teacher training.</p>
Principles of a Basic Curriculum in Content Area Literacy. Metacognition	Brândușa Chelariu	103 - 106	<p>Teachers (any subject)</p> <p>The author shares info about the BaCuLit project, introduces the metacognition and metacognitive strategies in the BaCuLit project.</p>
Metacognitive questionnaire and reflection	Cristina Oprița	128 - 129	<p>Teachers (any subject)</p> <p>The author points out the importance of metacognitive processes and shares an example of a reflection journal in a questionnaire format.</p>

Title of the article	Author(s)	Pages	Relevant for ...
Knowledge / Knowledge – cognition/ Cognition / Metacognition	Alexandru-V. Mureşan	130 - 134	Teachers (any subject) The author presents a conceptual clarification of the concepts knowledge, knowledge - cognition, cognition, metacognition.

Table 7: Overview of the relevant articles from Perspective No. 1 (24)/ 2012

9. The Reflective School – Journal of the Romanian Reading and Writing for Critical Thinking Association - <http://alsdgc.ro/publicatii/scoala>

Article: The teacher's journal – a useful and needed tool - Daniela Creţu (volume 1, no. 1, April 2014)

The author points out the usefulness of the teacher's journal; she gives an example of a structure for such a journal and introduces the conclusions of an analysis of 60 journals.

Article: From expository methods to writing for developing critical thinking skills – Maria Eliza Dulamă (volume 1, no. 3, October 2004)

The author shares her experiences in running a seminar for future geography teachers by using different reading and writing strategies.

Article: Literacy through stimulating thinking skills: a research study from England based on teachers' research – Trevor Davies (volume 2, no. 1 (4), April 2005)

The author shares, among other issues, some strategies for developing students' disciplinary vocabulary and some ideas for improving students' and teachers' questioning skills and for using literacy for training thinking skills.

Article: Mathematics hidden in texts – Ariana-Stanca Văcăreţu (series 2, no. 1, August 2007)

The author shares some examples of texts (source-texts, narrative texts, quotes, articles in newspapers, reports of different organisations/ institutions) and samples of learning tasks for students used during math lessons.

Books

Kovacs, M. et al. (2007). *Lessons for promoting critical thinking*. Printing House Studium Cluj-Napoca

This guidebook was published for preuniversity teachers and it contains lesson plans developed around the E-R-R framework (after the model promoted in the Reading and Writing for Critical Thinking programme), observing the principles of teaching critical thinking through reading and writing activities.

Below, there is an overview of number of lesson plans for each discipline/ subject:

Curricular area	Discipline/ subject	No. of lesson plans/ lower secondary school	No. of lesson plans/ highschool
Language and communication	Romanian language and literature	7	7
Math and sciences	Maths	1	1
	Physics	1	2
	Astronomy		1
	Chemistry		2
	Biology		1
Human and society	Civic culture	5	
	History	3	5
	Geography		3
	Psychology		3
	Sociology		3
	Philosophy		1
	Elective course		1
Technologies	Computer sciences		3
Counselling and orientation	Counselling and orientation	6	13

Table 8: number of lesson plans/ discipline included in the guidebook *Lessons for promoting critical thinking*

Văcărețu, A-S. (2008). *Math Lessons for Critical Thinking*. Publishing House Eikon Educațional Cluj-Napoca

Math Lessons for Critical Thinking provides secondary mathematics teachers suggestions for incorporating reading, writing, and discussion activities in the teaching of mathematics. Through four lesson scenarios and through examples of lesson/unit plans and assessment instruments, the author shares concrete ways in which using a variety of approaches can increase student participation and support learning in the mathematics classroom.

Interview

1. Vocile Iaşului (30 March 2016) - <http://www.arlromania.ro/2016/04/04/vocile-iasului-30-martie-2016-solutii-pentru-analfabetismul-functional/> or <http://www.digi24.ro/Emisiuni/Regional/Digi24+Iasi/Vocile+Iasiului/Vocile+Iasului+30+martie+2016+-+Solutii+pentru+analfabetismul+fu>

<iframe

src="http://www.digi24.ro/embed/Emisiuni/Regional/Digi24+Iasi/Vocile+Iasiului/Vocile+Iasului+30+martie+2016+-+Solutii+pentru+analfabetismul+fu?video=0&width=600&height=400" scrolling="no" width="600" height="400" allowfullscreen frameborder="0"></iframe>

Video - Solutions for the low literacy performance of students (00:00 – 11:26 and 15:14 – 17:30)

Interview with Liliana Romaniuc on causes of the Romanian students' low performance in international assessments and possible solutions for increasing the students' performance.

It contains also the definition of literacy (as we are now introducing the concept in our educational system), and literacy skills.

It points out the necessity of content area literacy in-service teacher training for developing students' literacy and learning skills.

