Claudia Talașman-Chiorean

Media – My "Best" Teacher
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Cartea apărută sub egida Departamentului de Jurnalism și Media Digitală și a Centrului de Cercetare a Sistemelor și Limbajelor Media.

Referenți științifici:
    Prof. univ. dr. Ilie Rad
    Conf. univ. dr. Mihaela Mureșan

Coperta: *Pictură de Casiana Chiorean*

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My "Best" Teacher

Curiosities and assumptions

For my Parents, my Best Teachers
For my Family, my Daily Teacher

Introduction

The present book emerged from the desire to identify some effects that technology brings on the human psychic in the level of emotions, cognitions and behaviors, in specific social, cultural, professional contexts.

Like any element of novelty, the technological explosion brings, besides the impetuous temptation, feelings of uncertainty, fear, concern about the side effects on the human psyche, derived from its intense use.

In a way, history repeats itself. When the book was published for the general public, the humanity have the same anxiety: "Will not be the man adversely affected by the excessive consumption of books?" In the romantic literature, prototype characters appeared who suffered from endless readings and intense study. The idea of learning was associated with the disease (possibly lung disease or some mental illness).

Today's technology, friendly and easy to use, is definitely of real use. Time and space are compressed and the world becomes a *universal village*, in which everyone communicates with everyone. But, as a drug has adverse effects, the use of technology has

aroused the interest of researchers in the most diverse fields of human knowledge: IT, Psychology, Sociology, Anthropology, Media, Advertising, Communication Theories, etc. A relevant example is Social Media, which occupies much of the space and time of the existence of children, adolescents and young people.

Therefore, an additional reason to be concerned about these realities comes from the fact that technology is addressed primarily to children and young people, without excluding the other categories of public. A great concern of adults (parents, educators or researchers), derives from the fact that the neural system of emerging children and young people is immature, in a continuous formation. Maturation with technology implies certain particularities, with advantages and disadvantages at the level of psychic development.

The studies gathered in this volume were carried out mainly on the age group 14-25 years, students of the Cluj high schools or students of the Faculty of Political, Administrative and Communication Sciences, Journalism and Digital Media, Public Administration, Political Science, Communication and Advertisement.

The subjects selected from the current reality were approached from the perspective of previous researches in Social Psychology, Digital Media studies and Media Sociology. The question marks raised on the phenomena generated by the

interference between the Digital Media and the human psyche find possible answers in the book, without having to pretend to use the subjects or to hold the supreme truth.

The selected subjects are only prerequisites for in-depth studies as technology evolves and its importance increases in human daily existence. As the world evolves, technology develops at lightning speed. The human psyche would be better to find optimal ways to adapt to this new reality.

Contents

Curiosity no. 1:

*How Facebook influenced the young people in the 2000s.***?**

An Assumption:

The New Man and the Facebook Era[1]

When trying to define the individuality of today's teenager, the new media inevitably comes to mind. Teenagers spend about half of their free time during a day using various kinds of mass communication, especially the new media. The sketch of the teen's image on Facebook can begin with a few quotations: "In fact, we believe only what we like" (Blaise Pascal,*"De l'esprit géométrique et de l'art de persuader");"To break into someone's mind to form an opinion/to induce a behavior is an act of manipulation. Psychological violence (especially cognitive) owes its entire efficacy to dissimulation" (Breton, Philippe, "Manipulation of words"). "Populus vult decepi, decipiatus.", meaning: People want to be deceived, so let them be deceived (Carlo Caraff, cardinal of Pope Paul the 4th).*

The new man may be aligned to older or newer existential mythology. The human being that, subject

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[1] Chiorean, Claudia, The adolescent-prosumer on facebook, (2014), Conference Globalization,Intercultural Dialogue And National Identity, Tg. Mures.

to change, accepts change and adapts his behavior to the purpose of renewal belongs to the category of "the new man". But the integral vision on the concept was initially given by Christianity. Throughout human history, it was taken up and elaborated by philosophers, scientists, artists, poets, writers, psychologists, sociologists, politicians and today by social networks. Today the concept is unable to assert a clear, final, referential meaning because the new means of mass communication have an explosive growth rate. The new means of mass communication outrun the research concerning their effects on receptors. The continuous evolution of new media makes it even more difficult researching the impact on users.

New media circumscribe in its semantic area not only blogs, podcasts, video games, virtual worlds, wikis encyclopedias, but also any other wireless device, interactive television and even the sites and email. All these new (for 2005-2010 years) media coexist through the phenomenon of convergence. The convergence of new media is made for dissemination and reception of the same message across multiple media platforms (through multiple vehicles) from a universal storage, digital message.

Social network or *socialization network*

The social network is a social structure made up of people with common goals (network of students, politicians, thieves), in contrast to technical networks (Telephony network). Social networks for common

users are called "social networking" by sociologists. In recent years through a social network means a (Information) network of Internet users based on certain websites where users can register and can interact with others which are already enrolled. These social networks are part of a relatively new global phenomenon called Web 2.0. The members of a social network are linked together informally, without obligations, actively contributing to the collection and dissemination of information across the globe via the web.

A social network can lead to socialization when the social relationships of the community's members are complex, varied and deep. The socialized individual is integrated into the community that belongs. The interaction of members is direct, unmediated, based on enduring relationships. For example, the communication gets to be the communion. This is difficult to achieve for social networking.

The most popular web networks are: Facebook – approximately 750 million Facebook members (September 2011) worldwide, FeteBaieti.com - 1 million in Romania, Romanian social network; Flickr; global network for image and photo information; LinkedIn - for career management and professional relationships; Lokalisten - 2.8 million in Germany; myspace - about 220 million users worldwide (March 2009); SchülerVZ + StudiVZ + meinVZ - over 13.1 million students - in German (VZ is short for

Verzeichnis = catalog, index); StayFriends - over 7 5 mil, Twitter about 20 to 25 million members (July 2009) - for rapid spread in the masses of textual news short - kennt-wen-wer - 5.5 million in Germany (translation: who knows whom); YouTube - the video clip information, Second Life - a game become social network[2].

Facebook – history

Initially created at Harvard, U.S.A, it was a social network which was used only by the students of this University. Later it was extended to the students of other American universities. Mark Zuckerberg, who was a student at Harvard in 2004, improved the network in order to contact close friends, but also persons who were unknown. In May 2007 Facebook initiated a platform which interferes with the other web pages. A few months later a new application against spam messages was initiated. Facebook iPhone was initiated in August 2007.

In Romania Facebook had: 0.5 million users in January 2010; 2.4 million users in January 2011, over 3.7 million users in September 2011; 5,593,480 users in January 2013 (according to Facebrands.ro and Facebrand PRO). "This morning (8th of October) there are over a billion of people who use Facebook" Mark Zuckerberg announced, according to CNN.

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[2] www.ziare.com, 16 octombrie 2012.

Features

The registered users can find their friends as well as any other users from all over the world, not only from the county they belong to.

The users can create and modify their own profile any time they want. The public profiles can be blocked by other users, but the personal profile can not. According to the data provided by the ComScore Company, Facebook receives most of its visitors from Google, Microsoft, and to a lesser degree through Yahoo.

One of the most important and frequent features of this social network is represented by the possibility to post photographs. Also, the users can enjoy various on-line games.

The functions from the classical means of communication are found in the digital communication, as well: the informing function, the explaining/ analysing/opinion....function, the socialising function (contacting friends/making friends), educational-cultural function (the opportunity to develop creativity by changing your own profile, the possibility of posting photos, videos, podcastings, on-line games, etc.), entertainment/ identification/ psychotherapeutic function, advertising function. Still, the most important one is the entertainment function.

Among the on-line philosophical principles (the charity principle, the principle of respecting others' dignity – the human being represents the supreme

and the most important being of the natural world-; the principle of solidarity, the principle of equality, the principle of integrity), the principle of vulnerability is the most wide-spread.

In order to analyse the Facebook pages the following things have been taken into consideration: the content, the richness of the information, the number of friends, the frequency of postings, and interactivity.

Connected to entertainment and vulnerability, there is a developing world: the world of teenagers.

Teenagers

This age is one of torment, when a major intellectual development takes place, when one is looking for the meaning of life, of the Universe, several concepts are outlined according to a personal linguistics, personalized connections between things are established.

It is the time when the teenager develops a system of values, expresses the strong need of love and affection, of acceptance and a need for his own identity to be recognized. The transition from the pre-adolescent child to the mature person is full of contradictory attitudes. It is the most difficult period of a person's life, defined by the need to escape from any kind of authority.

Teenagers on Facebook

According to statistics, more than half the teenagers between 13 and 17 years old spend more than 30 hours a week on the computer, console or

eBook. Male users of the social networks mainly use self-description in order to promote their intelligence, while women use as main "weapon" photos as a way to promote the physical side and the power of attraction. Young people's interest in online revolve around the following themes: sexuality, identity.

The informed teenager

Thanks to Facebook, teenagers can get information quickly from several sources at once, with a low cost in an attractive manner. Regarding the veracity of the information from the net, the coverage of the subject, the efficiency of the acquired knowledge one should manifest at least minimal care. The volume of information that the teenager can access is huge, unlimited. Social networks influence the judgment/ thinking/ improve memory, cultivate creativity, increase visual literacy skills.

But the capacity of the human brain to store the information in a cognitive system accessed in a few seconds, minutes, even hours, is limited. In the long run, the information obtained cannot be integrated in the existing knowledge system. Pieces of information that remain, decontextualized, can create erroneous cognitive milestones, distorted value systems and can lead to invalid information.

Regarding the degree of truth (universally valid according to the classical view) a piece of information should be checked from multiple sources. The Internet does not have patience with this process. The

mistakes that appear unintentionally – the omissions, the inaccuracies, the errors of wording or the grammar ones- can become rules. For the uninitiated, for those who have not collected information from other sources too (books, for example), the informational world of the Internet may become another self-sufficient world, but quite far from reality.

The teenager integrated in communities

The Facebook phenomenon, due to its magnitude, influenced the manner, the time and the quality of social relations. Due to this socializing network, one can invite a variety of people to various events, in the shortest time possible.

Thus, by using socializing networks, teenagers keep in touch with old friends, they can find new friends, they have the opportunity to participate in the life of online communities that are close by or from all over the world. This membership has positive effects on the (virtual!) social life, develops language (a certain type of language!), helps overcome emotional inhibitions. Networking can create a sense of confidence in their own performance and induces more self-esteem than a mirror.

But, on an emotional level, one feels unable to feel empathy, a lack of normal emotional reactions, envy, low enthusiasm for life, narcissism, a need for continuous feedback, low self-esteem, fear, violence, intolerance. Related to behavior, we can say that difficulties in interacting socially appear because of

the changed perspective on online identity and on social relations, and also a lack of self-control, body language depleted a decrease in reaction speed.

Romantic relationships have also been affected by this social network. The way one announces a relationship or lack of it is just the beginning. A study performed by a group of psychologists from the University of Guelph, Canada, has shown a strong link between the use of Facebook and jealousy or suspicion growing among adolescent couples (and not only). Jealousy within a couple, which occurs because of all the information obtained using this method, led to the end of many relationships between young people in recent years.

There are many different factors that lead to the occurrence of these negative feelings. Photos, accepting new friends, comments from users, statements made by people about their emotional state, are among other things, elements that can cause a relationship to be affected. Facebook gives the partner access to information to which he would not otherwise have access.

Every culture has its own ways to start, develop and conclude a relationship. However, in recent years, these protocols have been modified and, to some extent homogenized, because of a more active participation of technology in all the aspects of everybody's sentimental life. The main feature of a Facebook-style love affair is that decisions about

starting or ending a relationship are communicated to all interested (or uninterested) people via the social network.

The utilitarian aspects of being a member of Facebook can be seen when the teenagers can find jobs easier/ employers submit their offers/ gifts can be offered/ products can be advertised/ you can shop on-line and food ordered on the internet gains ground through advertising. Social networks such as Facebook may help find criminals (Deutsche Welle), find missing persons and save lives.

The Teenager trained on the net

For example, in order to acquire handwriting, a child from the 1st grade needs exercise and a rather large physical and mental effort for the period of the development of these skills. In order to be able to write on the computer, the effort one makes is much smaller, both physically and mentally.

In 45 of the 50 U.S. states, students do not learn handwriting. Two researchers from the CNRS (note - the National Centre for Scientific Research in France) discovered that there is a close connection between reading the letters and writing them. They formed two groups of students, some handwriting letters, others typing them to the computer.

The students and other people were then shown the letters and they were asked if they were the ones that had written. Those who had written by hand have recognized them more quickly and accurately

than those who had typed them. This does not necessarily mean that writing on the computer from the start leads to dyslexia. But it creates difficulty in reading that is not to be neglected.

Those who had hand-written them, recognised them a lot faster and accurately than those who had typed them. This does not necessarily mean that typing leads to dyslexia. But the difficulty it creates when it comes to reading is not neglectable.

The teenage consuming entertainment online

Online 3D entertainment is highly appreciated. Games like *Second Life* have drawn a lot of attention and came to being perceived like "a virtual world shaped and created by its residents". *Second Life* is a diverse universe in which you can encounter people from all over the real world. It's a world; it's a virtual society which tends to conveniently replace reality.

The virtual world of *Second Life* was launched on the 23rd of June 2003 and was created by the American company Linden Lab. They let you download the application with the same name of *Second Life* online for free. The first and the most important condition of Linden Lab (LL) is to be at least 18 years old, because of the contents of the game. For the persons under 18 years old, LL have created a version called *Teen Second Life*.

In August 2007, they have created a service called *Second Life Voice* and offered the possibility of

listening to the others. So 2007 was a revolutionary year for *Second Life*. It's in 2007 and with services like "voice" and "sculpted prims" that it reached its peak in terms of popularity and extended unlimitedly the possibilities of creation[3].

Like in real life, the first impact is the physical one. The users pay tens of dollars to buy sophisticated clothing that will ensure their social success. A successful debut in *Second Life* can be made with a pleasant attitude that draws the attention and a lot of interesting friends. Here you can really find your true love, because you can easily adapt and stand up the standards imposed by society.

Under these circumstances, real life divorces, caused by affairs in *Second Life* are difficult to annihilate. Psychologists warn that one of the major and real dangers of this addictive imaginary *Second Life* in which everything is possible is that the users may lose their capacity of distinguishing between their real and the virtual life. There are a lot of residents that got to spend half of their day in *Second Life* because for several reasons that is the only place in which they can put forward their qualities and potential.

Second Life has an economy of its own and even its own currency – the linden dollar (L$), which in its turn has a value in real life – 1 USD equals 250 L$. You

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[3] http://www.youtube.com/watch?v=DhrgbRugmTA&NR=1& feature=endscreen, 6 octombrie 2012.

can covert real money to virtual money and vice versa. This is because in *Second Life* transactions are as fast and numerous as the ones in real life.

Second Life has enriched a lot of people. The most well-known example is the one of the avatar Anshe Chung, who developed a real estate business in the virtual world and became the first millionaire of *Second Life.* Business means creativity. They buy a lot of shoes, clothing and accessories for the avatars. All these are created by talented personalities that become icons just like in real life.

In *Second Life* like in reality, performance means a lot of work, dedication and, of course, a good marketing strategy. The avatars that are making real money in *Second Life* work as much as a person does in normal life.

If a user feels his rights have not been respected, he can make a complaint to Linden Lab and the attacker can be excluded. The VIPs come and go in *Second Life*. Bruce Willis has met his *Second Life* fans and Joan Osborne has organised a concert. They have even built Roman-Catholic churches, Buddhist temples and mosques.

World of Warcraft (Wow) is a *Massively Multiplayer Online Role-Playing game (MMORPG)* created by Blizzard Entertainment. It's the four game from the Warcraft series, if we exclude the expansion packs and Warcraft Adventures: Lord of the Clans. The Warcraft games are situated in an universe named

Warcraft, a fantastic world created by Warcraft, Orcs and Humans in 1994. World of Warcraft is situated in Azeroth, four years after the events from Warcraft III: The Frozen Throne. Once the expansion pack called The Burning Crusade was released, Outland could be explored. World of Warcraft has celebrated the 10th anniversary of the Warcraft universe.

Even though the release of the game was slowed down by stability and performance issues, Warcraft has rapidly become the most popular MMORPG based on monthly payment. In 2008 Blizzard Entertainment announced that the number of active users paying daily to play has reached 11.5 millions. Like in most RPGs, players control a character they created and have the chance to explore, accomplish missions (quests) assigned to them by NPCs (Non-playable characters) by killing monsters.

The low and medium monsters and quests can usually be conquered without the help of other players, especially if the player's level of knowledge and skill is better than that of his enemies. Other parts of the game, like the dungeons, are created with a cooperation purpose in mind, so that more players unite and cooperate in order to finish the respective dungeon. In most cases, the easier ones require a team of 5 players at most so that the raid can be completed; the last ones, however, need up to 25 or even 40 players. The hardest of quests can take up to several months and a lot of effort to complete. Usually, the

areas specifically designed for level 85 characters are more dependent on raids (and take up more time) than the advance of the character from level 1 to level 85.

Due to the fact that level 80 is the limit (this limit was raised to 85 with the launch of the "Cataclysm" expansion in 2010), the objectives of the players change when reaching that level. They usually start focusing on acquiring better equipment for their characters in order to increase their power. With only a few exceptions, these pieces of equipment are obtained either through PvP (Player vs Player fights) or through PvE, which is the long-term battle during the hardest raids. The big dungeons require up to a few hours in order to be completed. Because the monsters from those dungeons showcase an enormous power, the characters are wearing an armour that protects them against the elements of the monsters. Statistics show that there are over 10.000 Romanian players of WOW that are officially registered on the WOW servers. (http://ro.wikipedia.org/wiki/World_of_Warcraft)

Candy Crush Saga, the best-known Facebook game, can be played online even without access to Facebook. The essence of the game consists of matching at least three candies of the same type. The difficult part starts when this game begins to be addictive, transforming the players into addicts.

Criminal Case is one of the most controversial games on Facebook, which can be played online at the

moment even without a Facebook account. The action of the game consists of creating situations in which more and more people are destroyed. If the player manages to fulfil the most dangerous, spectacular, almost impossible missions, he scores the highest number of points. Although this game focuses on sharpening the players' mental reactions, the more human feelings like mercy, solidarity, and need to help are dismissed because they do not fit in the context.

The adolescent that is educated on Facebook

The power of the role model is acknowledged in every educational system that exists out there. The most successful models are considered to be those from the tabloids, from the VIP or the LifeStyle sections. The values are reversed. The critical system and our discernment are broken.

The adolescent that is exposed to the dangers on Facebook

One very pertinent problem that arises from the use of Facebook is the intrusion in other people's personal lives. Starting from its creation, Facebook has become a target for the complaints regarding the respect for privacy. The biggest complaints formulated are connected to the ease with which anyone can access private information belonging to the members of the network. The users can connect from any part of the world that grants internet access with the help of a password that is established once

the user completes an application form that presents many personal questions. This is the reason why 30.000 users gave up their account in one day, considering that there are too many security and confidentiality issues.

Each user can determine how much of the personal information he exposes on the network gets to be shared with other users. Starting from here, an informed user can choose his own level of confidentiality according to his preferences. However, a less informed user may fall prey to risks like unwittingly exposing personal information or trespassing into the personal area through photos, videos, comments etc. Within the network one can also find groups of users who act against the violation of their intimacy (for example, „Damn, Facebook, Stop Stalking Me Group" sau „STOP! Do not get into my private life. No personal questions!! Group").

The Facebook regulations manual indicates that the network can and may gather information about its users from outside sources as well, sources like newspapers, blogs or any other sources from the internet. This information is used for the constant improvement of the database and for allowing its paying customers access to the users' behaviour, so that they have a better chance at targeting their commercials according to preferences and dislikes. Thanks to the information gathered by facebook, third-party sites may use it to send targeted

commercials according to the profile of the user. These commercials may take into consideration the gender, the studies, the political opinions, religion, and jobs of the user.

The addicted adolescent

In the 2.0 era, internet addiction is a real disease. It even has a name. It is called „Internet Addiction Disorder" (IAD) and, starting with 2012, it was officially recognized as a mental disorder. Basically, the biggest fears of the people affected by this disorder are not finding a charger, not being able to check their email account, seeing a blue screen or seeing the display „No Internet Connection Found".

The signs signalling this addiction (as emphasized by Dr. Cecilie Schou Andreassen, from the University of Bergen, Norway) are:

1. You spend too much time thinking about Facebook or about the fact that you want to get on Facebook.
2. You feel an increasing need to use Facebook.
3. You go on Facebook in order to forget about personal problems.
4. You tried to give up Facebook, but you did not succeed.
5. You become restless if, for some reason, you cannot access your account.
6. You spend so much time on Facebook that your performance on the job or your studies become affected.

All those who are spending too much time on the Internet are said to be exposed to the risk of cerebral imbalance as the brain's left hemisphere develops disproportionately compared to the right hemisphere. The brain's left hemisphere is known as the "digital" part, responsible for arithmetics, numbers, language and categories. On the other hand, the right hemisphere, the one that is less engaged while being on the Internet, is the "analogical" part, the one corresponding to intuitions, colors, forms, metaphors and emotions.

Roland Jouvent, the author of The Magus Brain, writes: "Empathy develops in the emotional brain. By overly developing digital intelligence, one can be at a high risk of autism." Not Alzheimer's, of course, or dementia, but addiction. "The Internet activates the same parts of the brain as drugs do," claims a specialist in addictology at the Bichat Hospital in Paris. The addicts become, in time, incapable of affection, compassion, feelings in general.

The outcomes of Internet addiction are many and almost with no exceptions negative, especially when occurring during the formative years of a child or young adult. A specialist in cognitive psychology gives the following example: "A mother shows her 1-year old a doll. She unzips the doll's belly pocket and reveals to her toddler a little bell. Very soon, the toddler will learn to find the little bell by himself or herself. However, if the toddler sees the same

procedure on video, he or she will not attempt to imitate it. What determines the intellectual development of a child is the number of words he or she hears before turning 3. If the child hears the words on TV, he or she will learn only half of them! And a tablet is, 9 times out of 10, a pocket-size TV.

The adolescent hindered by the Internet

A case study published by Huffington Post and done on 802 adolescents aged between 12 and 17, reveals that the teenagers' enthusiasm for Facebook has started to die out. Facebook has become a "social burden." It has started to be invaded by parents, it fuels true "social dramas" and it leads people to overshare personal information. The reason adolescents have not abandoned Facebook yet is that they do not want to miss out on their friends' gossip; however, they have been steadily migrating to Twitter and Instagram, which they consider to be a space free of their parents and where they can express themselves better.

The abused/abusing adolescent on the Internet

The cases of violence on Facebook are both verbal and visual. A case study called Adolescents: Delicacy and Cruelty at the Social Network Level evaluated 799 adolescents aged between 14 and 18. The results show that fifteen percent of them had been at least once the victim of an online assault, either on Facebook or on Twitter. Twenty-one percent admitted having been the aggressor.

A real-life consequence of communicating on Facebook

A teenager from Texas has been serving in prison since February after having posted an inadequate comment on Facebook. Justin carter was 18 when he engaged in an online argument with another user of an online game they were both playing and posted a comment he has regretted ever since. Daily Mail reproduces the boy's comment: "I'll get in a school full of kids, I'll shoot all of them and I'll eat their hearts while still beating. Unfortunately for him, his public threat came 2 months after the terrible massacre at Sandy Hook, where another teenager had shot 20 children and teachers, setting an entire country on fire. Justin's dad testifies that his son did not use to watch TV so he was not aware of what had taken place. As a result, he was not aware of how much his comment would cost him. After seeing the comment on Facebook, several people from Justin's list of friends alerted the police who ended up arresting Justin. If found guilty of terrorist threat, he risks being sentenced for up to eight years.

The next-generation Facebook

Facebook has been testing a new product on the American market which would require users to pay to have their status updates show up on other people's newsfeed. These statuses will benefit from priority placement on the newsfeed page and the company has been working on an algorithm that would determine which statuses would appear first.

This marketing technique is meant to change the users' attitude toward Facebook for the better. The price was set to $7 in the US. The service had been tested prior to this in New Zealand in May, then in 20 other countries for prices varying between $1 and $12. (http://www.ziare.com/facebook/utilizatori/facebook -contra-cost-utilizatorii-obisnuiti-vor-plati-pentru- promovarea-statusului-1193856).

The teenager's portrait on Facebook is varied, complex like it is in real life. In real life, the teenager knows reality through experience, through education, by means of the family, the school and the society. In the new virtual area towards which we are moving quickly, the Internet (facebook site, in particular) is a great source of information and training for adolescents equally with family, school, society. But like any human product, Facebook's virtual world has its advantages and disadvantages, pluses and minuses. The mind's product can have, under the specific conditions, positive effects and negative effects. Sometimes enthusiastically using facebook it can ignore the negative effects. They exist and manifest to all (children, adolescents, young or old). The field of research is relatively new. The rapid evolution of the Internet and widespread research to be difficult. But not impossible.

Curiosity no. 2:

How the Selfie Phenomenon on Facebook influenced the young people?

An Assumption:

Self Esteem and the Selfie phenomenon. The Facebook prosumer teenager[4]

Teenagers spend about half of their free time during the day using various kinds of mass communication, especially the new media: Facebook. The teenager's portrait on Facebook is varied, complex like it is in real life. In real life, the teenager knows reality through experience, through education, by means of the family, the school and the society. In the new virtual area towards which we are moving quickly, the Internet (Facebook) is a great source of information and training for adolescents equally with family, school, society. But like any human product, Facebook's virtual world has its advantages and disadvantages, pluses and minuses. The mind's product can have, under the specific conditions, positive effects and negative effects. Sometimes enthusiastically using Facebook it can ignore the

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[4] Chiorean, Claudia,(2015), Studia Ephemerides, Universitatis Babeș-Bolyai, Cluj.

negative effects. They exist and manifest to all (children, adolescents, young or old). The field of research is relatively new. The rapid evolution of the Internet and widespread research to be difficult. But not impossible.

As a concept, the "self" (self-esteem) can be approached from various scientific paradigms or theories. According to the humanist theory of personality – one of its representatives being Rogers – the individual perceives the exterior objects and his or her own experiences by attaching significance to them. Perceptions, next to the significances they receive, form a system which represents the individual's phenomenal field. The parts of it which the individual perceives as "mine," "I," "me," represents the self[5]. Although the self goes through transformations throughout a lifetime, it preserves at all times this characteristic of a structured, integrated, and organized system.

The self, nevertheless, is not the small "person" inside us. The self doesn't "do" anything through itself; it only coordinates the behavior of the individual. This system of experiences and perceptions known as "self" answers, in general, to the calling coming from our consciousness, thus being able to become conscious. Although each individual has a set of experiences which he or she is

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[5] Apud Rogers, C. R. (1980). A way of being. Boston: Houghton Mifflin.

not aware of, one is conscious of the image of one's self. Rogers considers that such a definition of self is accurate and useful to research at the same time since a definition of self which would take into account the subconscious material could not be used as an instrument in objective research. A structural concept related to the one mentioned is that of the ideal self. The ideal self is that image of one's self one wishes to acquire the most. It includes the perceptions and significations potentially relevant for the self but which have a great importance for the individual.

As a result, the image one forms about one's self is also an organized and unitary structure of perceptions which led to the drawing of self and of which consciousness took note. The evaluation of one's image of one's self leads to establishing the level of one's self esteem by understanding the way in which people perceive themselves and the world. People react in such a way as to preserve the self's consistency and keep the perceptions related to self and those related to experience congruent. This is why the experiences which affect the unity of self's image can be – due to some defensive mechanisms (distortion and negation) – blocked from reaching the conscious area.

According to a series of studies, people tend to act so that they preserve and self-confirm the image of their selves. People continuously need to be appreciated and seen highly. In those circumstances

in which the appreciation manifests unconditionally, the individual has the possibility to develop in an atmosphere of congruence and self-fulfillment. On the other hand, when the appreciation is conditioned, people tend to eliminate from their consciousness certain experiences and to limit their potential of self-fulfillment.

There are forces of development existing in each individual. The organism's natural growth and development implies a growing complexity, an expansion, a stronger selfienomy and socialization – thus, the self-fulfillment. From this perspective, the self-esteem sums up certain essential elements, such as knowledge of one's self, a feeling of safety, a feeling of competency and a feeling of belonging.

A healthy development of personality is based on a family and social climate in which the individual is offered the possibility to experiment, thus learning to accept himself or herself and being, at the same time, accepted by others even if they disapprove sometimes certain particular aspects of his or her behavior. For example, the parents of children with a high self-esteem are caring and tolerant but firm and constant in applying the pre-established rules.

According to the social-cognitive theory[6], the self-esteem is born from the social origins of the

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[6] Apud Opre, A., (2006), Teoria social-cognitivă a personalită-ţii, În A. Opre, Introducere în teoriile personalităţii, Ed. ASCR, Cluj Napoca.

behavior and from the cognitive processes' implications in all aspects of human functioning. The individual is seen as agent of action, while the origins of the behavior are considered to be generally social. The person is considered to be active, reacting differently to various circumstances. The cognitive processes are used in order to represent events, to anticipate the future, to choose among many alternatives and to communicate with others. According to this theory, the behavior can be explained in the light of an interaction between the person and the environment, process which is considered reciprocal determinism.

According to the social cognitive theory, a particular aspect of the perception of the self is given by the feeling of self efficiency, defined as the self perceived capacity of handling certain situations. The processes through which the individual adapts to the immediate realities are: observational learning – which refers to the capacity of learning behavioral answers – emotional reactions, and general rules resulting from observing others and from one's own direct experience.

Through these two adjusting processes, self regulation becomes a natural consequence, though which the individual manifests his or her capacity of influencing his or her own behavior, more than reacting mechanically to external influences. This is done through self empowering and setting up a set of

standards and values. An important factor in one's self regulation is the perceived self efficiency which influences one both at the cognitive and emotional level and all the most at the level of effective performance.

These two theoretical approaches are at the basis of the study of the self-esteem at the adolescent from the perspective of posting selfies on Facebook. The study aligns with the other studies on the effect the new media communication has on the homo cyber of 2.0 web area. The amazing rhythm in which the applications of any software are enriched and diversified from one hour to another leave more time for observing the long-term effects on the individual who is wholeheartedly involved in the communicational act and who is many times completely immersed in this type of communication.

On the one hand, the study aims to observe a certain type of communicational behavior and self-representation on Facebook, which imitates the models promoted by mass media (TV, radio, printed and online press) for the producer-consumer adolescent (both a producer and a consumer of media). On the other hand, it aims to identify the effects the new media generates on the producer-consumer adolescent's self-esteem.

One of the mimetic behaviors observed within the testing group Teens Cluj, created for this research, was the Selfie phenomenon.

A selfie is considered to be a photographic self-representation which is snapped with a mobile phone and shared on the online social networks. This is a way of expressing one's individual and social experiences, personality, and level of self-esteem. Selfie was deemed "word of the year 2013" by the Oxford Dictionaries.

The Association of American Psychiatrists (AAP) published a conclusion according to which the generating Selfies in excess can lead to psychological problems. The new malady is defined as "the obsessive-compulsive desire of taking pictures and using them on the social networks as a way of regaining one's self esteem and of making up for everything missing in one's private life".

The number of studies done on the Facebook phenomenon and its implications at the level of the human personality is ever-growing. Some results confirm the need for Facebook's existence in the life of the postmodern individual while others warn about its negative effects. For example, the Internet addiction is widely seen as having negative effects, especially on the formation of children and adolescents.

Our study was conducted on a pilot group and tries to establish a correlation between posting selfies on Facebook and the level of self-esteem in 16 year old adolescents from two liberal arts high-schools in Cluj.

Research design

The purpose of this study:

Determining the impact that selfie has on exhibiting self esteem and on the mimetic behavior of 16 year old teenagers.

Theoretical-methodological objectives:

- Evidencing the relationship between *selfie adepts* and certain types of attitudes and beliefs
- Determining the level of self esteem at *selfie prosumers*;
- Identifying the correlation between the dependence degree of teenage Facebook users and the mimetic behavior in the case of certain types of *selfies*.
- Observing the connection between social desirability and selfie posts

Practical objectives:

- Identifying the types of attitudes and beliefs of Facebook teenage adepts
- Measuring the level of self esteem in relation to the received feed-back: number of Likes, number of shares, number of positive/negative Comments;
- Measuring the degree of dependence considering the number of selfie posts by teenagers on Facebook in accordance with models from mass media (radio, TV, newspapers or on-line): selfie

type A ([7] duck face); selfie type B ([8] VIP), type C[9] selfie (couple type selfie), selfie type D[10] (group-selfie) and selfie type E (the person and the animal) in relation to the time spent on Facebook.

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[7] *Duck, smiling face, bust, provocative hand*
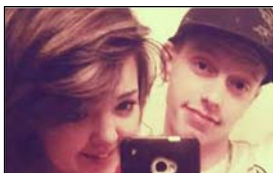
[8] *Couple type selfie*

[9] *Whole body or a large part of the body, front and side, the hand type VIP, Lady Fabian Attila, Justin Bieber, Rihanna, Bianca Dragusanu*

[10] *Group of several, type Ellen DeGeneres, president Barack Obama, Bill Clinton, Ellen DeGeneres, advertising in Tel Samsung*

- Establishing the types of mimetic selfies inspired by mass media (radio, TV, newspapers or online) in accordance with the principle of social conformity.

The assumptions of the research

Hypothesis no. 1

It shall be presumed that selfie adepts who post with a high frequency (daily) have low self esteem as compared to teenagers who do not post frequently (1 time/ week or 2-3 times/month)

*Assumptions derived***:**
1.1. It shall be presumed that the feeling of self esteem is lower for those who post frequently (daily) selfies than for those who do not post very often (1 time/ week or 2-3 times/month).
1.2. It shall be presumed that self-confidence is lower for those who post frequently (daily) selfies than for those who do not post very often (1 time/ week or 2-3 times/month).
1.3. It shall be presumed that self esteem has negative aspects for those who post as compared to those who do not post
1.4. It shall be presumed that the level of expectations is lower for those who post frequently (daily) selfies than for those who do not post very often (1/ week or 2-3 times/month).

Hypothesis no. 2

It shall be presumed that there is a higher degree of dependence on Facebook for teenage users who post *selfie* repeatedly frequently (daily) selfie than for those who do not post very often (1/ week or 2-3 times/month).

Assumptions derived:

2.1. It shall be presumed that the time spent on Facebook influences the number and type of *selfies*

2.2. It shall be presumed that Facebook adversely affects school activity of those who post *selfies* repeatedly (daily)

2.3. It shall be presumed that Facebook becomes the solution to the personal problems of the teenagers who post *selfies* repeatedly (daily)

Hypothesis no. 3

It shall be presumed that the following attitudes and beliefs: reason, the need for confirmation of their value, the need to achieve, the need for approval, the need for comfort, is associated to a greater extent with teenagers who post selfies than to those who do not post.

Assumptions derived:

3.1. It shall be presumed that **reason** is associated to a greater extent with those who post *selfies* than with teenagers who do not post

3.2. It shall be presumed that the need for *confirmation* is more specific to those who post *selfies* than to teenagers who do not post

3.3. It shall be presumed that the need for *approval* is associated to a greater extent to teenagers that post *selfies* than to those who do not post

3.4. It shall be presumed that the need for *comfort* is associated to a greater extent to teenagers that post *selfies* than to those who do not post

Hypothesis no. 4

It shall be presumed that there is a correlation between high level of social desirability and posting selfies.

Assumptions derived:

4.1. It shall be presumed that teenagers who post frequent *selfies* adopt a desirable behavior with the purpose of showing social conformity.

4.2. It shall be presumed that the frequent posting of *selfie*s increases the degree of social approval, from the group that the adolescent is part of.

Research methodology

The systematic observation method

Analysed group in pilot study:

26 pupils from the tenth grade; members of the National Training - Cluj Napoca

14 pupils from the tenth grade; members of the Orthodox Theology High School - Cluj-Napoca.

Research Tools:

The scale of rational and irrational cognitions (GABS-SF, Dr. Raymond DiGiuseppe, adapted by Bianca Macavei).

The self esteem scale (Rosenberg).

The scale of dependence on Facebook Bergen.

Social scale desirability (Douglas P. Crowne & David Marlowe).

A page of Facebook *Teens Cluj* to which the students involved in the project have had access, has been monitored for several months. Analysis has been carried out for only a month - April - from the school year 2013-2014. The scales were posted on the Facebook page *Teens Cluj* in Google docs. Answers have been processed with SPSS.

The interpretation of the results

Hypothesis no. 1

In the case of the first hypothesis, where it was stated that the ones who use Selfies have a low self esteem compared to the teenagers who do not post them, we got the following results:

There is a positive correlation of average intensity between type A Selfie and type D Selfie, respectively between type a Selfie and the number of Likes D. The numbers of Likes A significantly correlates with the number of Comments A, with the numbers of Likes B and the type C Selfie. The number

of Comments A significantly correlates with the number of Likes A, with the number of Likes B and with type C Selfie, with a number of Likes E and with the number of type E Comments. There is a under average positive correlation between the type B Selfie and the number of Likes E and between the type of Selfie B and the number of Comments type E. The numbers of Likes B is significantly correlated with the number of Likes A, with the number of Comments A- a positive average intensity correlation, with type C Selfie- a positive average intensity correlation, type C Likes- a positive average intensity correlation, with the number of type C Comments- a positive below average intensity correlation. The number of Comments B with Selfie C, with the number Likes, with the number of Comments E. Selfie C with the number of Likes A- in a positive correlation of below average intensity; with the number of Comments A- in a positive correlation to average intensity, with the number of Likes B- in a positive correlation of average intensity, the number of Comments B- in a positive correlation of average intensity. The number of Likes C with the number of Likes B- in a positive correlation of average intensity. Selfie D with Selfie A- in a positive correlation of average intensity. The number of Likes D with Selfie A- in a positive correlation of average intensity. The number of Likes E with the number of Comments A- in a positive correlation of average intensity; with the number of Comments B-

in a positive correlation of average intensity. The number of Comments E with the number of Comments A- in a positive correlation of average intensity; with Selfie B- in a positive correlation of below average intensity; with the number of Comments B- in a positive correlation of below average intensity.

Partial Conclusion:

The teenagers who post Selfies have tried several types of Selfies: individual type A, of a couple type B, individual, VIP, type c, with a group type D, with animals type E.

The monitoring and analysis undergone throughout a month have shown that the favourite type of Selfie, which is posted most frequently, is not directly correlated with the level of *self esteem*. Individually speaking, out of the 40 students, just one has posted frequently and atypically.

This person has been excluded from the study in order to establish a correlative value which is relevant for most of the sample. In the case of this student, through this case study, analyzing the results separately, it was noticed that his self esteem is lower and posting a Selfie was seen as a need for confirmation. It has been proven that the teenager who posts Selfies frequently(daily) has a lower self esteem than the ones who don't post, or post more rarely. His self image is put in a negative light compared to the other 39 teenagers in the study who

don't post as frequently(daily). In their case there is no correlation between the level of self esteem and posting several types of Selfie. And the level of expectancy of the one who posts a Selfie is greater than the ones who don't post so often.

In conclusion, the hypothesis we started from has proven to be correct. The ones who post Selfies very frequently (daily) have a lower self esteem compared to the teenagers who don't post as frequently. Of the 40 students, the correlation between Selfies and the level of self esteem was noticed only in the case of the one who posted daily.

Hypothesis no. 2

The addiction to Facebook was measured using the test of Facebook addiction and it has taken into consideration the time each student spent on Facebook every day, according to the monitoring of the Teens Cluj Facebook page which permitted to measure how often the study group accessed Facebook and how much time each student spent exclusively on Facebook.

In the matter of Facebook addiction of teen users who post Selfies, we have noticed the following: Selfie A with the number of Likes D- in a positive correlation of average intensity. The number of Likes A with Selfie C- in a positive correlation of below average intensity.

The number of Comments A with the number of Likes A- in a positive correlation of below average

intensity; with the number of Likes B- in a positive correlation of average intensity; with type C Selfie- in a positive correlation of average intensity, with the number of Likes E- in a positive correlation of average intensity, with the number of Comments E- in a positive Correlation of average intensity. Selfie B with the number of Likes E- in a positive correlation of below average intensity, with the number of Comments E- in a positive correlation of below average intensity. The number of Likes B with the number of Likes A- in a positive correlation of below average intensity, with the number Of Comments A- in a positive correlation of average intensity, with Selfie C – in a positive correlation of average intensity, with the number of Likes- in a positive correlation of average intensity. The number of Comments B with Selfie C – in a positive correlation of below average intensity, with the number of Likes E- in a positive correlation of below average intensity. Selfie C with the number of Likes A – in a positive correlation of below average intensity, with the number of Likes B- in a positive correlation of below average intensity, with the number of Comments B- in a positive correlation of below average intensity,. The number of Likes C with the number of Likes B – in a positive correlation of below average intensity, Selfie D with Selfie A- in a positive correlation of below average intensity. Selfie E with UF_SCOR – in a positive correlation of average intensity. The number of Likes

E with the number of Comments A- in a positive correlation of average intensity, with Selfie B- in a positive correlation of below average intensity, with the number of Comments B- in a positive correlation of below average intensity, with the number UF_SCOR – in a positive correlation of below average intensity. The number of Comments E with the number of Comments A- in a positive correlation of average intensity, with Selfie B- in a positive correlation of below average intensity, with the number of UF_SCOR – in a positive correlation of below average intensity. UF_SCOR with the number of Likes E- in a positive correlation of below average intensity, with the number of Comments E- in a positive correlation of below average intensity.

Conclusion:

39 teenager users, prosumers of Facebook, post rarely (once a week or 2-3 times a month) and are not addicted to Facebook, according to the answers from the tests and monitoring.

The daily usage of Facebook is not positively correlated with the posting of all types of Selfie. For Selfie Type E, the individual joined by an animal, there is a positive correlation in relation to the usage of Facebook. The phenomenon is accountable. Even though Facebook is accessed daily, Selfies are not posted daily.

After analyzing the results from school there hasn't been achieved a positive correlation between

the time spent on Facebook and the scholastic condition of the 39 moderate prosumer students. Poor learning results are achieved only in the case of the student who uses Facebook excessively and who posts daily Selfies and the starting hypothesis is confirmed.

Hypothesis no. 3

The attitudes and beliefs: reason, the need for confirmation of their value, the need to achieve, the need for approval, the need for comfort associates in a higher degree with the teenagers who post Selfies daily than with those who post rarely.

The number of likes A with the number of likes B- in a positive correlation of below average intensity, with Selfie C- in a positive correlation of below average intensity. The number of comments A with the number of likes B- in a positive correlation of average intensity, with Selfie C- in a positive correlation of below average intensity, with the number of likes E- in a positive correlation of average intensity, with the number of Comments E in a positive correlation of average intensity. Selfie B with the number of likes E- in a positive correlation of below average intensity, with the number of Comments E – in a positive correlation of below average intensity. The number of likes B with the number of Comments A- in a positive correlation of average intensity, with Selfie C- in a positive correlation of average intensity, with the number of

likes C- in a positive correlation of average intensity, with the number of Comments C- in a positive correlation of below average intensity. The number of Comments B with Selfie C- in a positive correlation of below average intensity, with the number of likes E- in a positive correlation of below average intensity, with the number of Comments E- in a positive correlation of below average intensity. Selfie C with the number of likes A- in a positive correlation of below average intensity, with the number of Comments A- in a positive correlation of below average intensity, with the number of likes B- in a positive correlation of average intensity, with the number of Comments B- in a positive correlation of below average intensity. The number of likes C with the number of likes B- in a positive correlation of average intensity, with GABS-SF- in a positive significant correlation of below average intensity. The number of likes C with the number of likes B in a negative significant correlation of below average intensity, with GABS-SF(in a negative significant correlation of below average intensity). Selfie D with Selfie A- in a positive correlation of average intensity. The number of likes D Selfie A- in a positive correlation of average intensity. The number of likes E with the number of Comments A- in a positive correlation of average intensity, with Selfie B- in a positive correlation of below average intensity, with the number of Comments B- in a positive correlation of average intensity. The number of Comments E

with the number of Comments A – in a positive correlation of average intensity, with Selfie B – in a positive correlation of below average intensity, with the number of Comments B- in a positive correlation of below average intensity. GABS-SF with the number of C type likes - in a negative significant correlation of below average intensity with the number of D type Comments- in a negative significant correlation of below average intensity.

Partial conclusion:

The achieved correlations between the types of Selfie (A, B, C, D and E) and the attitudes and opinions of the 10th Grade high school students from social-humanistic specialization prove the fact that *reason* doesn't affiliate better with Selfie sympathizers than with the teenagers who don't post. The need for confirmation of their value, the need to achieve, the need for approval, the need for comfort are very common characteristics of teenagers.

In the case of our study, only the C type Selfie (whole body, provoking attitude) had a significant correlation with the attitudes and opinions measuring scale. It seems that the whole image, individuality as a whole- which bears within significance of emotional, cognitive and mostly sexual nature- needs confirmation for the 16 year-old teenagers which were involved in our study. In the case of the active prosumer student with high addiction to Facebook at the level of reason, of the need for comfort and of the irrationality degree has scored high results.

Hypothesis no. 4

It shall be presumed that there is a correlation between high level of social desirability and posting selfies.

The results achieved in SPSS are:

Selfie A with Selfie D- in a positive correlation of below average intensity, with the number of likes D- in a positive correlation of average intensity.

The number of likes A with the number of Comments A- in a positive correlation of below average intensity, with the number of likes B- in a positive correlation of below average intensity, with Selfie C- in a positive correlation of below average intensity. The number of Comments A with the number of likes A- in a positive correlation of below average intensity, the number of likes B- in a positive correlation of average intensity, with Selfie C- in a positive correlation of below average intensity, with the number of likes E- in a positive correlation of average intensity, with the number of Comments E- in a positive correlation of average intensity. Selfie B with the number of likes E- in a positive correlation of below average intensity, with the number of Comments E- in a positive correlation of below average intensity, with social desirability- in a positive correlation of below average intensity. The number of Comments B with Selfie C- of below average intensity, the number of likes E- of below average intensity, the number of Comments E- in a

positive correlation of below average intensity. Selfie C with the number of likes A- in a positive correlation of below average intensity with the number of Comments A- in a positive correlation of below average intensity, with the number of likes B- in a positive correlation of average intensity, with the number of Comments B- in a positive correlation of below average intensity. The number of likes C with the number of likes B- in a positive correlation of average intensity. Selfie D with Selfie A- in a positive correlation of below average intensity. The number of likes D Selfie A- in a positive correlation of average intensity. The number of likes E with the number of Comments A- in a positive correlation of average intensity, Selfie B- in a positive correlation of below average intensity, the number of Comments B- in a positive correlation of below average intensity. The number of Comments E with the number of Comments A- in a positive correlation of average intensity, the number of Comments E with the number of Comments A- in a positive correlation of average intensity, Selfie B- in a positive correlation of below average intensity, the number of Comments B- in a positive correlation of below average intensity. Social desirability score with Selfie B- in a positive correlation of below average intensity.

Partial conclusion

Regarding the correlations between a high degree of social desirability and the Selfie posts, the

teenagers who post frequently and the ones who don't post frequently *selfie* take up a desirable behavior towards social compliance (fashion). The types of selfie that they post on their Facebook pages are after the models of selfie posted by the pop, rock, dance music stars,…..TV stars, stars that the Media promote (TV, radio, on-line press).

The social desirability correlates positively and significantly with the type of selfie B, that is with the type of selfie in which the individual/ person appears with a friend/girlfriend. Involving the individual in a social context, after the models of selfie established by the Media increases proportionally with the value of the social desirability(established through the SPSS programme) and contributes to the social approval growth from the small, familiar group that the teenager is part of. This conclusion stands for all the 40 students from this study.