Overview - Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in Romanian language

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
action research process/ project	CTAL training materials		
Bloom's taxonomy	CTAL training materials	Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca
content area literacy/ disciplinary area literacy	BaCuLit training materials	Article: Developing content area literacy skills – a must (by Maria Kovacs)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 2, 2015
		Article: Reading: Reciprocal effects of hands-on science and minds-on reading (by Victoria Gillis)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Book: Lessons for promoting critical thinking	Kovacs, M. et all. (2007). Lessons for promoting critical thinking. Printing House Studium Cluj-Napoca
		Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca
		Video - Solutions for the low literacy performance of students	Vocile Iașului (30 March 2016) - http://www.arlromania.ro/2016/04/04/vocile-iasului-30-martie-2016-solutii-pentru-analfabetismul-funcțional/
content area reading inventory	BaCuLit training materials	Article: First steps to literacy (by Anca Petriuc)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 4, 2015

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
		Article: Three cross-curricular concepts supporting learning	Literacy at a glance (newsletter issue 1) - http://www.arlromania.ro/ - Romanian Literacy Association
		Article: Developing content area literacy skills – a must (by Maria Kovacs)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 2, 2015
		Article: Reading test – monitoring reading comprehension (by Marcela Ciobănuș)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
collaboration	CTAL training materials		
cooperative learning strategies	CTAL training materials	Book: Lessons for promoting critical thinking	Kovacs, M. et all. (2007). Lessons for promoting critical thinking. Printing House Studium Cluj-Napoca
		Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca
critical thinking	CTAL training materials	Article: How can we stimulate thinking processes when teaching a discipline (by Marcel Cremene)	Contributors.ro - http://www.contributors.ro/editorial/cum-poate-fi-stimulata-gandirea-in-cadrul-unui-curs/
		Article: Metacognition and developing learning to learn skills. Practical aspects and curricular implications (by Kovacs Maria)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: Literacy through stimulating thinking skills: a research study from England based on teachers’ research – Trevor Davies	The Reflective School – Journal of the Romanian Reading and Writing for Critical Thinking Association - http://alsdgc.ro/publicatii/scoala - volume 2, no. 1 (4), April 2005
		Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
engagement	BaCuLit training materials		
evocation - realization of meaning - reflection (ERR)	CTAL training materials	Book: Lessons for promoting critical thinking	Kovacs, M. et all. (2007). Lessons for promoting critical thinking. Printing House Studium Cluj-Napoca
		Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca
instructional improvements	BaCuLit training materials CTAL training materials	Article: Looking at myself ... (by Cristina Neculăeș)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: The teacher's journal – a useful and needed tool (by Daniela Crețu)	The Reflective School – Journal of the Romanian Reading and Writing for Critical Thinking Association - http://alsdgc.ro/publicatii/scoala - volume 1, no. 1, April 2014
interaction	BaCuLit training materials		
literacy	BaCuLit training materials	Article: Why girls read more than boys	Literacy at a glance (newsletter issue 2) - http://www.arlromania.ro/ - Romanian Literacy Association
		Article: Literacy - PISA definitions	Literacy at a glance (newsletter issue 2) - http://www.arlromania.ro/ - Romanian Literacy Association
		Video - Solutions for the low literacy performance of students	Vocile Iașului (30 March 2016) - http://www.arlromania.ro/2016/04/04/vocile-iasului-30-martie-2016-solutii-pentru-analfabetismul-funcional/
metacognition/ metacognitive skills	BaCuLit training materials CTAL training materials	Article: Three cross-curricular concepts supporting learning	Literacy at a glance (newsletter issue 1) - http://www.arlromania.ro/ - Romanian Literacy Association
		Article: A model for developing meta-comprehension (by Florentina Sânmihăian)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO),

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
			Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: "Meta-" in literature lessons (by Alina Pamfil)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: Metacognition and developing learning to learn skills. Practical aspects and curricular implications (by Kovacs Maria)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: Metacognition and emotional experiences (by Ioana-Roxana Matache)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: How to learn how to learn? (by Gabriela Medan)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: How to learn (by Mihaela Nicolae)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: Who asks metacognitive questions? (by Mihaela Melinte)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: Principles of a Basic Curriculum in Content Area Literacy. Metacognition (by Brândușa Chelariu)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: Metacognitive questionnaire and reflection (by Cristina Oprea)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO),