Final Conclusion:

The impact of using Facebook and posting selfies have upon expressing self esteem and imitating behavior of 16 year-old teenagers shows a variation connected to the time spent on Facebook, the degree of addiction to Facebook, specific individual elements of the subjects from the study sample.

Out of the 40 students that have been observed, 39 of them are students that use Facebook every day for up to 2 hours a day and post once a week or 2-3 times a month. In the case of these students, self

esteem is not significantly influenced, the addiction to Facebook is low, their attitudes and beliefs (reason, the need for confirmation of their value, the need to achieve, the need for approval, and the need for comfort) do not associate in a significant measure. On the other hand, the social desirability is significantly correlated with the teenagers' activity on Facebook (especially posting the types of selfies).

In the case of the student who was addicted to Facebook, all the hypotheses of the research are confirmed. So, the moderate, reasonable use of Facebook cannot have negative influences. If one exaggerates, as in the case of all exaggerations, the consequences are negative.

The group of students that have been selected for the research is small. But it can represent a pilot sample which can generate macro research sometime in the future.

Facebook is perseveringly trying, through various attractive services that are brought daily on the market of communication, to get the attention of the users, to achieve their constancy. The effects of these technical benefits upon the human physique, upon our lives are a result which is corroborated with the way these mass communication means are administrated, alongside social context, the individual identity, the level of culture and education, and the individual specificities.

Curiosity no. 3:

How can the Press Picture get us excited?

An Assumption:

The Emotion and the Press Picture. The Pulitzer Award[11]

Every day in life a person is marked by at least one the more intensive state of affection. Whether they are positive emotions, whether negative emotions, the man could not survive they face living without them emotionally. The affectivity is an essential, dynamic and energy of the human psyche. It reflects the form of the subjective feelings or the form of social behaviors, how to adapt to the the objective reality in which the human lives. And because the man of today lives in a dense media environment, its adaptation to the objective reality is decisively influenced by the media system, sometimes masterfully represented by a photo release. The reality of print media both in the cognitive system of public-receptor, as well as emotional, volitional, motivational, etc.

Over time they have issued the various hypotheses about the functioning of the human

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[11] Chiorean, Claudia, (2016) International Journal Of Scientific & Technology Research Volume 5, Issue 03.

psyche from the affective Perspectives. Explanations have been formulated since the days of the Antiquity. Some researchers have given priority to the emotional aspect, others the cognitive, each making the most relevant arguments of the research time. The emotions may be preparatory operators and final. They can be positive or negative, mobilizing or demoralizing.

We feel individual the emotions. We feel that as we no longer feel any else. But our feelings are processed by the brain in a way that is remarkably similar to other people. The Processing of the information of the emotional stimuli can be done in two ways. A short path that leads at the stimulus information in the thalamus, amygdala and effector organ. As it happens when we encounter a snake on the path. The reaction is fight or flee. It is instant and unconscious. Processing is immediately, directly. The longer path of the affective information goes through tge cortex and returns to after processing prior the effector.

The emotions works grouped under the principle of bipolarity: positives (positive emotions / pleasant) or negative (negative emotions / unpleasant). The negative situations are transitory. Overall the pairs are opposite, contrary: joy - sadness, sympathy - antipathy, enthusiasm - resignation, love - hate, etc. They are dimmable, graduated from the weak to deep. The duration is very important in the characterization of emotions. One persistent emotion

transforms into sentiment. The transition from one state to another is translated by the mobility of affective processes.

As an emotion to be observed behavior must be expressive. The human existence can not be functional at the optimal mode in the absence of emotions. The utility of emotions in check the human process of adapting at the environmental challenges.

Man lives several types of emotions: mediated biological / basal emotions (fear, anger, sadness, disgust and happiness) and an unlimited number of emotions and nuances of their cultural backgrounds. Each one of these emotions, feelings can mark the individual existence both fundamental and common the existence of a social group, more or less. An essential role in causing social emotions plays media including press photography occupies a priority position.

How produce the photographer and the press picture the Emotion?

The camera are not activated alone. She comes into the frame just what is "allowed" to see by one who shot. The picture becomes art when the photographer captures an idea, a theme, a feeling, a story. What impresses at the picture are the stories, the passion the emotions, messages of photographers and their pictures.

The picture reveals the world as sometimes we are not careful, to see you, whether it's a two-step or faraway places. The picture Joins people. Known or unknown subjects meet as a picture or picture viewers. Teh picture joins two universes. At present, the ephemeral and the past, immortalized into a picture. It's a way of knowing. A picture is a visual journey. If the image produces emotion, she reached purpose. The picture not produce the reality. It only breaks the fragments of a reality. And sometimes such fragments of a reality can lead to changes in society.

The qualities of a press picture [12]

In any publications, the photography represents an attraction. Research has shown that, in a publication, a look stops on an image first and then on writing. The brain recognizes and decrypts the images more easily known. The writing learned subsequently decrypted with more effort.

Fundamental feature a press picture should be the absence of any entrapment, any organizational interventions to the photographer / photo reporter. Photographer is forced to record the unfolding event He can not analysis can not compare frames to select the most representative.

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[12] Documentare după Barthes, Roland, *Camera luminoasă. Însemnări despre fotografie*, Editura Idea Design@Print, Bucureşti, 2010.

In quickly developing sequences of the event must take the appropriate decisions to play as faithfully, honestly and fairly.

An judicious selection of the material, timing, representative of the legal action technical skill are the ingredients a press picture of the affective information photo reporter impressive, memorable. Such a picture triggers an emotional impact significantly and proportionate response to the event.

Therefore, in capturing an image or a photographically reportage need to take into account the following factors: the ability to choose quickly and objectively station points from which the subject is completely, complex and expressive revealed . Very important is how to correct distribute the various elements of the composition frame, their interaction, appropriate use of the various forms of lighting, obtaining the required visual accents. All these elements contribute.

The studies of Gustav Fechner are relevant, one of the pioneers of experimental psychology. He is a founder of psychophysics on the role of the golden section in receiving an image the role of the optimum size of the paintings in. He is the one who proposed to study the subjective impact of form: line, color, form to discover how it works laws of aesthetic or laws of beauty in the visual art. His studies were used in designing and interpretation of the actual picture photo, in order to maximize the impact on the viewer. to achieving spectacular, impressive, the emotional in a picture.

The emotions transmitted by the press photography are common with those we live usually: joy, sadness, pity, fear, anger, etc. Just as they are caused by another type of stimulus: the social, political, economic, cultural, spiritual reality. They are experienced both by the informed or uninformed public. However the difference of perception comes from the experience by life and culture of each person consuming a visual, aesthetic or lifestyle act. There is a story that shows the difference in emotional impact it can to have the same phenomenon on different people[13].

Opposed to the text, pictures, faked or not processed, wear them indisputable evidence of the

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[13] *The two monks were walking through the woods, at a time they came across a beautiful courtesan standing by a overflowed river. Because they having made a vow of chastity, monk ignored it quickly passed other side of river. Having realized that the beautiful young girl could not pass lonely and safety the river, the older monk takes in his arms and passed her the river. She thanked him with a smile and the two monks and they saw on by road. The younger monk seethed in silence and kept thinking how could he do this when they made vows of chastity. That means nothing to old monk ? He received curious to see if he has any remorse. But the old monk smiled and was as quiet as if it nothing had happened. Finally the young man could no longer resist and asked him: "How can you do that? How could you even look at that woman, not to mention the fact that you take her in my arms, ? Do not you think we made a vow of chastity? "The old monk looked surprised and a serene smile and very gently in the eye and replied:" Now no longer go in my arms, brother. A perhaps go you ?*

conduct of an event. This proprietate gives a real power for influencing and mobilization of the public opinion. A content of the picture is one of the most powerful tools to arouse the public opinion if it complies with several conditions.

One of the most important features of a press picture is the authenticity. It is a unique quality of the press picture born to witness role of the photographer. One single photo youth the youngs of the Collective Club in Bucharest burning in flames or already been burned, seated on the pavement or lying in the arms of their pained parents, is more relevant than all the declarations made on this subject.

It is said that the camera does not lie. The photographer may miss or accentuate the significance of an event. That depends on his talent to capture the essentials from a framework. In the age of digital devices, the photo can be modified after it was taken realised. The programs, the technical devices we have can do everything we want. The only problem is to know what we really want to change the picture.

The strong shock, the deep emotion are indispensable elements of a press picture with media impact. Because of the strong shock, the viewer has in mind only the picture that impressed him more. To realize the shock, the photo must be at least unusually. And to impress the viewer must respond

his sensitivities. To reach those unseen sides of ego that any viewer not know or have not yet discovered.

The strong impact can not be realized without the adequate, representative, clearly expressed and easily understandable content. The picture with exciting subjects in a clear, unique, may restructure consciousness. Such a few features make a common Image a picture of Pulitzer Prize.

Pulitzer Prize Picture

The most prestigious award in the American journalism have been introduced in 1917 by the publisher Joseph Pulitzer and are now administered by Columbia University in New York. Pulitzer Prizes bring that visibility so much desired by the any media publications and websites. They were designed 21 categories of awards. Pulitzer Prize for photography started to be awarded in 1942, when there was only one category, "Pulitzer Prize for Photography". In 1968, the category was divided into two sub-categories: "Breaking News Photography" and "Feature Photography".

How is awarded Pulitzer Prize [14]?

A Pulitzer Prize is awarded for meritorious service made a website, newspaper or news of publications, to use the resources of journalism, including the use of stories, editorials, cartoons, photographs,

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[14] The data were taken from the site http://www.pulitzer.org/

graphics, videos, databases, multimedia or interactive presentations or other visual materials. Is granted for a photographic representation in black and white or color of some press articles for the photo quality-originality of perspective, for relevance. The photo subject must be important and complex, accompanying both the local news, braking news, national, international affairs and comment, criticism, editorials, etc. It can be presented a photo or multiple photos.

The prizes are worth $ 10,000 in 2002 and $ 7.500 in 2015. Five scholarships of $ 7.500 Pulitzer Prize are awarded annually on the recommendation of the School of Journalism at Columbia University. Initially, funding was made from its own funds obtained through investments. But since the 70 budget awarded prize was smaller and smaller. In 1978 the Advisory Board established a fund additional for the necessary funds. The program is now funded with revenues from the investment comfortable, supplemented the $ 50 - fee for competition. The investment projects are administered by Columbia University. Pulitzer Prize Prize Board members and jurors do not receive any compensation.

Opposed to the compiled compiled ceremonies and royal banquets of the presentation of the Nobel Prizes (Stockholm and Oslo) or the Oscars, Pulitzer Prize winners receive prizes from the President of Columbia University. Everything is within a modest

breakfast in every May month, in the Low Library rotunda, in presence of the members of their families,of the professional associations, of the board members and representatives of the School of Journalism. The Council declined to transform the event into a TV extravagance.

The effects of a Pulitzer Prize-winning photo on the audience

The Pulitzer Prize for news photography (breaking news) was awarded in 2013 to a series of 20 photographs taken by Rodrigo Abd, Manu Brabo, Narciso Contreras Khalil Hamra and Muhammed Muheisen, all from the Associated Press. The prize for artistic photography (feature-photography) was awarded to Javier Manzano, a freelance photographer working for Agence France-Presse, the Wall Street Journal notes. Rodrigo Abd this image taken from Associated Press, portraying the little Ahmed while

his father cry, who died in the war in Syria. This was carried out in Idlib, northern Syria, on March 8, 2012.

The pictures taken in 2012 by reporters Rodrigo Abed, Manu Brabo, Narciso Contreras Khalil Hamra Muhammed Muheisen were made during several visits to Syria, to capture images of the disasters of the civil war in the conflict area without the permission or protection government risked being kidnapped or taken hostage. Around the world take the pictures and found what happens in the space war.

The Image effects on the viewer

One the affective reaction is (the despair). The feeling the loss is almost physical, sensory, immediately and directly transmitted.. The suffering of the child who lost his father is transferred to the viewer. In the common perception, any loss is interpreted as divine punishment. In a rational way the loss is contextualized in the terms of cause. This the sadness of photo had a high impact and a positive result. The international community has known the realities of war in the area and took action. At the social level, the Sadness can be a means of generating events altruistic. It can cause others to see reality with sympathy or mercy. (The beggars know this mechanism).

The sadness can lead to a the deep discovery of the self. The sadness can cause a restructuring of the priorities. The picture of the orphan who weeping for her father can have for each of us an similar interpretation: each of us in this world sometimes

irrational we can to lose a loved one or even ourselves. The drama caused by war is our drama. And so blame.

The Pulitzer effects of a picture on the photographer

Feature Photography, "The baby watched on eagle," published in The New York Times. The author is Kevin Carter, a freelance photographer.

It is one of the most famous photos in the world. It was done in 1993 in Sudan. At the time it aroused a huge controversy. Why the photographer not help the baby watched on eagle? Why the photographer he chose just to photograph the scene? At one year, in 1994, Kevin Carter committed suicide. The episode has since become a legend. The child in the photo was found dead, and Carter's suicide was attributed of the remorse.

One Spanish daily El Mundo investigation revealed last year that the things are much different from the legend that was created around the photo. The investigation started from the fact that nobody saw the dead child. There are, however, a detail that could lead to his identification. He wore a bracelet with the mark of "T3". Starting from the child watched on eagle, journalists from El Mundo found that these bracelets were made on the French NGO. In 1993 this organization deals with saving the malnourished children in Sudan. The letter "T" means a severe malnutrition. The letter "S" was for children who needed the additional food. "T3" means that the child was suffering from severe malnutrition and third child was placed in the bailout program of the French NGO.

After the several interviews with the NGO representatives and the people of that area of Sudan, the journalists discovered the child's identity. If in 1993 everyone thought this was a little girl, the investigation showed that it was actually a boy named Nyong Kong. And it survived the famine from 1993. Unfortunately, Kong Nyong died in 2008 by yellow fever. The Spanish journalists wrote about Kevin Carter and the circumstances under which he made that picture. Nyong Kong was not in any immediate danger by death at that moment, already under the care of the doctors from the French NGO. Also the experts estimated that the eagle was at a

distance of 20 meters from the child. The distance seems smaller because the lens in use by Carter. About his suicide, whether or not caused by remorse, we can not know for sure. The journalist for a long time suffered from depression. The same truth is the fact that it does not intervened in the destiny of that child and that he had knowledge of his salvation.

The effects of photo on the viewer

In this case the sadness associated with the state of tension, by pressure, depression, insecurity, mental suffering. The drama of the child marks by symbolism and compositional architecture (overlapping plans). Here the helplessness becomes the child's face collapsed. The rapacity of the eagle awaits the human fall.

The effects of a photo on the subject

Kim Phuc is the subject of this photo. To 9-year-old, she suffered the severe burns after a napalm

attack of civilians accidentally released from Trang Bang, a village situated near Saigon, in June 1972. Huynh Cong Ut, vietnamese journalist, employed by the Associated Press, take the picture that became one of the symbols of the tragedy caused by the war.

The image of the children who run away screaming in terror, around a completely naked, crying girl has brought to the photographer The Pulitzer Prize. Kim Phuc lives since 1990 in Canada, and now, at 52, will undergo a laser treatment to treat the burns during the war, reports The Independent. Jill Waibel the doctor from Miami Dermatology and Laser Institute, hopes the treatment will help to get rid of pain throughout the left arm, neck and back. "For years, I thought I would get rid of the scars and of pain only when I get to heaven," said the woman. "Now it's heaven on earth for me," she added. At the clinic in the United States, Kim Phuc was accompanied by her husband, but also by Huynh Cong Ut, Associated Press photographer.

It is the man who saved him changed his life. On June 8, 1972, short time after the photo was taken, the girl of 9 years who was running to save with his brothers and sisters, she lost consciousness because of terrible pain. She had burns over three-quarters of flesh. The photographer took her to the hospital and insisted to receive care when doctors told him he has no chance of survival. "I cried when I saw the girl running. I thought that if he dies, I'll kill myself " told

Huynh Cong Ut. At the time, little shout: "I'm dying, I burn, it's too hot, I'm dying." In an interview for CNN, Kim Phuc confessed that at first was embarrassed by the photo that went around the world. She Does not liked the advertising, but he managed to move gradually over this. Moreover, she decided to put his picture in the service of peace. "Always remember that horrible day in which running from death unto life," she said. The Photoreporter is for her "The Uncle Ut" ". "He is the beginning and the end. He took the picture also now will be here with me on this new path. It is a new chapter," said Kim Phuc, referring to the treatment of burns.

The effects of photo on the viewer

We could talk about alike pain, sadness, but also anger. The anger is a strong feeling that emerges when someone sends us an insult when we are wronged. They say that anger expressions help us unload tensions. Psychologically, anger can play a cautionary, warning or punishment for an inadequate behavior. The anger becomes a means of social correction. Uselessness of the suffering caused by the war in which innocent children are becoming involved revolt.

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The emotional experience, divided into positive and negative, can keep a picture, a photo that associates and generate a behavioral reaction. In the

general, the positive emotion is associated with the state of mind, relaxation, elan vital, optimism, satisfaction. The analysis of studies often prefers the positive emotions. Because it is much more pleasant, invigorating, refreshing to talk about positive emotions.

The presented examples demonstrate that the emotions transmitted by the Pulitzer photos are predominantly negative. If music and pictorial arts, the negative emotions can not be considered a landmark in press photography they are negative, often the essence of the media message. The negative emotions have been frequently analyzed are: anger, disgust, sadness (despair). Every time we experience an emotion and our brain records a new neural pathway. The repetition of a behavior reinforces the associated neural pathway. The intense emotions associated with certain gestures or with people, words, sounds, perceived or suggested by the images in context. Over time it is enough to meet only one of these symbols and suddenly triggers the same brain condition. Therefore the impact of the Pulitzer photos on the cognitive and affective or behavior level is strong, long-lasting repercussions in the formation and the personality. We often ask why we adopt a behavior or another. Why react violently to a touch of our sensitivity. Or why we are complacent to the suffering of others. One of the credible explanation would be a permanent exposure to the emotional

stimuli in this area. Confronted with the images of the media which appear the disasters of humanity, the individual creates a mental depressing representation of the space that was punished to live. He lives the phenomenon of the affective atrophy, of the numbness of the unnatural manifestation at the suffering, the disaster and the crime.

The photo - be it the Pulitzer - can reproduce only a piece of the universe. But the men with the mind and the feelings can turn the speck into the itself Universe. And more than that.

Curiosity no. 4:

*How is human intelligence affected
in the technological society?*

An Assumption:

The Flynn/Non-Flynn Effect[15]

Forced to adapt to new realities, the human mind has evolved in a qualitatively superior way from a historical stage to another. This principle is affirmed and demonstrated in several studies known as The Flynn Phenomenon. As a response to these principles, The Non-Flynn Phenomenon claims that in our modern heavily digitized society, IQ has decreased due to the minimal contribution of the human mind in dealing with the new existential problems of humanity. The current trend of substitution of specific human elements by gadgets, software tools or created digital spaces is increasingly obvious. Between The Flynn and non-Flynn Phenomenon, education plays an important role.

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[15] Chiorean, Claudia, (2016) The 4th International Conference "Education, Reflection, Development", Editura: Future Academy.

IQ and Human Evolution

Throughout human evolution, progress has been one of the functional, adaptive constants that man has consistently promoted. Whether we talk about progress at the technical, cultural, social or civic level, the human being has constantly been trying to find new, useful, easy resources in order to get a ratio of maximum benefit and minimal effort.

The Flynn/Non-Flynn Effect

Studying the IQ in conjunction with the historical evolution of man has revealed an increase of 13.8 points between 1932 and 1978 for the American population of the same age. This phenomenon has been observed according to studies conducted in 1984 by Prof. James Flynn of the University of Otago, Dunedin, New Zealand. In response, recent studies, grouped under the name of The Non-Flynn Effect, show that the acute tendency of the IQ, studied on the Norwegian population, is declining. We are talking about IQ from the following sense of the term: Intelligence quotient or IQ (originally, the acronym of the expression: intelligence quotient). This is a concept and a score derived from various standardized tests trying to measure intelligence. The average intelligence quotient of a human being is 100. The highest IQ factor of a man that we know of today exceeds 240.

William Stern defined intelligence as the individual's general ability to consciously adapt his

thinking to new requirements: it is the spiritual capacity to generally adapt to new requirements and conditions of life. The first psychometric tests of measuring intelligence were developed by Alfred Binet in the early twentieth century. (Wikipedia)

The Flynn Effect is one of the most surprising and intriguing findings in the psychological research literature. Flynn (1984) analyzed 73 studies (N=7431) by comparing the scores of several intelligence tests made over time, by suggesting the existence of "massive gains" in IQ in the American population, and by calculating a level of growth of 0.33 points per year from 1932 until 1978. The same level was found in other industrialized nations analyzed by Flynn in 1987. This increase seems to be reflected in the abilities to solve problems more than in other intellectual abilities, the Raven Progressive Matrices test being a good support for The Flynn Effect.

Possible Causes:

The debates in this controversial area of research were made around the so-called causes of the effect. The possible causes suggested in the literature have been:

– familiarity with intelligence tests (Jensen, 1998) because it can be a source of bias in testing. However, this cause was challenged on the grounds that much of the population has never completed an intelligence test,

- changes in education and nutrition (Lynn, 1990) since the children who are born now start school earlier than their parents and grandparents and spend more years at school and are more likely to pursue higher education; but early educational experiences promote the increase of intellectual functioning,
- changes in family characteristics – parents have more time and resources to educate their children, the quality of the family environment having a significant impact on the cognitive development of children, demonstrated by the longitudinal study conducted by Espy, Molfese and DiLalla (2001),
- genes-environment interaction – several studies have shown an increased life expectancy, a redu-cing infant mortality and an increasing average height of the population in industrialized countries,
- the use of technology in everyday life, because people have moved from direct interactions with reality to interactions mediated by symbolic representations (Fernandez-Ballesteros & Juan-5 Espinoza, 2001). The latter ones reduce the role of psychomotor skills and enhance the role of cognitive skills, so technology stimulates learning and cognitive development.

IQ Nowadays:

Recent studies show that since the '90s, IQ levels have stagnated and then they have declined. This trend was discovered by Richard Lynn and was

recognized even by James Flynn. It is believed to have suffered a decline in genetic potential underlying intelligence, people having reached the maximum level of intelligence. The study conducted by Lynn in Finland showed a decrease of 2 IQ points from 1997 to 2009 among the male recruits for the IQ test developed by the Finnish army. It was called Peruskoe (basic test) and consisted of three subtests of shapes, numbers and words (Dutton, Lynn, 2013).

Another study by Woodley and his colleagues consisted of a meta-analysis including 16 studies in Western countries conducted between 1889 and 2004 in order to generate estimates of the decline rate in IQ. Depending on the reaction time of individuals, the results showed a decline of -1.16 IQ points per decade. The reaction time (the necessary time for the body to react to a stimulus) is considered a quality measure of general intelligence. Dalton (1883) was the first to suggest reaction time as an elementary cognitive measure and a mental processing speed indicator. This decline, found both in the reaction speed performances and in the Finnish intelligence test, was justified by exposure to environmental euro-toxins and disco-genic fertility.

Another hypothesis for the decline in intellectual coefficient was given by a researcher at Stanford University, Dr. Gerald Crabtree, who supports the role of gene mutations in IQ decline. He believes that inevitable genetic changes and modern technological

advances (which can directly include digitalization as well!) underlie IQ decline in recent years. His recently published study explains that of the approximately 5,000 genes considered as the basis of human intelligence, a series of mutations over the years have forced modern man to lose his intellectual capabilities.

The results of these studies, and of others made in order to emphasize the increase or decrease in IQ, are controversial and primarily highlight the difficulty of measuring intelligence. Researchers show the decreasing tendency of genetically influenced components to a greater extent than in the case of environmentally influenced components, which is a surprising result.

The Neurological Studies and Digitalization:

In the 2000s, researchers Jean-Luc Velay (a CNRS researcher at the Laboratory of Cognitive Neurosciences from Marseille) and Marieke Longcamp (a lecturer) discovered a surprising effect of digitization on brain functioning.

When a completely immobilized person is looking at a letter which they learnt to write by hand, the motoric control areas of the brain are activated. This means that a bound has been created between the read image and the movement the person is making with their hand in order to write this image.

The two researchers exemplified their materials by analyzing the results obtained by two groups of children. One group was made of children used to

writing on a tablet, while in the other group children were used to the traditional way of writing. In the end, the researchers showed children some letters and asked them if those were the same as the ones they had just written. The group which used the handwriting had significantly better results because, as a conclusion of the experiment, "activating motoric memory leads to the mental recognition of letters".

These results obtained after examining the effects of digital literacy learning can be correlated with studies focused on the lowering tendency of IQ (non-Flynn phenomenon) in the context of accentuated digitization.

Instructional and Educational Systems and Digitization:

The role of educational systems becomes significant for the evolution of humankind through the decisions they adopt. The tendency to adapt to new realities requires the educational system to adopt techniques, tools, procedures, practical methods of training inspired from the digital area.

A relevant example in this respect is the Finnish educational system. Known to the world as a highly performing educational system, Finns show the following results of their students: 3rd place in the PISA tests in which 65 countries participated, a more than 90% pass rate of the Baccalaureate, over 65% of the high school graduates going to university.

Meanwhile, in Romania, underfunded education obtained in the PISA tests 46th position out of 65 participating countries and at the Baccalaureate or National Assessment, only one in two students recorded a pass.

In Finland, things are totally different. The Finnish educational reform was started 40 years ago. Methods have been constantly improved and adapted to the evolution of society. Education is free for those who opt for the state system, be it pre-university or university system.

National curriculum is rather indicative, there is only one national test, and only the best students become teachers, this profession being greatly appreciated and better paid than other social categories (wages are between 2,000 and 6,000 euros). The relationship between teachers and students is based on open communication and collaboration. Classes are few, short (45 minutes), efficient and homework does not exceed 30 minutes. Students can choose, starting from primary school, optional subjects depending on their skills and hobbies. [16]

The measure meant to be adopted in 2016 in schools in Finland is replacing handwriting by typing. Finnish students will not learn to write by hand anymore, hand-written lessons being replaced

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[16] http://www.gandul.info/stiri/cel-mai-bun-sistem-de-invatamant-din-lume-scoate-materiile-clasice-din-programa-ce-vor-studia-elevii-finlandezi-14032831

by typed ones, BBC writes. In some countries, handwriting starts to become "old-fashioned", and Finland is advancing towards the digital age and is giving up ink in favor of the keyboard because "typing fluency skills are an important national competence," says Minna Harmanen from National Council Education. This will be a major cultural change, but typing is more relevant to daily life, says Hamanen. There are some concerns that the measure would be to the disadvantage of children who do not have computers at home or of schools which do not have enough computers. "For most teachers it is enough students to distinguish lowercase letters from capital letters", said Susanna Huhtala, Vice-president of Native Language Teachers Association. However, Huhtala emphasizes that handwriting helps children develop fine motor skills and train their brain functioning and suggests calligraphy lessons to be replaced with drawing and needlework classes. [17]

Although the risk of impaired brain functioning exists, digitalization of education is still considered by Finns a successful formula for an effective educational system. The latest technologies promise to improve teaching methods and to ensure all children that type of customized education that only the children of wealthy families used to have access to until now.

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[17] http://www.hotnews.ro/stiri-magazin-18652141-elevii-finlandezi-nu-vor-mai-invata-scrie-mana-lectiile-fiind-inlocuite-cele-tastare-calculator.htm

Many schools in the US and several European Nordic countries, as well as in Latin America and India, have abandoned teaching tools such as books, notebooks or the board in favor of devices and software products specially developed by the startups in the field. Representatives of educational units say it works.

Amplify educational tablet is used here. It provides the teacher the opportunity to block it when necessary, so that students look up and listen. *Aakash* tablet, developed by the Canadian Datawind IT company, is also in use.

Amplify is a tablet on which has been downloaded the curriculum for secondary schools at the initiative of Common Core State Standards in the US. It contains all the information children need to learn in most US states until the age of 18. The lessons which are structured as a game and taught on tablets allow children to make progress at their own pace and to receive instant feedback at every step. [18]

Other disadvantages are the high costs of such products and personal data protection issues, which is a real subject of concern for parents. In April, *inBloom*, a project funded by the Gates Foundation and the Carnegie Corporation, which aimed to make use of students' personal data in order to develop personalized teaching methods, was abandoned as a result of parental opposition.

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[18] Information taken from *The Economist*.

In the recent years, personal interest for research on the effects of digitization on the human psyche has resulted in a series of studies on: *The Herding Behavior of the Prosumer Adolescent, The Selfie Phenomenon on Facebook, Self-esteem and the Selfie Phenomenon, Media and Virtual Environment, "Reason and Thought" for a press event in the digital space, Journalism Education, Students and Media* in the current context.

Conclusions

In a rapidly and continuously technologized society, the researches on the effects of digitization on the brain is more and more controversial. Given that digitalization is experienced as an unimaginable opportunity to get in touch with a huge volume of information in a short time, the analysis of this phenomenon in the context of education imposes itself as an absolute necessity.

A useful and necessary research would be to study these effects (decreased IQ since 2000) among young people. Known as avid users of digital spaces and techniques, they are even called generation 2.O, i.e. the generation of the Web. A future in which our children will not be able to think critically a life situation and to quickly find solutions to any given problems constitutes a real danger to the evolution and development of mankind in the long term. What Marshall McLuhan anticipated with the development of technologies by the phrase global village looks to achieve its purpose also in the leveling of registry

reactions, at their level of variety, complexity and thinking. The whole world becomes a global village, in which the unity of thought, action, beliefs, values, and norms will be a fundamental premise.

In an exaggerated note, inspired from the conspiracy theory, one could put the following question: "Is anyone interested in our teenagers, the future productive adults, not to be able to think as well and deeply to the extent of the events they live?" Other questions may arise: "Weren't these types of consequences anticipated?" or "Which solutions are going to prevent or mitigate the phenomenon?", "Is the educational system a solution?"

One of the studies recently published by Prof. Anca Dobrean comes with a reasonable alternative in this academic / research-related dispute. Education with its purpose on efficient usage of innovative technical means may represent the solution for the continuous development of IQ next to increasing interest, maintaining motivation, widening of the informational horizon, etc., that the new technology involves.

Longitudinal studies conducted on groups of children who learn to write on tablets nowadays, could offer, in perspective, more answers about the effects of digitalization on the IQ of the young in a formal and non-formal educational context.

Is the human tendency to conserve effort and to get access to resources in an easy, quick and effective

way in danger? Is there also a less anticipated reverse side, that of inhibiting development at the IQ level? If this prospect will be confirmed by further comparative studies made both in cultural spaces deeply marked by the phenomenon of digitization and in other areas, economically protected by the benefits of the new technologies where there will not be a drop in IQ, the prospect of mankind on the generous and exclusive advantages of the current technologies will experience a real restructuring with adaptive purposes.

Curiosity no. 5:

Which is the role of the media in the relationship between feelings and thinking?

An Assumption:

"Sense and Sensibility". The Event in Digital Media[19]

For thousands of years, people have been talking about emotions, from Plato and Aristotle's theories till Ellis's cognitive theory. Plato believes that emotions disturb the mind and Kant argues that emotions are *diseases of the soul.* Darwin integrates them into valuable adaptive behaviors and into evolutionary species, while JP Sartre considers them a way of keeping consciousness awake. Emotions constitute a significant component, dynamic-human energy of the psychic system. It reflects the subjective internal experience through social behavior, how to adapt to objective reality in which man lives. Current Man lives in a dense, predatory media environment; its adaptation to the objective reality is decisively influenced by the proximity media system. Reality of Media is contained in both the cognitive system, and in displaying the emotional and volitional,

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[19] Chiorean, Claudia, (2016) Acta Universitatis Danubius. Communicatio, Vol 10, No 1.

motivational symptom. Emotions themselves are processes in which the functions of consciousness are activated. They are the effect of the confrontation between the individual and the actual/presumptive needs of the environment. Emotions are pluritonal and they develop gradually. They are situational and they frequently occur as a result of satisfied or unsatisfied biological needs. Consequently, emotions can be experienced only in the cognitive context. Thus, we distinguish between provoked, evoked and anticipatory emotions. People are rarely surprised by the course of events. Normally, they try various methods to determine the course of events, without expecting something in particular to happen. Depending on how adequately they predict and how close they are to the reality in progress, they build their optimal scenario for each situation. The affective element is essential (attraction or repulsion, fear or fear of domination, a motivating feeling or a blocking effect). Perception, representation or thinking is images of the objects. Affective processes reveal the suitability / opposites between the data subject and the external world needs. It reflects the relationship between the individual and ambience events.

1. The Theories of Emotions

During the time they have emitted the various hypotheses about the workings of the emotional human psyche in the perspective affected. Trigger mode and operation of emotions was formulated

during the period ancient philosophy. Each element has its importance and role in the whole emotional process. Thus they have outlined five categories of theories of emotions: intellectualist theories, theories peripheral physiological, physiological theories central cognitive-physiological theory and cognitive theory.

Some researchers have given priority to the cognitive or affective aspect. Each gave the arguments most relevant to research time. If the 1899 James and Lange maintained that emotion always occurs as a result of a transformation or reactions behavioral the intellectual theory by Herbart 1925 invalidate and propose a new interpretation: the emotion is generated by tension and clash mental representation of different situations (memory - representing the death of a dear beings we produce emotional pain). Later there was disjunction between psychological and physiological explanations, because today be seen in relation of complementarity.

Thus, we distinguish between provoked, evoked and anticipatory emotions. People are rarely surprised by the course of events. Normally, they try various methods to determine the course of events, without expecting something in particular to happen. Depending on how adequately they predict and how close they are to the reality in progress, they build their optimal scenario for each situation. The affective element is essential (attraction or repulsion, fear or fear of domination, a motivating feeling or a blocking effect).

Emotional state may be preparatory accompanying and final operators, determined by close of business, the evaluation result. They can be positive, negative satisfaction or dissatisfaction, mobilizing or demoralizing subject.

The theory underlying the research is called The Rational Emotive Behavior (REBT - Rational Emotive Behavior Theory) and was developed by Ellis in 1955. From this perspective, emotions are controlled and determined by cognition. People can also give internal or external interpretations of events which trigger these beliefs (Ellis, 1962).

This theory is based on the idea that emotions and behaviors arise from cognitive processes, especially as a consequence of the interpretation each individual gives each situation, and not as a result of the events. The theory behind these principles states that it is possible for people to change the emotions and behaviors they have, by altering their thoughts and ideas.

Emotion appears when the adaptation is hindered for various reasons. Affective processes are viewed from three perspectives: what the individual feels directly (six basic emotions: anger, disgust, joy, sadness, fear and surprise), as expressed through behavior and what construed as a personal experience. We can distinguish: a) primary emotional processes: organic provisions and impaired; b) actual emotions; c) affective disposition; d) sentiments.

2. How does the brain process emotions?

And the individual feel emotions and I felt like that as we feel does not feel any other person, it seems that our emotions are processed by the brain in a similar way. A new study demonstrates that the brain translates the emotions into a standard code that is similar to all people.

While happiness and sadness could be feel quite different to each person, in fact, the brain is these emotions in a way remarkably similar. It remains unclear, however, how the brain is objective external sensory events alongside our subjective impressions related to those events.

The information processing of emotional stimuli involves two types of access routes. The primary circuit, short embodies superficial categorical information, about stimulus receptors. It is a few synapses shorter than the indirect connection. For the walking it needed less than 20 milliseconds. It is characterized by "quick and dirty". These emotions are unconscious.

emotional stimulus → *thalamus* → *amygdala*→ **emotional response**

The secondary long, laborious circuit, handle more complex and accurate categorical information about the input as a result of analyzes of the cerebral cortex. For the other emotions, emotional processing are mostly conscious (Lazarus's theory). Independently of their nature contemporary psychology could not separate the emotions of cognition.

emotional stimulus → thalamus → *cortex (sensory, associative)* → *hippocampus/amygdala* → **emotional response**

3. The Hypotheses of Research

1. Newspaper articles, infused with strong emotional elements, calls for quick thinking, irrational, heuristics, to the detriment of slow thinking, rationalization, analysis, comparison, synthesis, generalization, abstraction. Ex. irrational manifestations of thinking: "The availability bias" - the tendency to judge based on what comes to us easily in mind; "The anchor effect" - the effect of anchor - a "shortcut" of thinking.

2. Media events infused emotion easier triggers reactions, measurable behaviors: comment links, shares, street mobilizations... Emotional phenomenon translates into behavior. Emotional states has a relative power. Each emotion possess a high energy, a tension manifested in behavior. The feelings are motivational vectors of the behavior. The reaction is generated by emotion and result is of higher number of likes, comment links, shares, meetings, protests and street movements.

4. The Research Methodology

The content analysis follows several levels of analysis: the social environment to be selected the basic expressions, developing some and inhibiting

others. The meaning of words and their significance is given by the positive connotation, negative or neutral receives the text and the frequency of their occurrence in the unit analyzed text and occurrence (distance between words) that is situated. The word order is governed by the dynamism of communication.

The propositional analysis of the significance of a sentence (sense spelling and sense logic) comply with certain stages of analysis: idiomatic expressions, the context that resolves the ambiguity of the structure of a sentence, the semantics factors that occur in the parallel interpretation of the syntax, the progressive introduction of information (sentence - stimulus = new information and variation information for sentence - context = previous information); the role of title, the text as a verbal unit.

Thematic heading facilitates understanding and retention of the essential information of a well-structured and understandable text and structure of the text easy disturb. The title operate as an anchor point for the integration of cognitive structures enabling the information of text. The title mobilize the necessary knowledge and to make the understanding process move forward by comparing new information with an internal model provoked by title. The effect of titles on the essential information is dependent upon what the reader knows about the subject and the attitude already formed.

Content analysis related to specific aspects: the three elements of the triad of communication (sender, message, receiver) can not be omitted from the analysis of discourse; psychological perspective and linguistic analysis gives a complete picture of text; the message is analyzed in its context (macro-context and micro-context); contexts can be found both at issuance (the message structure) and the reception (message context).

5. Study Application: *The fire at the Colectiv Club (Bucharest, Romania)*

Last time brought public opinion in our country and around the world an intense emotional state. A too full of pain and suffering, that the media is trying to color in as strokes thicker and more visible. Year 2015 brings for Bucharest for Romania another as October / November bloodied. Almost 150 young people were affected fatally injured in the blaze or just one day of Friday, October 30, 2015 at a rock music club in the capital.

The emotional impact of the event is greater, as the connotations day (Day of the Dead) and listening to the rock music that young people were associated with divine punishment. If the victims of Christians in Syria, Christians (and others) across the world cry and pray to God with the belief that they will be heard if the death of an accident his crying relatives, friends, thinking of divine consolation the idea of divine

punishment for these young aroused frustration, anger, rebellion, that man, in his infirmity, did not refer to a Divinity, but to the earthly authorities.

The websites were monitored *Libertatea, agerpres, mediafax,* two weeks after the accident. Through analysis of the content was compared the news about the fire in the *Colectiv* Club. The program *sentiment analysis* to centralized data referring to the positive, negative or neutral connotations of the emotional words.

Site www.libertatea.ro presented the event as follows: 2015, October 30. A large fire broke out Friday at a nightclub in Bucharest – Colectiv Club, located on the Tanners street no... It's incredible, a completely inappropriate space... Hundreds of people laid flowers and lit candles at the place where the fire took place Friday night at Colectiv Club.

5 Entities

Extracted entities	Evidence	Sentiment
President Klaus Johannis	7	-1.28
30 October 2015	5	-1.59
Professor Ioan Lascar	5	-0.06
"I wanted to see where the tragedy happened. It's incredible, a completely inappropriate space. (...) It is unimaginable that in that space could have entered so many people (...) basic rules have just been ignored."	5	+0.04
Tanners street	4	-2.11

6 Themes

Extracted themes	Evidence	Sentiment
Completely inappropriate space	7	+1.05
laid flowers	7	-0.30
lit candles	7	+0.13
large fire	7	-2.08
night club	7	-2.05
press statement	4	-0.07

Auto-categories

	Score
Fire	1.00
fire_suppression	0.52
fire_prevention	0.00

Mediafax presents the situation as follows: *Claudiu Bogdan Istrate was only 22 years old and he was brought to the hospital being in a serious condition. He has been intubated at "Bagdasar-Arseni" Hospital from Bucharest... He had burns on the body and respiratory tract burns, according to medical sources... On Wednesday two injured people who had been transported abroad died: Alexandru Pascu, who has been transported with the Ministry of Internal Affairs᾽s aircraft to a hospital in France – he died at the airport in Paris, and Roberto Vlăduţ Andy, who has been hospitalized in Sunday night to Monday in a hospital in Chelmsford, UK.*

10 entities

Extracted entities	Evidence	Sentiment
France	7	-0.83
Paris	7	-0.83
Roberto Vlăduț Andy	7	-3.85
Alex Pascu	7	-1.03
Germany	5	-0.74
October 30	3	-0.55
Bucharest University	3	-0.55
Elena Nitu Tudor Golu	3	+0.38
UK	3	+0.38
"Bagdasar-Arseni"	1	0.00

6 themes

Extracted themes	Evidence	Sentiment
risk complications	7	-4.50
serious condition	7	-1.70
difficult surgery	7	-2.00
respiratory tract burns	7	-1.05
Floreasca Emergency Hospital	7	-1.30
medical sources	4	0.00

Auto-categories

	Score
Health	0.98
Intensive_care_Health	0.51
fire_prevention	0.48

The event has been related on site www.agerpres.ro as follows: November 13, at 10:32 p.m. - two weeks after the sacrifice of the young people: 55 people have died and dozens are still hospitalized. The fire was triggered by fireworks used during the concert, at 22:32:16, and the ceiling of the club located on Tanners street has been engulfed in violent flames in tens of seconds as described later in the statement of the Prosecutor of The High Court of Cassation and Justice (GPO). After tens of seconds, the surface of the ceiling was completely burnt and people were rushing out in great numbers at the door to leave the club, while, a dense smoke was spread throughout the entire club... Carbon monoxide poisoning, smoke and toxic gas was the main cause of the death of the fire victims on October 30, in Colectiv Club, according to preliminary results of autopsies. Within the next two weeks after the tragedy, 28 other people died, thus the number of deaths raised to 55 on Friday.

10 entities

Extracted entities	Evidence	Sentiment
October 30	7	-3.77
Facebook	7	+0.40
Prosecutor High Court	4	-2.43
GPO	4	-2.43
Loredana Dărescu	3	+0.02
November 10	3	-0.85
Germany	3	-0.85
November 13	1	0.00
"Donate to Loredana Dărescu"	1	0.00
Autopsies	0	0.00

10 themes

Extracted themes	Evidence	Sentiment
Carbon monoxide poisoning	7	-6.00
toxic gas	7	-5.39
main cause	7	-5.44
preliminary results	7	+2.70
fire victims	7	-5.39
dense smoke	7	-3.23
whole club	7	-2.34
Hospitalized -The fire	7	-5.54
ceiling premises	7	-4.15
Madalina Strugaru	7	-0.37

Auto-categories

	Score
Fire	1.00
Fire_protection	0.55
Fire_prevention	0.51
Energy	0.74
Fuel_gas	0.59
Synthetic_fuels	0.51
Coal_technology	0.47
Chemistry	0.62
Atmosphere	0.54
Smoke	0.52
Smog	0.49

The most frequent words reveal how to argue the analyzed statement. The program *Sentiment analysis* reveals the value of the positive, negative or neutral news.

Libertatea	AGERPRES	mediafax
• injured • tragedy • patients • many people • dead • officially announced • hospitalized • incredible • broke	• preliminary results • victims • death • large numbers • toxic • thronged • hospitalized • poisoning • burned • tragedy • killed • dense smoke • violent • deaths	• risk • years old • emergency • critical • last week • complications • worsened • patients • hospitalized • injured • difficult • serious condition
document is negative (-0.153)	document negative (-0.510)	document negative (-0.399)

Libertatea uses strong negative words, of the semantic family of the word death: tragedy, death, Injured. The coefficient -0.153 which measures capitalization is obviously negative.

AGERPRES uses, in addition to the specific terms of death, many words of semantic sphere of medical, to argue the seriousness of the situation and induce the tragic idea, the imminent and inevitable end. Suffering is scientifically explained. Because the

document presents a record of deaths each day from 30 October 2015 it is negative (-0.510), much higher than *Libertatea* (-0.153) and *mediafax* (-0.399). The story of freedom has the most detailed presentation during the first two weeks of the event. It has 556,529 accesses.

Mediafax keep the medical register to accentuate and explain convincingly, argumentative, the tragic situation (-0.399). The story on this site is visible emotionally charged, despite trying to present as objective and impersonal each victim. Details are provided about the surface of the body affected by burns, age and occupation of everyone. The account has 4,999 hits, 19 photographs and one comment.

It's a real assault of death terms. The receiver cannot remain insensitive. Their repetition, their occurrence in the text, explains the significantly negative coefficient of each news-story from the three public media.

In the avalanche of terms with great affection, the reason works by a short rapid, irrational circuit. These thinking shortcuts lead public opinion to adopt extreme behavioral decisions after the event. It is when people went out in the streets accusing the state forces of incompetence and corruption. It calls for the resignation of Prime Minister Ponta (will resign) and mayor Piedone (resigning, too), the mayor in charge of the area where the event occurred. The young people went out in the streets with placards on that

are written accusations of the state, administrative and even church authorities.

These manifestations are relevant to the forms of rational thinking – "The availability bias" which tend to judge based on what comes easily to mind. The authorities were the easiest accuse, the most available subjects of the frustration, pain, hatred, anger. Under "the anchor effect" - the "shortcut" of thinking trigger a movement of the masses. The solution offered in this context is: "only solution, own evolution".

6. Conclusions

A word role is vital not only in the development of human cognitive system, but especially in the onset and progression of human emotions and behaviors event. If poetic expression suggests in the first place mental images and feelings with deep resonances, in journalism - in digital media - the cognitive, affective and behavior capacities are based on common elements, known by most of the users in order to clarify with maximum impact any confusion. Goethe's Werther appearance triggered at that time a wave of suicides. The articles on the net today mobilize the masses, changes governments, consistently and persuasively shaping the cyberspace user's identity.

Curiosity no. 6:

Can Media change perceptions of reality?
Is Media a 'great Director'?

An Assumption:

***The Social scenarios. Self-fulfilling Prophecies. Ex.
The terrorist attacks in France[20]***

In nowadays Europe, a wind of terror, of an intensity comparable to that of the belligerent periods, walks freely and occasionally strikes the apparent tranquility of our lives. Islamic fundamentalist attacks, seemingly coming from nowhere, without prior psychological preparation manage to create hardly measurable effects. Media and, consequently, public opinion resonate dramatically to a reality that is destabilizing the social, political, economic, cultural, individual or group balance in many parts of this bewildered and concerned Europe. It is a tense context, in which fear and terror annihilate rationality and freedom of expression being able to maintain a toxic atmosphere of information, and independent media can serve conjecturally, unintentionally even to the harmful interests of those terrorist groups.

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[20] Chiorean, Claudia, (2017) International Journal of Scientific & Technology Research.

The History of the Concept

In the current specialized literature[21], the integrative concept of social scenarios from the perspective of self-fulfilling prophecies was reported on an early stage by the works of Bishop Jacques Bénigne de Bossuet, in the 17th century, or by the philosopher Bernard de Mandeville, in the 18th century. In recent years, Romanian psycho-sociologists have also stopped on the theoretical (Ilut, 1993; Boncu, 2000), experimental (Chelcea Radu, Ciuperca, 1999) or historical frameworks of this topic (Radu-Geng, Ciuperca, 2001).