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
			Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: Knowledge / Knowledge – cognition/ Cognition / Metacognition (by Alexandru-V. Mureșan)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
PISA tests	BaCuLit training materials	Article: Items for the 15-year old Romanian students in the PISA tests. Can you solve them? (by Ioana Nicolescu)	Adevarul – 5 December 2013 http://adevarul.ro/educatie/scoala/ce-exercitii-primit-elevii-romani-15-ani-testele-pisa-puteti-rezolva-1_52a0a260c7b855ff5679bc38/index.html
		Article: Three cross-curricular concepts supporting learning	Literacy at a glance (newsletter issue 1) - http://www.arlromania.ro/ - Romanian Literacy Association
		Article: Literacy - PISA definitions	Literacy at a glance (newsletter issue 2) - http://www.arlromania.ro/ - Romanian Literacy Association
		Article: 4 out of 10 Romanian students can read this text, but they don't understand it (by Andreea Ofiteru)	Gândul Știri – 4 December 2013 http://www.gandul.info/stiri/patru-din-zece-elevi-romani-pot-citi-acest-text-dar-nu-l-inteleg-liceenii-romani-printre-cei-mai-slabi-din-lume-la-testele-pisa-11741051
		Article: PISA 2015 – how it has been implemented in Romania and the type of tasks the students had to solve (by Raluca Pantazi)	Hotnews – 15 July 2015 http://www.hotnews.ro/stiri-esential-20302497-testarea-pisa-2015-cum-desfasurat-testarea-pisa-romania-anul-acesta-tip-subiecte-avut-elevii.htm
reading and writing strategies	CTAL training materials	Article: How can we stimulate thinking processes when teaching a discipline (by Marcel Cremene)	Contributors.ro - http://www.contributors.ro/editorial/cum-poate-fi-stimulata-gandirea-in-cadrul-unui-curs/
		Article: From expository methods to writing for developing critical thinking skills (by Maria Eliza Dulamă)	The Reflective School – Journal of the Romanian Reading and Writing for Critical Thinking

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
			Association - http://alsdgc.ro/publicatii/scoala - volume 1, no. 3, October 2004
		Article: Mathematics hidden in texts (by Ariana-Stanca Văcărețu)	The Reflective School – Journal of the Romanian Reading and Writing for Critical Thinking Association - http://alsdgc.ro/publicatii/scoala - series 2, no. 1, August 2007
		Book: Lessons for promoting critical thinking	Kovacs, M. et all. (2007). Lessons for promoting critical thinking. Printing House Studium Cluj-Napoca
		Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca
reading apprenticeship model	BaCuLit training materials		
reading comprehension	CTAL training materials	Article: A model for developing meta-comprehension (by Florentina Sânmihăian)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
		Article: Reading test – monitoring reading comprehension (by Marcela Ciobănuș)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
reading method	BaCuLit training materials	Article: First steps to literacy (by Anca Petriuc)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 4, 2015
reading skills	BaCuLit training materials		
reading strategies	BaCuLit training materials	Article: A model for teaching reading comprehension strategies. Venn Diagram (by Ana Boariu)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year II, no. 1, 2016

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
		Article: First steps to literacy (by Anca Petriuc)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 4, 2015
		Article: Five examples of pluri-/inter-/transdisciplinary approaches to historical and narrative texts (by Ramona Burcă, Nadina Lefter)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 3, 2015
		Article: Strategies for improving reading comprehension (by Viorel Mih, Codruța Mih)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012
vocabulary development / enrichment instruction	BaCuLit training materials	Article: First steps to literacy (by Anca Petriuc)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 4, 2015
		Article: Literacy through stimulating thinking skills: a research study from England based on teachers' research – Trevor Davies	The Reflective School – Journal of the Romanian Reading and Writing for Critical Thinking Association - http://alsdgc.ro/publicatii/scoala - volume 2, no. 1 (4), April 2005
text diversity	BaCuLit training materials CTAL training materials	Article: Types of texts	Literacy at a glance (newsletter issue 2) - http://www.arlromania.ro/ - Romanian Literacy Association
		Article: Five examples of pluri-/inter-/transdisciplinary approaches to historical and narrative texts (by Ramona Burcă, Nadina Lefter)	Consilierul de lectură/ Reading Counsellor – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - Year I, no. 3, 2015
		How to learn (by Mihaela Nicolae)	Perspective – journal of the Romanian Language and Literature Teachers Association (ANPRO), Publishing House: Casa Cărții de Știință - No. 1 (24)/ 2012

Concept	Existing training material (in RO language)	Published resources (in RO language)	Source of the published resource
		Article: Mathematics hidden in texts (by Ariana-Stanca Văcărețu)	The Reflective School – Journal of the Romanian Reading and Writing for Critical Thinking Association - http://alsdgc.ro/publicatii/scoala - series 2, no. 1, August 2007
text structure	BaCuLit training materials		
teacher questioning	CTAL training materials	Book: Math Lessons for Critical Thinking	Văcărețu, A-S. (2008). Math Lessons for Critical Thinking. Publishing House Eikon Educațional Cluj-Napoca
writing workshop	CTAL training materials		

Table 9: Overview - Concepts and Course Materials about Content Area Literacy Training for Secondary Teachers in Romanian language