Being by default one of the best known and most controversial scenarios in social psychology, sometimes associated with social telepathy, the concept (self-fulfilling prophecy) was imposed after the publishing of Robert King Merton's benchmark: *Social Theory and Social Structure* (1949/ 1968). The book highlights the role of creating a social reality for a collective representation of a situation, which is based on the following action principle: social subjects build behavior not only on objective facts, but also based on the representations those facts bring along or on some imaginary elaborations, which respond to a masked form of social irrationality.

This situation, even if sometimes it does not reflect the objective social reality, becomes real through

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[21] https://alingavreliuc.wordpress.com/psihologie%c2%a0sociala/

those collective conducts specific to the assigned traits, by means of a semantic game of socialization.

In this sense, self-fulfilling prophecies can be defined as social actors' tendency to conform to the requirements of the built scenario at the level of collective imaginary as a consequence of a false definition, categorization, description. This way, another meaning is validated for actions, people, phenomena, influencing the further course of events.

Suddenly, reality is no longer important, but the way the public imagines it. By the power of such a belief, reality is constrained to conform to its new definition, achieved thanks to the tacit complicity of social actors.

The new modeled reality becomes a confirmation of the pre-established definitions when the symbolic game is initiated. Thus, false premises generate truths, in which the actors' acknowledging of the objective reality is less important, as long as it keeps on creating social realities and significantly influencing everyone's opinions, behaviors.

Where do self-fulfilling social scenarios occur more often?

This phenomenon is mostly encountered in *education*. The most impressive results of self-fulfilling prophecies have been registered through the Pygmalion effect or the identity mirror effect (Rosenthal, Jacobson, 1968), that show how generous expectations can improve the other person's performance.

Robert King Merton is the one who identified the phenomenon of *social scenarios in self-fulfilling prophecies* as a living manifestation for *interethnic and interracial relations*. In the early 20th century, during the first union movements, representatives of the black population were not accepted in the United States since they were being criticized for their duplicitous attitude: "They are traitors of the working class, strike breakers".

This social stereotype, correlated with the marginal lifestyle and a modest educational capital, prompted them to accept the jobs of the whites who were on strike and then fired: "There are so many waiting for your jobs at the gates of the factory!" Employers would hire black people conjecturally, by instrumenting the whole scenario, and thus, prophecy would self-fulfill (the black eventually becoming *strike breakers*). Jussim and Fleming made a synthesis of researches on this controversial social phenomenon in *Self-fulfilling Prophecies and the Maintenance of Social Stereotypes: The Role of Dyadic Interactions and Social Forces* (1996).

The research of American psycho-sociologists stopped on several social realities, such as: the prejudice of the profiteering, immoral and dishonest Jew, who fueled the anti-Semitism of the Middle Ages. Another relevant topic refers to the slaves in America at the beginning of the 19th century, who were considered lazy, stupid, superstitious. By

depriving them of employment and training, society determined them to confirm the stereotype. The portrait of the representatives of the black population in nowadays America retains traces of racial prejudice. For example, in the April-1992 confrontation on the streets of Los Angeles, a police patrol, consisting of five white people, molested a black citizen. A major collective violence followed this episode. Everything was due to racial stereotypes.

Since blacks were regarded as potential criminals, violent by nature, whites felt, as defined by the situation, besieged, having to fight the evil and to calm the situation down. The escalation of violence did not do anything else but to reconfirm the validity of the prophecy.

In the case of minority/ majority relation, activating this psychosocial phenomenon is based on the interaction between a quantitative majority (numerical) or a qualitative one (through its prestige) and a minority who, based on self-fulfilling prophecies, diminish each other's identity and try to maintain the social and symbolic structure of society at any price.

Minority groups[22] with a marginal social status, low income, poor health, tend to buy poor-quality

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[22] In one of Daniels and Kitano's studies (Daniels, R., Kitano, H., *American racism: Exploration of the nature of prejudice*, Prentice Hall, New Jersey, 1970) they describe the vicious circle of auto-fulfilling the prophecies that can be registered by the interpersonal and societal levels.

goods and services. The consequence is natural: they have much lower chances of finding a performant job, of retraining, so they consolidate their marginal social status and low incomes. This way, everything becomes a closed circle, and the individual/ group subject remains trapped to this mechanism perpetuated from generation to generation.

How does the theoretical model of self-fulfilling prophecies work?

In 1960 Gordon Allport was drawing attention upon a phenomenon confirmed in the belligerent situations until then: if nations expect to enter war, they will indeed do that. When a nation sends its expectations to its enemy, it starts putting into action its whole war industry, generating a similar reaction to the adversary, in accordance to the physical law of actions and reaction (Allport, 1960, apud Brehm, Kassin, 1990, p. 135).

Darley and Fazio (1980)[23] described the mechanism of self-fulfilling prophecies in four stages:

1. The subject formulates/ shows their expectations to the "target".
2. The target-partner's new behaviors confirm the subject's initial expectations. The sense of guilt appears. The cause: personality traits, not the context.

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[23] Darley, J.M., Fazio, R. *Expectancy confirmation processes arising in the social interaction sequence*, in "American Psychologist", no. 35, 1980, pp. 867-881.

3. The subject persists in manifesting their initial expectations from the victim.
4. The victim lives a real change in their image of themselves. The conviction that new behaviors are due to their defining personality traits appears.

Other researchers, Brehm and Kassin (1990)[24], indicated only three important stages in the mechanism of self-fulfilling prophecies, in which the source perceiving the other's presence (perceiver) firstly forms their impression about the target-person (target) based on the initial interaction or on the stereotypes engaged in the relationship; then it models their behavior according to their expectations and, eventually, the target responds by a behavior which is convergent with the actions of the source.

The illustrative case for creating media scenarios with fulfilled prophecies: *The terrorist attacks in France*

In order to outline the real image of the terrorist attacks in France, in the 1995-2016 period, the chronology of terrorism is as follows:

- *July 25, 1995 – a bomb explodes in a train in the 'Saint-Michel' station in Paris. 8 people die.*
- *December 3, 1996 – an attack with explosives in Port Royal subway station, in the south of Paris. 4 dead, 91 wounded.*
- *March 11 and 15, 2012 – Mohamed Merah, aged 23 years, shot dead three soldiers in Toulouse and Montauban.*

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[24] Brehm, Sharon S., Kassin, Saul M., *Social psychology*, Houghton Mifflin, 1990, p. 134-135.

On March 19, he shot 3 children and a teacher in a Jewish college in Toulouse.

• *January 7, 2015 – an armed terrorist attack took place at the headquarters of the French satirical magazine Charlie Hebdo in Paris. 12 people died and ten were injured.*

• *November 13, 2015 – Gunmen and suicide bombers committed a wave of bombings in Paris, which targeted restaurants, a concert hall and the adjacent Stade de France area. The attacks, resulting in 130 dead and hundreds of injured, was claimed by the jihadist Islamic State group.*

• *July 14, 2016 – in Nyssa, a 31-year-old Tunisian kills 84 people on the National Day of France, the attack having been claimed by the Islamic State terrorist group.*

• *July 26, 2016 – two men take more hostages in a church in Normandy, northern France. The church priest is killed.*

The reaction of the French press to the terrorist attacks starts to respect the first constitutive stage of the analyzed social/ media phenomenon. On the one hand, the media presents the state of shock and horror which dominated France those days: "War in full Paris", headlines *Le Figaro*; *Aujourd'hui en France* writes: "terrorist massacre in the center of Paris" or *La Voix du Nord*: "Horror in Paris"[25].

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[25] Information, pictures taken from www.google.com, from the magazines' websites.

On the other hand, social media issues apocalyptic, alarming, pessimistic social scenarios about the situation in which France is hit by terrorist attacks, thus formulating a number of expectations towards the "terrorist target".

For example, the regional newspaper *l'Est Republicain* published: "the terrorist threat which has already arrived in France puts the country in a permanent state of war". "Horror!", headlines on black background *L'Equipe* sports daily, describing the mood of all French citizens.

Le Parisien newspaper headlines "This time, there is war!", "In the name of yesterday's martyrs, of the innocent victims and in the name of the Republic, France will know to stay united and to make common front"[26].

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[26] Saturday's issue of the *Le Parisien* newspaper, November 14, 2015.

Liberation newspaper announces "Carnage in Paris", "Terrorist barbarism has reached a historical stage. One cannot stop from making a connection between these bloody events and the battles occurring in the Middle East. France is playing its role and it must continue its actions "[27].

"The Third World War began on September 30"[28]. The French press writes that World War III could have already started, noting the two events that took place in Moscow and in the Gulf, which could trigger a general confrontation. "History will probably indicate September 30, 2015 as the smooth beginning of the Third World War"[29].

The second stage (reunited with **the third stage**) targets to confirm the behavior expected by the terrorists. And, as the French press announced after each attack, the terrorists periodically initiate other attacks. But not because they had read the French or the international press, wanting to respect the prophecies of the media. No! The French press (and not only!) watches with fear each event in which people die in order to rapidly illustrate the involvement of Muslim terrorists, possibly of the *Islamic state*, so that they come back to the anticipations knowingly made long or short time ago.

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[27] Friday's issue of the *Liberation* newspaper, November 13, 2015.

[28] http://tempsreel.nouvelobs.com/monde/20150930.OBS6775/la-troisieme-guerre-mondiale-a-peut-etre-commence-aujourd-hui.html

[29] http://tempsreel.nouvelobs.com/monde/20150930.OBS6775/la-troisieme-guerre-mondiale-a-peut-etre-commence-aujourd-hui.html

Thus there have been publishing analyzes made in different periods, in which France is warned of the danger of terrorism. But just as France, many other countries / areas / people have also been warned.

For example, Iraq's warning: "Iraq says it warned there would be attacks in France, in the US and in Iran"[30]. Or: The Institute for the Study of War, an important institution in Washington DC, published this map[31] in July 2, 2015.

ISIS's threat is visible over France, Italy, Spain, England

The last stage – in which transformation occurs at the level of personal convictions and, implicitly, at the level of the incriminated person's behavior – gets

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[30] http://www.ziare.com/international/atentat-paris/atentate-teroriste-la-paris-irakul-spune-ca-avertizase-ca-vor-fi-atacuri-in-franta-sua-si-iran-1393753 16 nov. 2016

[31] https://www.realitatea.net/alerta-terorista-romania-pe-harta-statelor-vizate-de-isis_1736260.html

materialized in the case of media-created scenarios by assiduously presenting the terrorist threats as a certainty, a consequence of the created situation, a behavioral change anticipated once by the press and confirmed now and in the future by the *Islamic state/ terrorists/ Muslims*, etc.

Due to this attitude of insistent presentation of terrorist events, even where they were not tested, France faced a different kind of consequences as well: fear among authorities, manifested by strengthening security measures. (The government in Paris has ordered all Frenchmen returning from Syria to be under house arrest); fear among population, dysfunctional tourism, burning a refugee camp[32]; armed counterattack in Syria to avenge the death of the French in the terrorist attacks, in addition to the constant issuance of new imminent catastrophic scenarios in the near future.

Suddenly, the media became a voice carrier for the leaders of the terrorist movements that were threatening France or other parts in the Western world. Consequently, even if terrorists attacked more or less in other periods, the press made them much more present through reports, analyzes, debates.

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[32]   http://www.france-terre-asile.org/actualites/actualites/actualites-choisies/cherbourg-un-camps-de-refugies-incendie; http://www.leparisien.fr/faits-divers/incendie-volontaire-d-un-centre-pour-refugies-07-09-2016-6099625.php,
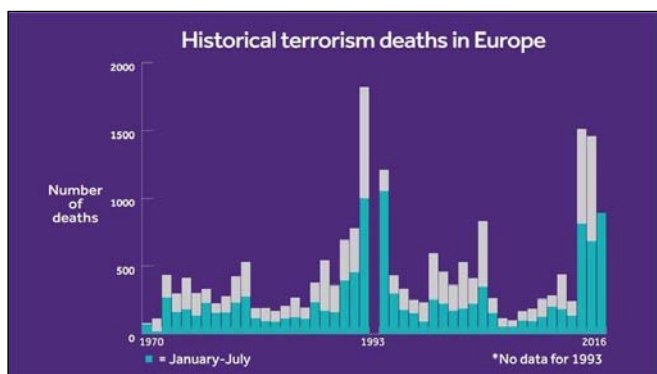
How could then the chain of fulfilling prophecies be interrupted?

Many times, we don't necessarily need social earthquakes, riots, explosive energy to break the chain of tradition and social reflex. The fulfillment of prophecies can be canceled if each of the three/ four constitutive stages of the analyzed social/ media phenomenon counteracts.

For the first stage, an authentic knowledge of the accusatory character/ phenomenon is sufficient. Very accurate information refutes the original expectations, causing the tearing of the first link. For the second (and third) stage, making the target aware of the accuser's distorted opinion is essential. So, good information is still essential.

In the situation of terrorism in France, some media institutions, universities or research institutes have tried to verify the degree of real menace of the potential terrorist. Thus, studies have emerged about the death causes in Western Europe in different periods. For example, a survey[33] made by BBC with the help of Global Terrorism Database (GTD) of the University of Maryland shows that the terrorist attacks in the 70s, of the ETA (Basque Homeland and Freedom) and of IRA (Irish Republican Army) groupings were more bloody.

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[33] http://www.ziare.com/international/terorism/numarul-mortilor-in-atacuri-teroriste-in-europa-occidentala-cel-mai-mare-din-2004-infografice-1433353

Causes of death in Western Europe

Terrorism
175

Murders
4,000

Vehicle accidents
19,000

Accidents of all kinds
126,000

Historical terrorism deaths in Europe

■ = January-July   *No data for 1993

Some publications have tried to look at the phenomenon of Muslim migration beyond the terrorism, which is usually assigned to them or linked to migration. The boundary between migration and terrorism, between the effects of terrorism among the Muslims in France and the effects of terrorism upon

the French, was a necessary and very useful informative step in the context of generalizing tension and fear: *Terrorisme islamiste: quelles sont les vraies causes?[34] (In translation: Islamist Terrorism: what are the real causes?); Après le 13 novembre: où en sont les musulmans de France (et pourquoi nous avons désespérément besoin de les entendre)?[35] (In translation: After November 13: Where are the Muslims of France (and why do we desperately need to hear them)?); L'aide aux réfugiés: "Un devoir d'humanité face à des gens qui ont tout perdu, chassés par la barbarie des guerres"[36]. (In translation: Aid to Refugees: "A necessity of humanity towards the people who have lost everything, hunted by the barbarity of war").*

For the last step, in which media would present terrorist attacks as a behavioral change derived from the previous events, becoming aware of the conjectural nature of those past events would cancel this false faith. Part of the press noticed this and tried to stop promoting terrorist movements in their editorial spaces. They proposed the solution of filtering information about terrorism in order not to popularize documents. They tried to avoid media gratification of terrorism. But those voices were solitary.

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[34] https://www.contrepoints.org/2016/07/25/261277-vraies-causes-du-terrorisme-islamiste

[35] http://www.atlantico.fr/decryptage/apres-13-novembre-ou-en-sont-musulmans-france-et-pourquoi-avons-desesperement-besoin-entendre-malik-bezouh-guylain-chevrier-2448773.html#S3Xl7box4K4VPtod.99

[36] https://www.secourspopulaire.fr/laide-aux-refugies-un-defihistorique?gclid=COzVso_V688CFVIaGwodTMoDJw

An example is the article *Terrorisme: comment la peur s'insinue-t-elle en nous? (Terrorism: How is fear creeping in us?)*[37] from *Slate* of 01/06/2016, which explains the mechanism of producing and maintaining a state of fear among the population by terrorism and its popularization.

Although the press did not realize from the beginning that they initiated, maintained and completed the media phenomena of social scenarios with self-fulfilling prophecies, some publications have guessed the damaging approach on public opinion, which was being conveyed, under the influence of fear, a false image, certain stereotypes against the Muslims in France and around the world, a state of panic when confronting real imminent, implacable danger: TERRORISM!

In cancelling the social/ media scenario with fulfilled prophecies, the psycho-sociological theory of deindividualization[38] proved once again its timeliness and usefulness.

As it has already been noticed, the individual immersed in the great mass of public opinion, which consumes media, lives during those tense days the dilution of the feeling of social responsibility, being very sensitive to the suggestions of the press. By imitation, the individual participates in the formation

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[37] http://www.slate.fr/story/121577/peur-terrorisme

[38] A theory described in detail in Gustave Le Bon's classic books – *The psychology of masses* (1895/1990).

of the group spirit and gregarity, gets contaminated by a sharp emotion, lives a state of social irrationality, reaching even those instinctual, aggressive and antisocial behaviors, which led to the burning of a camp.

If for Carl Gustav Jung the individuation process was essential in developing personality, here, in the crowd, deindividualization gradually diminishes the subject's individuality. And the main factors responsible for this phenomenon are anonymity and reduction of self-consciousness (Diener, 1980)[39].

Conclusions

Pierre Bourdieu[40] spoke at one point about the inherited symbolic capital, which tends to be preserved in any society. Applying the postulated principle, in this context, individual or collective subjects will follow the already drawn routes. The role of the media in fixing the existential and cultural trajectories of some individuals belonging to ethnic, cultural, social groups is major, as demonstrated during the events of the terrorist attacks in France.

In society, whether we like it or not, we carry with us an implicit logic of conservation, although we would sometimes like a saving change. This type of

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[39] Diener, Ed; Lusk, Rob; DeFour, Darlene; Flax, Robert, *Journal of Personality and Social Psychology*, Vol. 39(3), Sept. 1980, 449-459.

[40] Bourdieu, P., *The forms of capital*, in J. Richardson, *Handbook of Theory and Research for the Sociology of Education* Edition, New York: Greenwood, 1986.

reasoning underpins perpetuating the prevailing social stereotypes, just as stereotypes about terrorism and Muslim terrorists are in this situation. Most of the times, the majority created through the media defines the social situation and imposes on minority a certain order of things. The minority reports itself to it as natural and integrates more slowly or faster depending on the persistence with which things are generally depicted in public space, and particularly in the media.

Thus, the social equilibrium of a reality, although it may be a social erroneous or unfair construct, it is perpetuated from one individual to another, from one society to another, from one generation to another.

In this context, the role media occupies in today's society, beyond the acclamation/ official use of freedom of expression and of economic or ideological independence, has a much more solid and imperative prerequisite: **the consciousness of social responsibility** that should govern freedom of expression and its independence.

Curiosity no. 7:

How far is virtual reality from objective reality?
What advantages or disadvantages
does the new virtual reality have for man?

An Assumption:

Media. The Virtual Reality. Ex. Second Life.[41]

The concept of *virtual reality* derives from the terms of *reality* and *virtual*. The *virtual* implies the absence of visible, tangible limits. It's basically about imagination and mind. Thus, *virtual reality* could be translated as the imaginative reality of dreams. In the culture of the Romanian people, it would be equivalent to the fairy tales, legends, anecdotes, folk tales, where the collective imagination gave birth to myths, heroes and golden eras in an idealized way. All were the expression of an aspiration towards the Good, the Beautiful, the Absolute.

Human beings get to know the world through the senses and perception. When children, we learnt that we have 5 senses: taste, touch, smell, sight and hearing. The brain is aided by the sensory system in

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[41] Chiorean, Claudia, (2013) Conference: Studies, literature, discourse and multicultural dialogue, Arhipelag XXI, Tg. Mures.

receiving a rich flow of information which is sent by the environment and which reaches our mind.

Everything we know about our reality derives from what we perceive through our senses. Our entire perception of reality is a combination of sensory information and the brain mechanisms which process it. If you give manufactured information to your senses, you will also alter the way that particular reality is perceived. You will receive a reality that is not actually there, but which you will perceive as being real. That's exactly what we may call *virtual reality*. In short, virtual reality involves presenting to our senses a virtual environment generated through the computer.

A possible answer: Take for example a phenomenon that appeared in the early 2000s.

Media and virtual environment in *Second Life*

The new media is the most dynamic domain of the Internet nowadays. It includes sites, pages of older or newer publications, which have been increased qualitatively and quantitatively by investing significant amounts of money in their relaunch, in increasing their online content, by updating the web page in real time and through the infrastructure related to web applications, servers, blogs, podcasts, video games, virtual worlds, wiki encyclopaedias, interactive TV stations, websites, email, social networks, etc.

For example, the ranking in the *Trafic.ro*[42] in the news / media category indicates that the interest of the media consumers is distributed according to the following scale: the websites of the Romanian newspapers, of the agencies, of televisions, of the radios.

E-publications are cheaper and relatively easy to do. Feeding them with interesting content requires perseverance, professional awareness and financial support from other sources until the press will bring revenue again.

The most used communication spaces are the blogosphere or the social networks: *Facebook, Twitter, Myspace, LinkedIn, Flickr, YouTube,* and *Second Life.*

All blogs and blog authors, referred to as the "blogosphere", are constituted in relation to the virtual reality called *blog*[43] (a word derived from the English expression *web log* = Internet journal), which is a web publication (a written text) with updated periodical articles, with a personal character, accessible to the general public. There are several platforms for blogs, as for example: WordPress (the most popular and the most widely used *blogging* platform), Blogger, and so on.

The purpose of blogs varies from personal diaries, to the advertising "weapons" of political campaigns, of media programs or of various commercial

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[42] http://www.trafic.ro/vizitatori/top-siteuri-stiri-massmedia/ saptamana (Annex 1)
[43] http://en.wikipedia.org/wiki/Blog

companies. Blogs can also be an important source of income for those who manage them.

Social networks vs. social networking

Between the two terms the media analysts, be they sociologists or psychologists, do not put the sign of equivalence. Journalists use both terms for the same contexts.

Both terms refer to groups of people interacting from a communication point of view. The difference between them is recorded at the level of effects on the constituent group of the network.

In the case of the social network, the effect on the members of the network is social cohesion, comm-union through communication or through other common actions/ activities. The members of the net-work are integrated into that community.

While "social networking is a network of people with common goals and similar means of communi-cation, such as the Internet or the Web. An (informational) network of Internet users, based on certain websites to which users can register and interact with other users, already registered. These social networks do what is called *Web 2.0*, which is a complex use of the Web." [44]

The members of a social network are linked to each other informally, without obligations, but they usually actively contribute to the collection and

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[44] http://ro.wikipedia.org/wiki/retele

dissemination of information throughout the world through the web. Social networks help to create online communities where people with common interests meet to talk, to socialize with the other members who are present there. Social networks have no borders, the only condition being a good and permanent connection to the Internet. There are many sites whose main topic of discussion is in the following areas: photography, music, movies, videos, online games, making new acquaintances, friends and many more.

Social networks help to form social networking. The most popular social networks are: *Facebook* – 1 billion in September 2011 worldwide, *FeteBaieti.com* – 1 million in Romania, *Flickr* – world network for image and photo information, *LinkedIn* – for career management and professional relationships, *Lokalisten* – 2.8 million in Germany, *Myspace*, *schülerVZ* + *studiVZ* + *meinVZ* – over 13.1 million pupils and students (in German, *VZ* is an abbreviation of *Verzeichnis* = catalogue, index), *StayFriends*, *Twitter* – for mass, fast spreading of short textual news, *wer-kennt-wen* (translation: who knows who), *YouTube* – for video clip information, *Second Life* – a game which has become a social network.

Advantages

Among the *advantages* of operating these networks, at the communication level, there are some aspects to be noted: immediate, inexpensive, varied,

extended, unlimited access, which allows interaction with others (known or unknown), participation in the lives of online communities, from here or from all over the world. 3D online entertainment is highly appreciated. The models promoted in the social networks have a great psychological, cultural and social impact. Networks influence judgment / way of thinking, exercise memory, cultivate creativity, increase visual literacy.

The social network, seen as a business, offers young people the possibility to find a job more easily, and it creates for the employers a useful framework for presenting their offers. Here you can also make gifts, you can promote products, you can shop online, you can order food on the net and thus you gain ground through advertising. Facebook-like social networks could help in finding offenders (Deutsche Welle), finding lost people, saving lives.

During the protests in Egypt the social networks contributed decisively to the resignation of Hosni Mubarak, the president of the state. They led to the overthrow of President Zine El Abidine Ben Ali through the popular uprising in Tunisia. They influenced the Serbian elections of May 5, 2012, they contributed significantly to the proof of plagiarism, such as the doctoral work of the former German Defense Minister, Karl-Theodor zu Guttenberg.

Clearly, this way, the public was invited much more easily to various meetings or even demonstrations.

For example, the so-called *Facebook parties* (singular: *Facebook party*) have multiplied this way. Public protests and the citizens' movement against the railway project "Stuttgart 21" (Germany) can be a good example in the positive-effect category. Also worth mentioning are: the recent events in the UK, where social media have been successfully used by the young people who protested in the streets against police abuse. The influence of YouTube, Facebook and Twitter has already radically changed the entertainment industry (showbiz or *entertainment industry*). A typical example is the American artist, Lady Gaga, who attracts millions of fans and buyers based on these networks.

Disadvantages

Among the *disadvantages*, several aspects could not go unnoticed: the source of undeclared and not assumed information. The negative effects on the formation and development of the human personality can be analysed from several points of view.

The cognitive aspect registers the impossibility of processing over-information, showing signs of attention deficit, reduced, poor language, the creation of a distorted value system, which annihilates critical thinking most of the times by offering comprehensible and persuasive value judgments, directing imagination towards the virtual area or imposing an abstract and quite limited vocabulary.

The emotional aspect implies the impossibility of feeling empathy, the lack of natural emotional reactions, envy, a decrease in life satisfaction, narcissism, the need for continuous feedback, the loss of self-esteem, fear, violence, intolerance. These are feelings that the excessive use of social networks frequently stimulates.

At the behavioural level, difficulties arise in interacting from a social point of view due to the change of perspective on online identity and on social relations. There has also been registered a bigger lack of self-control, while the body language has reduced its reactions as a consequence of diminished overall reaction speed.

These are some general findings recorded through successive research regarding the excessive users of social networks. But the most worrying effects on the human personality are: the development of an obsessive, anxious personality, addiction and verbal / visual violence.

In the 2.0 era, internet addiction is a real thing. It even has a name. It is called "*Internet Addiction Disorder*" (IAD) and, since 2012, it has been officially recognized as a mental illness. Basically, the biggest fears of those suffering from this disease are the lack of a charger, the inability to check their email, a blue screen and "No Internet Connection Found".

Verbal and visual violence is a reality that all users of social networks face.

Second Life

It is generally believed that *Second Life* (*SL*) is an Internet game. But it is not an organized game, with imposed rules and an immediate purpose. On the official website, *Second Life* is described as "a virtual world imagined and created by its residents". *Second Life* is a diversified world where you can meet people from all corners of the real world. It is a world, a virtual society, which tends to replace the immediate reality as well and as conveniently as possible.

The virtual world of *Second Life* was launched on June 23, 2003, and it was created by the American company Linden Lab. The application with the same name, *Second Life*, is made available for accessing, by giving people the opportunity to download it for free from the official site. The first and most important condition for participation imposed by Linden Lab (LL) is that of age, which must be at least 18 years old, having in mind its mature content. For people under the age of 18, Linden Lab has created the *Teen Second Life* version.

In August 2007, the service "Second Life voice" was introduced, together with the opportunity to hear the other participants. 2007 was the year of revolution for *Second Life*. Then it reached a maximum growth in popularity, thanks to the introduction of the services "voice" and "sculpted prims", which have unlimitedly expanded the possibilities of creation. [45]

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[45] http://www.youtube.com/watch?v=DhrgbRugmTA&NR=1&feature =endscreen, 6 November 2013.

Once you enter *Second Life*, the options for creating your dream universe are endless. The first step is to create your own account and an avatar to represent you in the virtual world. You can choose to be a human, animal, robot, vampire or whatever has ever crossed your mind you could be. You create a compelling profile and a competitive avatar and you can embark on the adventure of your life. One aspect must be taken into account though. Just like in real life, the first impact is the physical one. Users pay tens of US dollars for the most sophisticated outfits and attitudes that can get them out of anonymity. The successful debut in *Second Life* can be made by a pleasant physical appearance that attracts attention, making it easy for you to make many and very interesting friends. Here you can even find your greatest love, because you can model yourself, you can get equipped at the standards imposed by the company. There are some residents who live in *Second Life* for more than half a day because, for one reason or another, only in that environment they have been able to enhance their qualities.

Then you discover that *Second Life* has its own economy and even its own currency – linden dollar (L$), which in turn has value in real life – $ 1 means about L$ 250. You can exchange real money into virtual money or vice versa, linden dollars into real money. This is because in *Second Life* transactions are as fast and numerous as in Real Life.

There are people who got rich in *Second Life*. The most common example is that of the avatar Anshe Chung, who developed a land-based business in the virtual world, becoming the first millionaire of *Second Life*[46]. Business means, besides real estate, mainly creativity. You buy a lot, especially shoes, clothes, avatar accessories. All of these are created by talented people, who become authorities in the field, just like in real life.

As in real life, it takes a lot of work, a lot of dedication and, of course, a good marketing strategy to achieve performance in *Second Life*. The avatars that make real money in *Second Life* work just as much, maybe even more than a person in Real Life.

In terms of information, communication and affiliation to social networks, *Second Life* is connected very well and efficiently to everything that exists in real life: *Facebook*, search engines, news sites, emails, chats, and so on.

If a resident feels that his or her rights have been violated, he or she may report this to Linden Lab and the offender may be excluded. VIPs are "ephemeral". Bruce Willis met his fans in *Second Life*, and Joan Osborne held a concert. Even Roman-Catholic churches, Buddhist temples and mosques have been built in *Second Life*.

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[46] Article from *Gândul* Newspaper *(Annex 2)*

Virtual media

The media feels good in the virtual world. "New Media Centre for the Study of Journalism and Mass Communication" is one of the 268 media centres that existed in 2013 in *Second Life*. The New Media Centre is set up on the university campus of the *Second Life* Dotoorak region. It was designed to function as a media school, where new communication technologies are much easier, much more performant and much more efficient to use. In this centre, the term of *objectivity* begins to take shape. Those who want to become journalists, to work in public relations or advertising, in education, in business, in research, in communication, in the field of social relationships can attend the courses. The New Media from the virtual does not exclude the use of the old media and information: books, newspapers, shops, radio, television. University students meet, work and study in the Virtual Media Centre irrespective of where they are in the real world.

The New Media Centre offers courses for: using Twitter, Real Life "news feeds and tickers", social media links, media player, using media equipment, tools specific to reporters. It provides spaces for conferences, computers with Internet connection, TV screens for the streams of programs entering *Second Life*, in other types of media, the latest presentation technologies, high quality audio chat, documentation with informative value, journalistic texts from mass

communication and new media. It demonstrates great flexibility in equipping the rooms necessary for the different activities and it offers free ways of buying stylish clothes and other necessities for the existence of *Second Life*. At the communication level, in the virtual world you can also meet news agencies.

Reuters in real life is also *Reuters* in *Second Life*. The head of the virtual agency is the avatar Adam Reuters. In real life his name is Adam Pasick and is a highly regarded journalist, a good IT specialist. Another virtual reporter is Eric Reuters, whose real name is Eric Krangel. Adam and Eric live and do real business in *Second Life*. They even have a program with the public in *Second Life*.

Sky News from *Second Life* recreated real-world studios as an exact replica of the real world, using even the original architecture. *Second-Life* residents can visit and explore these virtual studios. The New York Times guarantees the presentation of all the news from *Second Life*.

CNN created *I-Report* from *Second Life* for news, photos and videos from virtual reality. CNN proposes to play reporters in the virtual world. The project coagulates a team of amateur residents / journalists, equipped to broadcast the news in real time. Visitors can find out the news through the kiosks located in various locations in *Second Life*. The network of amateur reporters works as a journalism school where weekly meetings are conducted by

CNN representatives and where top journalists, such as Larry King, hold training sessions for potential reporters.

Other Media created in the *Second-Life* space are for instance: Wired Magazine – *Big Media Gets a Second Life* or Google – *virtual journalism in Second Life*, Google – *newspapers in Second Life*, Google – *news media in Second Life*.

Virtual Bucharest in Second Life

The Romanian presence in *Second Life* got manifested through the creation of *Virtual Bucharest* at the end of November 2008, by Aura Tatu, aka LaraCroft Akula in *Second Life*. *Second Life Virtual Bucharest* is the virtual replica of the centre of real Bucharest and occupies the sixth position in the Arts & Culture section and the twenty-eighth position overall, in the list of the best locations in *Second Life*. It is a collaborative project, whose purpose is to promote Romania and local brands through 3D web tools and to create a familiar space as a landscape, which is energized by virtual events and is dedicated to the community of Romanians from *Second Life*. Users can take virtual walks near the Athenaeum, they can take part in various events and they can shop at the mall.

In *Second Life*, Bucharest is an island of 65,000 square meters in which there are represented some important buildings around the Revolution Square and the National Museum of Art, where a collection

of Romanian paintings was recreated up to the Athenaeum. The "floating" Bucharest in *Second Life*, says Aura Tatu, is thought to be a space for socialization, for fun, because, only if something keeps on happening, the number of visitors can be increased. Currently, there are people working on the *Virtual Romania* project.

Virtual Bucharest has also become an open market for companies. With an average traffic of 35,000 users per day, the Romanian companies are "struggling" to find a place in the virtual city. Just four months after its launching, about 20% of the users who enter *Virtual Bucharest* are foreigners who came to do the shopping, both in the stores of fictitious brands, but also in the real ones.

Second Life was launched in 2003, but became popular worldwide in 2006. Currently, the platform has 15 million registered users, and the total transaction value amounts to 1.5 million US dollars.

Who can I meet in *Second Life*? What about *Virtual Bucharest*?

IBM, Cisco, Microsoft, CNN, Reuters, Wired, Playboy, Peugeot, Mercedes, Vodafone, Orange, ABN, ING, Coca Cola, L'Oréal, Philips, UNCP (New Media Centre for the Study of Journalism and Mass Communication) are just some of the big, international brands that you can see or use. Electrolux, BCR, Pharmacies, *Gândul* – the first Romanian newspaper in *SL* (2008-2009) are already in *Virtual Bucharest*.

Claudia Talașman-Chiorean

A comparative look between *Gândul* and I-Report (CNN) in *Second Life*[47]

Gândul

The webpage of the *Gândul* newspaper in *Second Life* opens in a narrative style, which is specific to Romanians: "Starting today, we can also be found here. Our headquarters is permanently open in New City, coordinates 229.159.22., a modern and elegant city, built by Clement Rosher (Nicolaescu) and intended for business, commerce and events of all kinds. If you fly over it, aim for the red beam that springs right from the rented building on the oceanfront. Don't be shy to get in. You might find an

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[47] https://my.secondlife.com/, 11 October 2012. (Annexes 3, 4)

editor sitting in the corner office, ready to have a little conversation (he would talk for hours, but he also needs to work in RL) or help the newcomers deal with *Second Life*. If there is nobody there, you will still not get bored.

Try the animated couch, see how comfortable the journalist's place is – with a touch you can take a pen, turn music on – Romanian radio with news from the country or read the *Gândul* newspaper with a click on the panel on the wall. The rotating box on the left is for messages. Click on it, then tap *Yes* in the blue window and write in the chat what you have to say. Your message will arrive urgently in our email address.

Finally, if you are tired of hiking *SL* and you want to rest somewhere, create an *LM* here. For Beginners: Go to *World* at the top of the screen and select *Create landmark here*. This way, you won't lose your location and you can always teleport yourselves. We are waiting for you and we promise you *SL* surprises." (Adela Tripsa)

Published in 14.06.2007 in *Second Life*

IReport

Presentation at *I-Report* is totally different: *SL* I-Reporters, Members: 474, Founder: Rhonda I-Report, Open Enrolment.

"This group is for resident reporters who want to contribute to CNN *SL I-Report*. Join us for special events and occasional announcements about CNN *I-*

Report in *Second Life*. CNN, *I-Report*, news, journalism, citizen, reporter." View Full Profile in *Second Life*, More Sharing Services, Share on Facebook, Share on Twitter, Share on email, Link to this page: http://world.secondlife.com/group/3cab6cad-9b29-689c-7716-66991a547597. This page was last generated at 2012-10-16T03:10:35-00:00

The differences are obvious. While *Gândul* invites for collaboration in the specific Romanian style, the online version of the newspaper *I-Report* notes only the information which is strictly necessary in order to contact them. The Romanian newspaper publishes the topics of the online version, while *I-Report* develops topics from the *Second Life* area. Journalists can be virtual avatars here, while the *Gândul* newspaper has the same signatures as in the online or print version (2007 version).

To make it all more appealing, Real Life journalists (e.g. Larry King) hold *Second Life* journalism courses for virtual space residents.

Second Life and its importance for the press

Second Life has been identified as the ideal place for the existence of an objective (ideal) press.

The solution for using a new, idealized and objective press, in another form of life, in another existence, has been successfully embraced by many media institutions in the real environment. *Second Life* could be the solution found to replace the unpleasant reality, at times impossible to bear and overcome.

What was originally conceived as a game, has gradually turned into a worldwide social network, which has been attracting and capturing more and more users.

Those who resist financially can even develop newsrooms. E-publications are cheap and relatively easy to make, but their content supply requires nervous resistance, professional awareness and assimilation of the fact that, during this time, you have to do something else, to survive financially, until the press brings you the expected income.

However, there is still a risk: the virtual world of *Second Life* could reconstruct almost perfectly the real world, which it denies in the end. In this space – imagined as being ideal – the flaws existing in reality could penetrate subversively and destroy the illusion of the perfection of the place. Conceived and sustained by the same people, with habits, formations and information from real life, the virtual media of *Second Life* could fail in an attempt to reinvent itself.

The experience of so many generations of people who have tried radical changes to reach the absolute and who have ended up accepting the contingent disappointed or not, makes us believe that *Second Life* remains only another way of existence that strives for perfection, ideal, absolute, without having the claim that it could ever reach it.

Curiosity no. 8:

What is the role of values,
professional interests for career decision?

An Assumption:

Values, Interests and Career Decisions. Ex.: First-Year Students

Each society requires graduates of a generation to meet certain requirements in the professional space. If until now we have been talking about generations who were between 30-50 years old, today, in the world of internet and speed of reaction, generations have significantly reduced their periodization. We have come to distinguish generations at intervals of 10-20 years. This demographic, social, economic, and cultural phenomenon is very carefully pursued both in the economic environments and in the academic/ educational environments. Since the Millennials (Generation Y) are no longer a current issue, a new generation has entered the labour market, drawing particular attention: Generation Z. Today's students, who were born after 1995, are part of this generation. Whether they are in their final year of studies or only at the beginning of their studies, current job demands are the same as long as these students want to get involved into a paid activity.

Chapter 1. Generation Features of First-Year Students

Who are the young people of Generation Z?

Studies[48] conducted in universities/ research institutes or comments brought to everyone's attention by the media converge to the same conclusions on the defining characteristics of Generation Z.

They are also called iGeneration, Post-Millennium, Tech Generation, Net Generation or Digital Natives. It is the largest generation that has ever existed, with estimates reaching 2.52 billion representatives globally.

Generation Z has grown up at the same time with the fulminant development of smart technology, which is characterized by uninterrupted connectivity. That's why these youngsters have been called digital natives. They are determined to build a life in correlation with technology, far from their predecessors' codes and aspirations. Scientists have called them "mutants", because they fuse almost completely with the digital universe. They navigate on multiple screens, sometimes simultaneously. As a consequence, they are accustomed to "everything, immediately and everywhere".

Chapter 1.1. Consumer Behaviours of Generation Z

They pay huge amounts of money for the latest model of smart phone, but it seems natural for them to get a movie or a song for free, with a single click.

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[48] https://www.fticonsulting.com/~/media/Files/us-files/insights/ reports/generationz.pdf

They consider the adult codes, especially the ones related to gender, to be outdated. They appreciate the "rebel" brands and get informed on social networks.

With entrepreneurial and aspirational spirit, Generation Z brings drastic changes in consumer behaviour and at the level of expectations compared to their predecessors. Modelled by the *social media* and the on-demand technology, they value social responsibility and the positive impact on the world. They are also interested in the values of a business they work for or whose products they purchase. On the other hand, they care less about pricing than the Millennials do. The most significant aspect for the retail industry is that Z, although a mobile-first generation, has high Omni-channel expectations. Although they have been living with digital devices in their hands since childhood, much of Generation Z prefers to shop in physical stores without any binders between the different channels of the same retailer.

Unlike the Millennials, who are defined as the online-shopping generation, 67% of the young Z prefer to buy from physical stores most of the time, while 31% prefer the same occasional channel.[49]

Although they were born with mobile devices in their hands, the young Z use these devices much less than the Millennials. A quarter of the respondents to an IBM study spend more than five hours a day on

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[49] https://www.mic.com/articles/178973/does-gen-z-think-about-money-differently-than-millennials-heres-what-research-shows#.dvodH5Sjw

smartphones, but online shopping is not their primary activity. 73% of the Generation Z members have cited social activities.

E-commerce giants like *Amazon* or *Alibaba* are challenged to offer Omni-channel experiences. *Click and collect*[50], a relatively simple but largely overlooked model, remains one of the most effective means for a retailer to combine the offline with the online experience. Physical presence gives the trader the opportunity to build a face-to-face service, it offers consumers the extra experience of collection, it is convenient and it makes the 360-brand strategy easier. Money is not a priority. These young Z follow their passions and opportunities to grow and advance in their career.

Chapter 1.2. Socializing in Social Media

Their friends on social networks matter as much as real-life friends and often end up meeting each other. From the age of 16 – sometimes even earlier – these young people go on online dating sites. More than half of the young Z think that true social life takes place on the online networks, where 84% of them are registered, according to a study by JWT, an American advertising agency. For them, online chatting is easier than engaging in real conversations.[51]

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[50] With *Click & Collect* you can order products online and you can collect them from the store.

[51] https://www.jwtintelligence.com/2015/06/data-point-generation-z-and-retail/

They are registered on several social networks: *Facebook*, *Instagram* for photos, *Snapchat* for ephemeral messages, *Twitter* and *Tumblr*.

A crushing majority goes online while watching television and believes technology makes everything possible. But their attention span is short, they "scan" instead of reading, which sometimes causes superficial answers to teachers' questions during school hours.

Chapter 1.3. Attitudes towards Education/ Training

Accustomed to video guides ("tutorials") on YouTube, self-taught in all of the high-tech areas – since their parents are completely outdated –, the young people of Generation Z have integrated "permanent self-teaching", all the more so since they have already witnessed the disappearance of several technologies: the old cassette recorders and tape recorders, radio sets, CDs and DVDs. Today everything is done online. On the Internet, they have already seen absolutely everything, from violence to pornography. These young people spend more than three hours a day in front of the screens, according to the US Sparks and Honey cabinet[52], which advises companies in relation to the developments taking place in society. "Young Z" suffer from "FOMO" ("Fear of Missing Out") and hate the idea of not being connected to the internet.

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[52] https://www.sparksandhoney.com/reports-list/2018/10/5/generation-z-2025-the-final-generation

They are not happy only with viewing online movies and videos, therefore they also want to participate in, to create their own YouTube channel or their own vlog (video blog), following the model of many famous teenagers, such as the young American comedian Fred (Lucas Cruikshank), who has become known online since the age of 13. Their idols[53] are internet stars, like the Swedish video-game commentator PewDiePie, who is considered to be the biggest star in this field on YouTube.

They consider themselves "unprejudiced" and "inventive", but at the same time they admit they are "impatient" and "stubborn." They adopt trends which are globally spread via Internet, from American super productions such as "Hunger Games" and "Divergent" to Korean K-pop music, by learning "twerk" – a lascivious dance which is all the vogue on the Internet. Their vocabulary is full of acronyms and words borrowed from English, such as "swag", which is the new term for "cool" [54].

Chapter 1.4. Attitudes towards Professional Environment

Children of the economic crisis, the "young Z" have well-defined criteria for their professional choices. In France, at equal pay, 25% would choose

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[53] https://www.thepostmillennial.com/who-are-generation-z-and-what-can-we-expect-from-them/

[54] https://www.jwtintelligence.com/2015/06/data-point-generation-z-and-retail/

the company that offers the highest level of fun, 22% – the company that is the most innovative, and 21% – the company with the highest level of ethics. Wishing to have an impact in the world, the "young Z" like the idea of volunteering, which is already practiced by a quarter of those aged 16-19 in the United States, according to an analysis made by the Sparks and Honey cabinet[55]. They combine professional and personal life: Netflix or Virgin – the idea of "unlimited free time" at work. They are marked by the desire for transparency and authenticity due to over-information. They work individually, not in teams, and they appreciate constant and quick feedback.

Chapter 1.5. Generation Z = „The Snowflake Generation"[56]

Beyond the presented functional image, both the media and some scientific research have presented certain characteristic elements of this generation, such as vulnerability when faced to the immediate reality.

In 2016, a British writer (Claire Fox) described in the book *I find that offensive!* a pretty detailed portrait of Generation Z, calling it for the first time the "Snowflake Generation". The name "Snowflake," explains the author, is given by: the extreme fragility of the British youth (especially those in universities),

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[55] https://www.sparksandhoney.com/reports-list/2018/10/5/generation-z-2025-the-final-generation

[56] Fox, C. „I find that offensive!", UK: Biteback Publications, 2016.

the immature behaviour (they get offended very quickly and permanently), over-sensitivity (they consider themselves "unique"), the intolerance of any disagreement, the abandonment of idea disputes. Three quarters of the young people complain their mental health could be affected (the study interviewed 2,000 British 16-24-year-olds).

In line with the position of the British writer, there are articles from *The Spectator*[57] and *The Telegraph*[58] which claim that: *Snowflakes* are in permanent depression and are "treated" with psychotropic drugs. One third of the British youngsters between 15 and 25 years of age suffer from anxiety or depression. They are cut off from the reality of family life, preferring to live in the culture of Social Media. This current period of time has been called by the same journalists "The Age of Desperation".

It has also been noticed that these young people demand a life which does not impose any sacrifices on them. They resist freedom of speech in order not to be offended. They ask society, especially university campuses, to set up "safety zones" in which they cannot be disturbed in their thinking, their habits, and their behaviour. The reverse is labelled as

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[57] https://www.spectator.co.uk/2016/07/whats-to-blame-for-a-genera tion-of-desperation/

[58] https://www.telegraph.co.uk/connect/better-business/leadership/ accenture/how-top-employers-can-attract-generation-z/

incitement to hatred. "Snowflakes" criticize intensely the people who don't agree with their behaviour, thus organizing protests in universities and streets, boycotting and demanding dismissal of the teachers who do not like their position. (The case of some French students, left-wing extremists, who love communism[59].)

It is known that the psychologist and psychotherapist Jordan Peterson of Toronto refused to use transgender pronouns when talking to the students and consequently he was forced by the university administration to review his attitude[60].

Chapter 1.5.1. How did "snowflakes" appear?

Nowadays young people are growing up learning to perceive the world as a frightening place by insistently sending alarm messages about the most diverse aspects of everyday life, Fox says. Consequently, they develop an obsessive need for protection. And parents have become so protective that they take from children even the freedom to play and run outdoors, to climb trees, as it was perfectly normal some years ago. Everything is done in the name of safety and the desire to smooth children's way into life.

Moreover, parents are constantly told they have to eliminate criticism from the discussions with their

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[59] https://www.rfi.ro/special-paris-102754-universitati-blocate-franta-tentativa-de-repetare-scenariului-din-1968

[60] https://www.bbc.com/news/world-us-canada-37875695

children, in order not to harm their self-esteem, but this way they actually cancel their children's critical thinking. We raise and we educate these children so that they end up finding extremely offensive the opinions they don't like and, consequently, they become too affected by what other people say and think about them, Fox explains.

Psychotherapists claim that these children develop fears and anxieties when facing challenges and miss opportunities due to "the insecure family environment, the unstable relationship between parents, divorce, lack of emotional support, leading them to an area of emotional inadequacy. The lack of role models, the lack of human respect, the emphasis on material goods do not prepare a brave and socially active young man, but an unhappy one, who always awaits favours.

They are fearful, they exaggerate the difficulties they go through because they are not accustomed to effort, they are not focused on finding solutions and ways of solving any issues they encounter, and they remain stuck in revolt. The passive role, the choice of non-involvement, only creates inappropriate individuals for whom life has no charm, this being just a series of challenges for which they are not prepared. Parents who give up criticizing their children, who give up educational criticism, form people with weak self-criticism, individuals who do not wish for their own evolution, for their own success[61]."

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[61] Fox, Claire.

Thus, "snowflakes" seem to primarily be the product of misunderstood modern methods of parenting, and then the effect of a given cultural, social context.

Chapter 2. Career Values Imposed by the Liquid Society

Values have been studied both in psychology and in philosophy, without reaching a unanimous agreement with regard to their definition and description. J. Van Deth and E. Scarborough (1994, cited by Voicu, 2010) cite a study from the mid-1970s in which about 4,000 academic publications were analysed, this way being able to register 180 meanings for the term "values."

They have identified five characteristics of the values on which there is a consensus among the authors. These are the following: they have a latent character; they are conceptions about the desirable and relate to the hierarchical scale of preferences; they have a relative stability; they influence (get mani-fested through) behaviours, attitudes, opinions; individual values have a social determination.

But none of these features attract an absolute consensus, thus social sciences continue to circulate various ways of using the term "value". According to the definition provided by the Dictionary of Psycho-sociology (Iluț, 2003), values are "general principles of desirability, which guide and organize the actions and mentalities of individuals, groups and communities."

Values are emotionally charged thoughts about objects, ideas, behaviours, etc., which guide behaviour, without necessarily imposing it (M. Rokeach, 1973, cited by Huitt, 2004). M. Rokeach (1968, cited by Dughi, 2009) considers that values, correlated with attitudes, constitute the main guiding axis of personality. He describes values as such: they have a complex structure, being made of three components: cognitive, affective and behavioural; they are relatively stable over time, being the manifestation of faiths and beliefs; they get organized at the level of personality in a hierarchical structure, in a system whose role is to guide the person along the existential route. M. Rokeach understands by "value" a specific, final state of existence (a purpose) or a specific type of behaviour that is preferred to an opposite final state, respectively to an opposite type of behaviour.

C. Marin (cited by Paladi, 2011) classifies values according to the field of human activity as follows: vital values necessary for the protection of life and environment, such as (physical and mental) health, tonus and physical strength, the beauty and harmony of the body, the balance state of the environment, material goods and economic prosperity, etc.; moral, political, legal and historical values necessary for the existence of a state and of nations, such as democracy, sovereignty, good, justice, courage, wisdom, independence, legality, dignity, love of the nation, etc.; the theoretical values necessary for human

knowledge and creation, such as truth, evidence, objectivity, scientific imagination, creativity; aesthetic and religious values which concern the contemplation of the world and of human creation.

As a result of research carried out in 20 countries, T. Karp and M. Guterman (2000, cited by Bobek, Gore, 2004) have highlighted eight categories of values which have been considered in numerous cultures as "guiding principles in life" and which are "crucial to having career satisfaction". These are: goodwill, universality, tradition, security, power, accomplishment, excitement and self-commandment.

Chapter 2.1. Work-Related Values

Work-related values are part of the set of "lifestyle" values (W. Patton, 2000, cited by Bobek, Gore, 2004). There isn't a unanimously accepted definition for work-related values either. Some authors (Lofquist, Dawis, 1971, Pryor, 1979, 1981; Super, 1973) consider them to be preferences for types of work or work environments. Others (Super, 1973) consider them a set of motivations based on ideas about truth and falsity (cited by Dose, 1997).

The last two concepts are valid for values in general, not just for the work-related ones. Zytowski (1970, p. 176, cited by Dose, 1997) understands through work-related values a "set of concepts mediating between the person's affective orientation and classes of external objects that offer similar satisfactions." On the O*NET OnLine site, work-

related values are defined as "global aspects of work that are important to a person's satisfaction."

Chapter 2.2. Classification of Work-Related Values

Rosenberg McKay (f. d.) defines work-related values as beliefs and ideas that are important to an individual, guiding their actions. In the Student Counselling Guide (f. d.) there is a classification of the career-related values (which, however, are not defined) as follows:

• intrinsic values – are values related to intrinsic motivation: variety at work; the opportunity to develop professionally; the possibility to work in a new field of activity; the possibility to offer community support; experiencing adventure, strong emotions; meeting the need for strong sensations, taking risks; the ability to feel respected for what they are doing; the opportunity to compete with others; the opportunity to be in constant contact with others; the possibility to influence others; the opportunity to express creativity;

• extrinsic values – are values associated with tangible rewards: the perception of control, of authority; the possibility to travel; financial rewards; the opportunity to be an entrepreneur; the opportunity to work in a team; the ability to work in a rapidly growing field; the opportunity to have a personalised working program; the opportunity to engage in a job associated with a healthy lifestyle; the possibility to gain an intellectual status; the ability to work in an aesthetically pleasant working environment;

• life values – are values associated with lifestyle: the opportunity to save money; the opportunity to enjoy luxurious holidays; the opportunity to have access to a rich cultural life; the possibility to be an active member of the community and to build a personalised time schedule that allows people to spend quality time with their families; the opportunity to develop a lifestyle in a populated city; the possibility to live in another country; the opportunity to invest in spiritual growth or in a life in rural areas; the perception of a professional and entertaining life.

Chapter 2.3. The Role of Values in Professional Orientation

It has been noticed that people who have the same occupations or occupations of the same category tend to have similar values (Robbins et al., 2008). Knowing a person's values is very important in the counselling process, while knowing their work-related values is essential in order to make informed career decisions (D. Brown, RK Crace, 1996, cited by Bobek, Gore, 2004).

This assertion is based on the fact that a person's satisfaction at work can be predicted by:

• the degree of matching between their values and the possibilities given by their occupation in order to achieve these values (RV Dawis, 2001; W. Hochwarter, P. Perrewe, G. Ferris, R. Brymer, 1999; cited by Bobek, Gore, 2004).

• the degree of correspondence between their needs and values and the rewards offered by the work environment (McCloy et al., 1999).

• the degree of correspondence between their needs/ values and the conditioning system currently operating in the work environment (McCloy, R., Waugh, G., Medsker, G., Wall, J., Rivkin, D., Lewis, P., 1999, cited by Dima, Smeureanu, Petrescu, 2011).

Assessing values brings benefits both to individuals who can identify inadequately met work-values in their job, as well as to organizations that can recruit prospective employees from people whose values best fit the organization's values (Rounds, Armstrong, 2005), since matching the culture of an organization with the values of those working in the organization can improve the organization's results (Robbins et al., 2008).

Chapter 2.4. Values in the Professional Field:

Professional recognition: For such people, it is important to be respected and admired by others. In order to achieve this, they believe they must be competent in their field of work.

Autonomy: For such people, it is important to have great freedom and diversity in their actions, to make decisions and plans according to their own standards (as they think is right).

Compliance with rules: For such people, it is important to organize and carry out activities according to clearly defined rules set by others (family, organization, society).

Safety: For such people, it is important to look for and carry out activities in which they know exactly what it is going to happen, what the involved factors are, what they have to do, what the consequences are.

Social Relations: For such people, it is important to focus on building, developing and maintaining pleasant, uncompetitive relationships with the people they come into contact with at school, at work or in any other field.

Challenge: It is important for this type of people to look for risky activities with a high level of complexity in terms of planning, implementation and monitoring strategies.

Authority: It is important for such people to have the opportunity to lead others, to make decisions, and to take responsibility for their own work and for that of others; they like to have influence and dominance over the people they work with.

Chapter 3. Career Interests

The theory of person-to-environment correspondence developed by Holland (1959, 1973, and 1997) is one of the most influential in the field of vocational psychology. The concepts deriving from this theory have been basically assimilated into general vocabulary, methods and practices of career assistance.

The basic assumptions of the theory can be presented as follows: 1. People and work environments can be categorized into 6 types: realistic, investigative,

artistic, social, entrepreneurial and conventional (RIASEC). 2. People tend to look for work environments that will allow them to implement the characteristics of their vocational personality. 3. Vocational behaviour is the result of the interaction between personality types and the environment.

The characteristics of these types are:

Artistic Interests (A) – They appeal to less structured activities which involve a creative solution and offer self-expression (e.g. poetry, painting, music, design). In general, they prefer to work with new ideas, to change things, to develop products and not necessarily to follow rules.

Social interests (S) – They involve the focus on activities which require interpersonal relationships, being interested in how people understand each other, learn and develop (e.g.: training, teaching, assisting activities to help people solve various problems). They prefer to be in the service of others, to work in a team, rather than to perform technical tasks which involve working only with objects, machines or data.

Realistic Interests (R) – They are manifested by the tendency to move towards activities involving the manipulation of objects, machines and instruments, but also physical activities (e.g. in the automotive, technical, agricultural fields). They would rather prefer to work outdoors with objects, plants, animals, nature elements, and less with other people.

Investigative interests (I) – They suppose an attraction for research, investigation in various forms and in various fields, such as: biology, physics, mathematics, culture, sociology, etc. They usually prefer to work with ideas, to explore, to understand in depth things/ events, to solve abstract problems, to be involved in scientific research activities.

Entrepreneurial Interests (E) – They are manifested by the preference for activities which allow for initiative and the possibility of coordinating their own activity or the activity of a group (e.g. management, sales activities). They usually prefer activities which involve influencing people, making decisions, taking risks, and less working with ideas or scientific activities.

Conventional interests (C) – They suppose preference for activities which require the systematic and orderly manipulation of data or objects within a well-organized and well-defined framework (e.g.: accounting, secretariat, finance, administration). In general, they prefer activities with clear rules, conducted according to certain procedures.

Chapter 4. Career Decision

Making a decision consists of a sequence of cognitive processing that leads to choosing an alternative from a variety of available options. A number of mental processes form the basis of a decision. Researchers have also discovered the normative theories which explain, to a good extent,

the decision-making mechanism. E.g.: the expected-value theory, the expected-utility theory, the game theory based on a rigorous mathematical system. Some research, initiated by Herbert Simon (1959) and developed by Amos Tversky and Daniel Kahneman, has shown that decision-makers do not choose rationally.

In our case, the career decision was made when our students opted for the *Journalism* specialization at the Faculty of Political, Administrative and Communication Sciences.

Study case: First-Year Students in Journalism

The Objective of the Study: Identification of values and interests in the career decision of first-year students in Journalism (belonging to Generation Z, the generation of snowflakes).

Research Assumptions:

- I1. First-year students in *Journalism* chose this specialization in relation to the intrinsic, extrinsic and life values involved in the journalistic profession.
- I2. Students' career interests coincide with the career interests of the journalistic profession
- I3. Students persevere in their career decision after the first semester of study at the *Journalism* specialization.

Conclusions

Out of 10 first-year students in Journalism, (as a result of tests) 1 has been indicated as suitable for the journalist profession, in terms of career interests and personal and career values. Confirmation / refutation of research assumptions:

I1. 9 first-year students out of the 10 evaluated did not choose the specialization in relation to the intrinsic, extrinsic and life values involved in the journalistic profession.

I2. 9 students out of the 10 rated do not have career interests specific to the journalistic profession.

I3. Students still persevere in their career decision after the first semester of study at the *Journalism* specialization.

Curiosity no. 9:

What are the difficulties faced by young people in choosing a career today?

An Assumption:

Career Decision Difficulties. Ex.: First-Year Students[62]

The present study aims to investigate the relationship between self-efficacy, career performance and persistence, and career decision difficulties, on a sample of first year students majoring in Communication Science and Public Relations, from Babes-Bolyai University in Cluj-Napoca, Romania. As a pilot study (N=30), one of the main objectives was to validate the scales used and to test if self-efficacy and academic success (academic performance and academic presentence) seem to be correlated with the decision difficulties of freshman students, as show in the present literature. All the scales used had the reliability index close above 0.8. Our findings show that self-efficacy is not correlated

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[62] Chiorean C., Pavelea A., Constantinescu S., (2017), Self-Efficacy, Academic Persistence, Performance Related To Career Decision Difficulties Of First-Year Students. Conference: The European Proceedings of Social and Behavioural Sciences.

to academic success, but it is correlated with the career decision measurements. Because the literature we reviewed for the present study is mostly Western, we can assume that the discrepancy between our findings and others came from the specify of the Romanian context, as the economic and social factors have been show in literature to influence the final outcomes. In the same time, as expected, academic persistence is correlated with professional persistence, and also with the lack of information regarding the career decision process (about the process, about the self, about occupations, and about how to access additional sources of information).

1. Introduction

Choosing a career is one of the most difficult and important decisions an emerging adult has to face, and as the present study is focusing on students we can say that this important not only for them, but also for the universities they study, as the rate of employment and the ability of alumni to find jobs related to their studies are also an indicator of successful universities. The main factors that influence the career decision are related to the socio-economic status of the family (along with gender, race, parents' education etc.), as well factors as: personality, skills and competences, interests, self-efficacy, performance, previous life experience (Pajares & Urdan, 2006; Hagedon, Arredondo & DeCrisi). Processing this information, students

should be able to choose responsibly and conscientiously a career plan. In the same time, the Romanian realities seem to differ, as students choose a career based on insufficient or irrelevant criteria, without benefiting from proper career counselling services. In 2012, in Romania, a career counsellor had 800 students assigned, 190.000 university graduates were trained for occupations insufficient covered by the labour market, 80% of the graduates were working in a different domain than the one they had been trained for and 74% of the employees affirmed they that would have chosen a different profession if they had been counselled during high school (ARACIS, 2012[63]; POSDRU 2007-2013[64]). Furthermore, according to the National Statistical Institute, the dropout rate is at the peak after the first year of enrolment in universities.

2. Problem Statement

The current research takes on the Socio-Cognitive Career Theory (SCCT, R. W. Lent, S. D. Brown, & G. Hackett, 1994) which incorporates three central concepts from the general social cognitive theory: (1) self-efficacy, (2) outcome expectations, and (3) personal goals, which represents mechanisms that allow people to exercise personal agency. Our focus

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[63] http://www.aracis.ro/rezultate-evaluari/evaluari/evaluari-single/view/arhiva-2012/242/

[64] http://www.fonduri-ue.ro/posdru-2007#rezultate

will be on self-efficacy, as it hasn't been explored enough in the Romanian literature as it was in the Western career decision literature (Hackett & Lent, 1992; Lent et al., 1994; Locke & Latham, 1990; Swanson & Gore, 2000). Given the specificity of Romania (educational system, the communist past, the social and economic structure of the population), we assume the present study will get to different outcomes as the known literature.

A term coined by Bandura, self-efficacy refers to people's beliefs about their capabilities "to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986). When viewed in relation to career decisions, self-efficacy refers to a person's beliefs regarding "career-related behaviors, educational and occupational choice, and performance and persistence in the implementation of those choices" (Betz & Hackett, 1997). Hackett & Betz (1981) make the distinction between the efficacy expectation, the persons evaluation of their ability to accomplish a task (eg. Get a job, finish one's education) and the outcome expectation, the persons beliefs about the consequences of that task.

2.1. Previous studies have investigated the relationship between self-efficacy and academic performance, academic persistence and career related difficulties.

2.1.1. Self-efficacy and academic performance

Several studies have shown that self-efficacy is positively associated to academic and professional performance (Lent et al. 1994, apud Swanson & Gore 2000, Pringle, 1995). For example, better performance at school leads to higher levels of self-efficacy, achieved through better feedback from teachers and parents, and the positive emotions associated with it. At the same time, students with a low level of self-efficacy have a high risk of having low outcomes in school, despite their abilities (Bandura, 1997). Nugent et al. (2015), explain that low self-efficacy not only affects students' grades, but also their career choices, and the subjects they choose to learn, results found previously in other studies (Hackett & Betz, 1981; Lent, Brown & Hackett, 1994 apud Lent et al., 2000; Chemers, Hu & Garcia, 2001). The concept of self-efficacy is important not only because it deals with academic performance, but also because it seems to be sensitive to other factors for example gender – women tend to have lower self-efficacy than men, self-efficacy that in this case also has been shown to influence decision careers (Zeldin, Britner, Pajares, 2008) or race – minorities tend to have lower self-efficacy (Withershpoon et al, 1997)

2.1.2. Self-efficacy and academic persistence

Not only that the relation between self-efficacy and academic performance is positive, but also the one between self-efficacy beliefs and academic

persistence (Multon et al 1991, apud Swanson & Gore 2000; Stoecker, Pascarella, and Wolfle, 1988), therefor as the self-efficacy gets higher, the person's ability to persevere increases, perseverance that can be traced in academic or professional performance (Bandura & Schunk, 1981; Bouffard-Bouchard, 1990; Lent, Brown & Larkin, 1984; Schunk & Hanson, 1985; Cabrera, Nora & Castañeda, 1993; Brown, Tramaynea, Hoxhaa, Telandera, Fana, & Lent, 2007).

Important to mention that academic success is strongly linked to short-term self-efficacy evaluations (Schultz et al., 1992) which lead us to understand that self-efficacy is an *instrument for success* that must be nourished, as it varies in time. We know that in Romania the dropout rate is higher among students after the first year of enrolment (National Institute of Statistics, 2015), and also that, according to Zajacova et al (2005), stress is higher among freshman and it is also linked to self-efficacy; the study outcome state that self-efficacy is a better predictor of academic success (GPS, enrolment status, credits) than stress.

2.1.3. Self-efficacy and career decision difficulties

Academic performance and academic perseverance lead to certain career decisions, decisions that again pass through a filter of self-efficacy, because people become interested in those activities they feel capable accomplishing and in relation to which they anticipate positive results (Lent 1994, apud Morrow, Gore & Campbell, 1996). Self-efficacy influences

undoubtedly the allocated resources necessary for accomplishing a certain task (Bandura & Cervone, 1983, 1986; Schunk, 1991b apud Pintrich & Schunk, 1996). When confronted with difficult situations, individuals with a higher level of perceived self-efficacy will optimally allocate resources and will persist longer in tasks than those displaying a lower level of self-efficacy, but having the same skills. At the same time, people with a higher level of self-efficacy will process information at a deeper level (Pintrich & Schunk, 1996).

According to Brown & Lent (1996), self-efficacy is related to individual's activities, to his/her declarative and procedural knowledge, to the degree of difficulty in a task, and last but not least to the individual's motivation. They have advanced a series of specific strategies designed for those facing career related difficulties, by emphasizing the role of self-efficacy beliefs and expectations concerning the results.

One of these means involves encouraging people with few professional experiences to engage in diverse academic and professional learning experiences, meaning direct, vicarious, and persuasive encounters that underwrites one's sense of competence and capabilities (Lent et al., 1994).

Individuals displaying a higher level of self-efficacy will optimally allocate the necessary resources in order to successfully accomplish a task, while individuals with a lower level tend to avoid

initiating tasks, escape tasks and fail to accomplish them (Stajkovic & Luthans, 1998), therefor it can influence the chances a person have in getting a job from the start, when the person may even not apply for it because of a low level of self-efficacy.

3.   Research Questions

Our study started with five research questions:

Q1. Which is the relationship between self-efficacy beliefs and academic performance after the first-year of study?

Q2. Which is the relationship between self-efficacy beliefs and academic persistence/dropout after the first-year of study?

Q3. Which is the relationship between self-efficacy beliefs and career choice difficulties for freshmen students?

Q4. Which is the relationship career choice difficulties and academic performance for freshmen?

Q5. Which is the relationship between career choice difficulties and students' academic persistence at the end of the second semester?

4.   Purpose of the Study

The purpose of the present study is to research the relationship between career related self-efficacy, career decision difficulties, academic persistence and performance in a sample of first-year students majoring in Communication Science and Public Relations. We have decided to address freshmen as

national statistics indicate the highest level of dropout for this category of students.

5.   Research Methods

The research consists in a correlational study, drawn from a sample of freshmen students from The Department of Communication, Public Relations and Advertising, Faculty of Political, Administrative and Communication Sciences, Babes-Bolyai University in Cluj-Napoca.

5.1. Research variables**:**
   a) *Self-efficacy (5 subscales):* self-assessment, obtaining information, setting goals, career planning and problem solving
   b) *Academic performance:* general grade after the first semester
   c) *Academic persistent,* assessed dichotomic on a yes/no answer for intention to dropout
   d) *Career decision difficulties (10 subscales)*: career readiness (lack motivation, general indecisiveness, dysfunctional beliefs), lack of information (about the process, about the self, about occupations, and about how to access additional sources of information), difficulties related to inconsistent information (unreliable information, internal or external conflicts).

5.2. Participants:

The study was conducted on a sample of 30 first-year students of the Babes-Bolyai University Cluj-

Napoca, majoring in Communication Science and PR, 22 girls, 6 boys, 2 unnamed, aged between 18-23 (m=19.4, SD=1.4). Participation in the investigation was voluntary and anonymous. Participation agreements, data confidentiality and other ethical aspects were assured.

5.3. Instruments:

    5.3.1. Career Decision – Making Self-Efficacy – Short Form Scale; CDMSE-SF (Taylor & Betz, 1983) measures the self-confidence of teenagers to take optimal decisions concerning their own career and presents five subscales: self-assessment, obtaining information, setting goals, career planning and problem solving. The questionnaire contains 25 items (eg items: "How much confidence you have in yourself, so that you can plan your goals for the next five years") is quoted on a Likert scale of 1 to 5 where 1 is "total distrust", and 5 "complete trust". The scale has high internal reliability, with a Cronbach α = 0.881.

    5.3.2. Career Decision Difficulties Questionnaire (CDDQ; Gati, Krausz & Osipow, 1996) assesses difficulties in career decision in terms of three coordinates: the lack of preparation, lack of information and inconsistent information. It includes 34 items grouped into 10 subscales

corresponding to the 10 sources of career indecision. Additionally, this questionnaire includes three additional items: one item requiring participants to indicate whether or not they took a decision on the future career, one item that seeks the trust of the person in the decision and the last item measures the degree of difficulty appreciated by them on career decision. The items of the questionnaire are quoted on a Likert scale of 1 to 9. In the present study, the Cronbach α = 0.859.

5.4. Research design
Method: survey; instrument: questionnaire.

5.5. Procedure
    a. Sample size: 30 students (ages 18 to 22 years, both women and men);
    b. Sampling type: convenience; first-year students pursuing BAs in Communications and Public Relations at Babes-Bolyai University, Cluj-Napoca, Romania;
    c. Evaluations: performed through paper questionnaires filled in by pencil; the questionnaire was self-administered;
    d. Analysis: was performed using SPSS;
    e. Data collection: March 15th 2017

6. Findings

After a reliability analysis (Cronbach α = 0.851), we have computed a single measure for self-efficacy. Despite previous research that showed a strong connection between self-efficacy and academic performance or academic persistence, our finding does not support this hypothesis, as none of the correlations were statistically significant.

	self-efficacy	Sig.
difficulties related to external conflicts	-0.515	0.04
difficulties related to inconsistent information	-0.377	0.04

The results are consistent to other research, as the level of self-efficacy grows, the general difficulties in career decision and mainly the external conflicts tend to lower.

Academic persistence is on the other hand strongly correlates = 0.606 (Sig. = 0.001) with the lack of information regarding career decision difficulties, meaning that as the information level grows, the academic persistence also improves.

6.1.	**6.2.** academic persistence	**6.3.** Sig.
6.4. lack of information	**6.5.** 0.606	**6.6.** 0.01
6.7. professional persistence	**6.8.** 0.471	**6.9.** 0.01

6.10. **Please replace this text with context of your paper.**

6.11. The limitations of the study: A larger number of academic specializations would have been desirable, for a higher batch of students, in order to ensure a higher accuracy in generalizing the obtained results and to increase the level of significance. The employment of a small number of instruments, namely four, was due to reasons of rigorous control and focusing on the dimensions that were of the greatest interest. At the same time, this limitation carries with it the reduced possibility of offering a valid model of determining factors for self-efficacy in choosing a career-path for Romanian students. The study could be extended, in order to ascertain the degree to which personality factors, attributional styles, the level of irrationality, decision-making styles etc., explain the relation between self-efficacy and career-choice.

7. **Conclusion**

The impact self-efficacy has on the academic success in students is, again, not as impressive as socio-economic factors, but as shown in this paper both by the review of the literature and the analysis of the present data, self-efficacy can explain processes that have been overlooked.

Our findings show that self-efficacy is a sensitive measure that has to be included in further studies of academic or professional success.

Curiosity no. 10:

How do teens choose their profession today?

An Assumption:

Career Decision. Motivation. Vocation [65]

The present study proposes to investigate the correspondence between the motivation of choosing a profession and the exigencies that profession brings at an aptitude level to high school graduates who hold the admission exam at FSPAC for the specializations: *Communication and Public Relations*, *Publicity*, *Journalism*, *Media Communication*, *Public Administration*, *Political Sciences*, *Public Health*. The research aims to carry out for case studies. Of the total number of surveyed candidates, half of them opted for a professional specialization in accordance with the vocational skills they are aware of and which they manifest through their professional interests and in our assessment. More than half of the prospective students started in this career decision based on intrinsic motivation.

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[65] Chiorean, Claudia, (2018), Career Decision (between motivation and vocation with FSPAC students), Conference: The Fifth International Conference on Adult Education Education for values - continuity and context, "Alexandru Ioan Cuza" University of Iasi.

Vocational counseling in Romania is one of the topics of increasing interest for the actors of the Romanian education of all grades. Choosing a career is one of the most difficult and important decisions in the life of emerging adults (18-25 years), of students, and the maintenance or change of career decision is the point of interest for university education.

Normally, choosing the right career involves both a process of assessing personality, skills, self-interest, self-confidence (self-efficacy), self-performance, past life experience. It is a process of exploring opportunities related to academic choices, the family, socio-economic and cultural context, the labor market. The conclusions of these investigations should form the basis of a responsible and appropriate career plan, consciously assumed. But, in the Romanian reality, things do not happen this way. Highschool students and university students choose their career on the basis of insufficient or irrelevant criteria ("what they are looking for on the market", "what my mother advises me", "what I find cool", etc.), without seeking or receiving real support, adequate school counseling, so necessary to reach an optimal career decision.

Romanian realities are rather compellingly reflected by statistics. For example, in Romania, in 2012, over 800 students were assigned to only one school counselor, 190,000 university graduates were trained for various domains without a motivated and confirmed labor market demand, 80% of the

graduates worked in a different field than the one they got prepared for, 74% of the people with higher education said they would have chosen another profession if they had had access to vocational counseling during their high school or university studies. The data are taken from the ARACIS and POSDRU websites (the ARACIS study, 2012; the 2007-2013 POSDRU study).

The subject of research

Career Decision – between motivation and vocation with FSPAC students proposes to investigate the correspondence between the motivation of choosing a profession and the exigencies that profession brings at an aptitude level to high school graduates who hold the admission exam at FSPAC for the specializations: Communication and Public Relations, Publicity, Journalism, Media Communication, Public Administration, Political Sciences, Public Health.

According to the statistics, the drop-out rate at the level of the first year of study is the highest in the entire academic process of studying. All the statistics confirm that in Romania there are a small number of graduates working in the field where they were trained (the ARACIS study, 2012; the POSDRU study, 2007-2013). An old, but newly signaled phenomenon is the one of functional illiteracy in the case of graduates who cannot apply the assimilated information in real life and work contexts.

Among the many causes identified or confirmed by studies, one of them is due to the lack of consistency between what students want to do, what they are able to do (between motivations and skills, vocational skills) and what they have to do in a profession.

The objective of this paper

The objective is to explore the interaction between motivational and cognitive factors with first-year students from the Faculty of Political, Administrative and Communication Sciences, and the vocational characteristics required by the professions which these students are trained for at FSPAC. The research approach can be considered an attempt to identify one of the many underlying causes of functional illiteracy in students, of the dropout from the first year and of the professional failure after graduation.

The research aims to carry out for case studies between the first-year students' career decision, the invoked motivations and the specifics of the careers which the Faculty of Political, Administrative, and Communication Sciences, from UBB Cluj, prepares students for.

The Research Design. Theoretical Foundation

Vocational psychology explains, interprets vocational behavior through several theoretical approaches that have become classical: approaches to

person-to-environment correspondence, dynamic approaches to career development, and social-cognitive approaches (Hackett, Lent & Greenhaus, 1991). The common questions that each of the three theoretical guidelines attempts to address are: 1. What personal and environmental factors interfere with career decisions, career involvement and performance, and what factors determine indecision, unsatisfactory decisions and lack of performance? 2. What personal and environmental factors lead to stability or change in the type and level of work a person performs? 3. What are the most effective ways of counseling people with career problems (Holland, 1959, 1973, 1997).

The personalistic/ person-to-person correspondence theory (Holland, 1959, 1973, 1997)

The personalistic/ person-to-person correspondence theory (Holland, 1959, 1973, 1997), which has long established research in the career field, is one of the most influential in the field of vocational psychology. The concepts derived from this theory are assimilated into the general vocabulary, methods and practices of career counseling. Holland (1997) describes his theory as "a structural and interactive one". It is "structural because it organizes vast information about people and occupations" and it is "interactive because it analyzes human behavior and career from the perspective of the permanent person-to-environment interaction" (Holland, 1997).

Holland's theory supports some fundamental principles: people and work environments can be categorized into 6 types (Realistic, Investigative, Artistic, Social, Entrepreneurial And Conventional – RIASEC); people tend to look for work environments that will allow them to implement the characteristics of their vocational personality; Vocational Behavior (Vocational Option, Vocational Stability, Educational Option and School Performance, Professional Competence, Social Behavior, and Susceptibility to Influence) is the result of interaction between personality types and the environment. To these basic ideas are added a series of hypotheses that Holland and his collaborators later tested thus enriching the original theory. The first concept of the six classifications of individuals (Realistic, Investigative, Artistic, Social, Entrepreneurial and Conventional: RIASEC) takes into account the interaction of the personal factors that characterize a particular person and the cultural ones. From this point of view, this theory is consistent with the more recent approaches to career development (Social Learning Theory – Krumboltz, 1979).

Each type of personality from the six proposed by Holland (1956) has a characteristic set of attitudes and skills in relation to environmental problems and tasks. By comparing the attitudes and skills of a person with the characteristics of the types proposed by Holland, the degree of similarity between the person and each of these types can be determined. The more similarities with a certain type are

registered, the more likely it is to belong to that particular personality type.

Still, there are no pure types of personality, Holland claims (1956). Affiliation to one of the types is established in relation to the pattern of the dominant type, for which the highest degree of similarity is recorded, but similarities are also found in the other patterns (of the secondary types). For example, a person may have the highest degree of similarity to the social type, the second, in order of similarity, to the enterprising type, the third to the artistic type, etc. They will become the first in the personality pattern of the person, after which, in descending order of similarity, they will pass to the other types. There are 720 different patterns of personality or repertoires of behaviors that allow for a more accurate and personalized interpretation of data (Holland, 1997).

Between personality and the environment there is an experimentally verified and practically-applicative correspondence in everyday life. Building the hexagonal pattern of occupational environments has started from the idea that people with similar personality patterns tend to associate, to surround themselves with objects appropriate to their work, and to focus on issues that are on their own interests and abilities. Being influenced by the persons who compose them, occupational environments will also exert an influence on them, giving them a specific

arsenal of opportunities and responsibilities. Therefore, environments will favor the development of individuals who can integrate into the environment with common features with them.

There are, therefore, six types of environments – Realistic, Investigative, Artistic, Social, Entrepreneurial and Conventional (RIASEC) – corresponding to the six types of personality. Just like in the case of personality patterns, however, we cannot speak of pure types, but of patterns of specific types of mediums (similar to those of personality).

According to the congruence hypothesis, as we have previously mentioned, a congruence between the type of vocational personality and the occupational environment is needed for career success (Holland, 1959, 1973, 1985, 1997).

Theoretical Applications, Holland's theoretical model, as well as the developed assessment tools allow:

a) identifying the interests of the person;
b) predicting the congruence between the work place and the person;
c) identifying jobs that are compatible with the person (based on DHOC – Dictionary of Holland Occupational Codes and Educational Level).

The study

2.1. The objective of the study is to observe and explore the relationship between the type of personality (of the 6 RIASECs) of a first-year student at the FSPAC

specializations, the vocational characteristics of the profession which he has opted for, and which is being repared in FSPAC (Holland, 1997) and the reasons why he chose one of the FSPAC specializations in the summer of last year.

H1: First-year students at FSPAC / UBB have the specific training required by the professions they are preparing for; There is a great deal of correspondence between their personality type and the vocational profile of the job they want to practice.

H2: For First-year students at FSPAC / UBB, the reasons why they chose in the summer of the previous year are according to their personality type.

H3: There is a positive correlation between the personality type and the vocational profile of the profession in the context of expressing certain reasons.

1. Methodology

1.1. Participants.

The study will use a sample of 28 first-year students, from each of the 7 specializations of the university being randomly selected 4 students.

1.2. Design.

The proposed study has a remarkable design between the psychological profile established by RIASEC (Holland, 1997), the career motivations and the specifics of the professions for which the students are trained in the specializations: Communication and

Public Relations, Journalism, Public Administration, Political Science, Public Health.

1.3. Procedure and tools:

Identifying the personality pattern is done through quantitative methods (inventory of interests). The most commonly used scales for personality pattern identification are available for FSPAC students in CASS + format offered by COGNITROM, Cluj in the form of:

1.3.1. Evaluation Questionnaire of interests (CEI) (date: 25/07/2017)

Test Description: This questionnaire evaluates occupational interests (preferences for certain areas of knowledge or activity). Quoting and interpreting answers: The score is: 2 points for the "I like" option (P); 1 point for the "I'm indifferent" option (I); 0 points for "I dislike" (D). The total score for each of the 6 dimensions is calculated. For each rated dimension, the subject can get the maximum score of 20 and the minimum of 0. The items are grouped according to the grid below.

The results obtained on the questionnaire scales:

- Entrepreneurial interests. Scale Description: They are manifested through preference for activities that allow initiative and the possibility of coordinating their own activity or of a group.
- Social interests. Scale Description: They involve the orientation towards activities that require

interpersonal relationships – preference for teaching or helping people solve various problems**.**

- Artistic Interests. Scale Description: They are manifested by attraction to less structured activities, which require a creative solution and offer the possibility of self-expression.
- Investigative interests. Scale Description: They suppose an attraction for research, investigation in various forms and in various fields.
- Conventional interests. Scale Description: They assume the preference for activities that require the systematic and orderly manipulation of data or objects within a well-organized and defined framework.
- Realistic interests. Scale Description: They are manifested by the tendency to move towards activities involving the manipulation of objects, machines and instruments.

1.3.2. Observing and evaluating educational and career choices, the reasons why they have chosen that particular career path. Here, the data obtained from their motivation letters submitted to the admission file of the previous year are going to be relevant or their direct specifications will be recorded.

1.3.3. Inventory of Vocational Characteristics (Holland, 1997) for each of the professions for which FSPAC prepares students, see DHOC – The Dictionary of Holland Occupational Codes and COR (the 9 groups).

The occupational classification system in Romania is based on the following structure:

- Members of the legislative, executive body, senior public administration leaders, senior officials and officials
- Specialists in various fields of activity are specialists with intellectual and scientific occupations who develop the existing stock of knowledge, who systematically teach and who apply scientific or artistic theories and concepts or who engage themselves in any combination of these activities.
- Technicians and other technical specialists usually carry out technical and similar tasks related to research work and the application of scientific or artistic concepts and operational methods, as well as government or business regulations.
- Administrative staff records, organizes, archives, evaluates and performs informa-tion processing, performs secretarial work on financial operations (domestic), travel arrangements, requests for information and meetings.
- Workers in the field of services provide personal and protective services related to travelers, households, food supply, personal care or fire protection and delinquency, present and sell wholesale or retail goods in stores or similar establishments, as well as at stalls and markets.

- Qualified workers in agriculture, forestry and fishing are engaged in growing and harvesting field crops or planting trees and shrubs, harvesting wild berries and wild plants, breeding, caring or hunting animals, producing a diversified range of products by animal breeding, cultivation, maintenance (conservation) and exploitation of forests, growing or catching fish, cultivating or harvesting different aquatic species (life forms) in order to provide food, shelter and income to themselves and to their families.

- Qualified workers and their assimilates apply specific knowledge and skills in areas relating to the construction and maintenance of buildings, the raising of metallic structures, the adjustment of machine tools or the manufacture, installation, maintenance and repair of machinery, equipment or tools, the execution of specific printing and production processing of food, textiles, wood, metal or other articles, including handicrafts. The works are executed manually or by means of hand tools and other types of tools that are used to reduce the amount of physical effort and time required for specific tasks as well as to improve the quality of the products. The carried-out tasks require an

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understanding of all the stages of the production process, of the used materials and tools, and of the nature and purpose of the final product.

- Installers and machines operators, machinery and equipment assemblers operate and supervise on-site industrial and agricultural machinery and equipment, or remotely control with the help of remote controls, drive trains, vehicles, mobile machinery and equipment, or assemble component parts, according to specifications and procedures. The main activity requires the experience and knowledge of industrial and agricultural machinery and equipment, as well as the ability to cope with the speed of operation of the machines and to adapt to technological innovations.
- Unskilled workers perform simple and routine tasks that require the use of hand tools and considerable physical effort.

The information will be used to make the correlations proposed for analysis in this study. For example, if a person wishes to become a journalist or to be employed as a journalist and opts for the specialization of Journalism, they can be classified as being of the dominant Social type with secondary Artistic, because being a journalist is typical for the Social type (Baban, 2000, apud Holland, 1997).

2. Research Results

The analysis obtained from the research could provide information necessary to optimize the admission criteria for the FSPAC specializations, taking into account the correspondence between the vocational profile of the future student and the vocational profile of the profession for which he is going to opt for admission.

2.1. Journalism

a. Identifying the interests of the person: 1 has social + entrepreneurial interests and 3 have artistic + social interests.

b. Observing the reasons for choosing that career path: Of 4 students, 2 have only intrinsic motivations, 1 has mixed motivations (intrinsic + extrinsic), 1 has extrinsic motivation

c. Identification of jobs compatible with the person (based on DHOC – Dictionary of Holland Occupational Codes):

   • of 4 students, 3 students overlap their interests with Media.

   • 1 student would be more suited to Business or Public Administration.

Partial conclusion:

In the case of candidates for Journalism, 3 of the 4 surveyed students opted for this specialization / profession of journalist, having professional interests appropriate to the field. The available skills, which the candidates believe they have, encourage them to

choose the educational and professional field. So, there is a close correlation between their options and aptitudes when the vocational interest manifests itself. At the level of motivation, the intrinsic motivation, the engine of the long-term actions and of the respected commitments, prevails.

2.2. Public Health

a. Identifying the interests of the person: 1 student has social-entrepreneurial interests and 1 student: entrepreneurial-social interests, 1 student has social-conventional interests, 1 student: social-investigative interests.

b. Observing the reasons for choosing their career path: Of 4 students, 3 have extrinsic motivations, 1 student – intrinsic motivation.

c. Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): out of 4 students, 2 find their professional interests in the Public Health system as experts. The other 2 would be more suited to Administrative or Research Services.

Partial conclusion:

In the case of Public Health candidates, 2 of the 4 surveyed students opted for this specialization / profession of Public Health specialist, having professional interests appropriate to the field. The other 2 have expressed interest in another field according to their aspirations: administrative. At the

level of motivation, extrinsic motivation, of a contextual type, which influences the long-term professional oscillations, prevails.

2.3. Digital Media:

a. Identifying the interests of the person:
  • 1 student: entrepreneurial-social
  • 1 student: artistic-social
  • 1 student has: artistic-entrepreneurial interests
  • 1 student: realistic-social

b. Observing the reasons for choosing their career path: Of 4 students, 3 have intrinsic and extrinsic motivations, 1 student – intrinsic motivation.

c. Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student is more suitable for the field of Digital Media, and 2 only for part of the professions in the Digital Media and 1 for the administrative field.

Partial conclusion:

In the case of Digital Media candidates, 3 of the 4 surveyed students opted for this specialization / profession of digital media specialist, based on the professional interests appropriate to the field, even if 2 out of 3 overlap just over part of the professions in the professional field. At the level of motivation, mixed motivation: intrinsic + extrinsic motivation predominates, which provides a balance in long-term professional choices. When extrinsic motivation

disappears, intrinsic motivation keeps the subject on the chosen career path. The fourth student argued for the professional choice by intrinsic motivation, the motivation that ensures perseverance and professional stability.

2.4. Political Sciences

a. Identifying the interests of the person:

- 1 student: entrepreneurial-social
- 2 students: social-entrepreneurial
- 1 student has: artistic-entrepreneurial interests

b. Observing the reasons for choosing their career path: all students have extrinsic motivation

c. Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student does not fit with the specificity of the profession, 3 are suitable for professions specific to public space.

Partial conclusion:

In the case of Political Science candidates, 3 of the 4 surveyed students opted for this specialization / profession of public specialist based on the professional interests appropriate to the field. At the level of motivation, extrinsic motivation prevails. The association between the political field and extrinsic motivation indicates the instability of the vocational / professional option.

2.5. Public Administration

a. Identifying the interests of the person:

- 2 students: entrepreneurial-social
- 1 student: social-conventional
- 1 student has: entrepreneurial-conventional interests

b. Observing the reasons for choosing their career path: Of 4 students, 3 have intrinsic and extrinsic motivations, 1 student – intrinsic motivation.

c. Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student is suitable for Public Administration, 3 could excel in Business.

Partial conclusion:

In the case of Public Administration candidates, 1 student out of 4 surveyed students opted for this specialization / profession of public administration specialist, based on the professional interests appropriate to the field, while 3 of them stated their vocational interests for the entrepreneurial domain. At the level of motivation, mixed motivation: intrinsic + extrinsic motivation predominates, which provides a balance in long-term professional choices. When extrinsic motivation disappears, intrinsic motivation keeps the subject on the chosen career path. The fourth student argued for the professional choice by intrinsic motivation, the motivation that ensures perseverance and professional stability.

2.6. Communication and Public Relations

a. Identifying the interests of the person:

- 1 student: social-entrepreneurial
- 1 student: artistic-entrepreneurial
- 1 student has: social-conventional interests
- 1 student: social-artistic

b. Observing the reasons for choosing their career path: Of 4 students, 1 student has intrinsic and extrinsic motivations, 2 students have intrinsic motivation and 1 student – extrinsic motivation.

c. Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student is suitable for Business, 2 students – for Public Communication and 1 student for the Administrative field.

Partial conclusion:

In the case of CRP candidates, 2 students out of 4 surveyed students opted for this specialization / profession of public communication specialist, based on the professional interests appropriate to the field, while 2 of them stated their vocational interests for the entrepreneurial or administrative field. At the level of motivation, intrinsic motivation predominates: 2 students have argued their choice by intrinsic reasons, 1 student through mixed motivation (intrinsic + extrinsic), which provides a balance in long-term professional choices. When extrinsic motivation disappears, intrinsic motivation keeps the subject on the chosen career path. The fourth student has argued

his professional choice through extrinsic motivation, the motivation that announces the instability of the professional decision.

2.7. Publicity

a. Identifying the interests of the person:
- 1 student: conventional-investigative
- 1 student: artistic-social
- 1 student has: conventional-social interests
- 1 student: social-conventional

b. Observing the reasons for choosing their career path: Of 4 students, 1 student has intrinsic and extrinsic motivations, 2 students – intrinsic motivation and 1 student – extrinsic motivation.

c. Identifying jobs compatible with the person (based on the DHOC – Dictionary of Holland Occupational Codes): 1 student is suitable for the field of Advertising, 2 students may work in the Public Service area and 1 student in professions requiring repetitive, fixed, investigative activities: police, army, etc.

Partial conclusion:

In the case of Publicity candidates, 1 student out of 4 surveyed students opted for this specialization / profession of advertising specialist based on the professional interests appropriate to the field, while 2 of them stated their vocational interests in the field of Public Communication and 1 student for typical investigative areas.

At the level of motivation, mixed motivation: intrinsic + extrinsic motivation predominates, which

provides a balance in long-term professional choices. When extrinsic motivation disappears, intrinsic motivation keeps the subject on the chosen career path. The fourth student argued for the professional choice by intrinsic motivation, the motivation that ensures perseverance and professional stability.

Conclusion

Of the total number of 28 surveyed candidates, half of them opted for a professional specialization in accordance with the vocational skills they are aware of and which they manifest through their professional interests and in our assessment. More than half of the prospective students started in this career decision based on intrinsic motivation.

A third of them, who do not have the appropriate professional interests and have extrinsic motivation, could explain the percentage of university dropout at FSPAC during the first year of study. Although our study is observative and empirical, it may offer research assumptions for in-depth studies on the causes of university drop-out from vocational-motivational perspectives.

The limitations of the study

This study does not provide a generalized picture of the issues addressed. The quantitative methods and correlative studies would have provided a relevant picture of the relationship between motivation and vocation to first-year students from the Faculty of Political, Administrative and Communication Sciences.

Curiosity no. 11:

*Are there negative consequences
in the process of adapting to technology?*

An Assumption:

***Functional Illiteracy. Journalism. Ex.: First-Year Students*[66]**

The study on *First-year Students' Functional Illiteracy, Journalism* measured the correlation between the problem-solving capacity in new contexts as an expression of functional illiteracy in emerging adults – first-year students, Journalism – and academic performance. Problem solving is one of the indicators of functional illiteracy. Worldwide, functional illiteracy is distributed heterogeneously, practically this problem is being recorded in all countries that have not developed high-performance education systems.

1. Theoretical foundation

The definition of "illiteracy" given by UNESCO (1958) focuses on writing and reading skills: "a person is illiterate if they cannot write and read and

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[66] Chiorean, Claudia, Functional Illiteracy With First-Year Students (18-25-Year-Old Adults), In Journalism, Volume LXIII, Pagina: 25 – 35, 2018, The European Proceedings of Social & Behavioural Sciences EpSBS, ISSN: 2357-1330

cannot understand a simple statement that is related to their everyday life". Between 1960-1970, the discourse regarding illiteracy as a social problem, to which socio-educational policies had to be designed to combat this scourge, was increasingly emphasized. Besides this, the eradication of illiteracy was also seen as a condition of economic growth and social development, an idea developed at the World Congress of Education Ministers, as well (1965).

At the same time, it was considered important to tale into account assumptions about "functional literacy": "literacy must be considered not as an end in itself, but as a means of preparing man for a social, civic and economic role that goes beyond the limitations of rudimentary literacy." In 1978, UNESCO launched the definition of functional illiteracy, also valid today, and operationalized as follows: "A functional illiterate person is a person who does not have the science of books to start those activities that will ensure his/ her effective functioning in the group or community he/ she is part of in order to develop personally and socially." The concept of "functional illiteracy" is not assimilated under this title in all countries.

The problem of literacy continues to be present in the discourse of specialists today as well. For the case of Romania, the problem is far from being solved. If, in the Communist period, the indicator of the literacy rate was 99%, today we sadly find out that illiteracy

makes its presence felt. According to the data provided by the National Institute of Statistics , the result of the 2011 census shows that illiteracy in Romania has increased.

A functionally illiterate person is one who does not have educational, linguistic and numerical skills. Functional illiteracy is defined as a person's inability to effectively use the skills related to: writing, reading, counting, making simple computer applications, responding to requests on solving current situations. It is also appreciated that these people have difficulties in understanding written and auditory messages. In a broad sense, functionally illiterate people do not understand the content of a form and how to fill it in, do not understand prescriptions or simple usage instructions of different purchased items, do not understand the written press, cannot follow the map, do not know how to use a dictionary, do not understand the signs of circulation, do not under-stand the meanings of the usual lexicon, they know the terms but cannot place them in a valid context, do not answer questions related to the given subject, rephrase poorly, give erroneous explanations related to a subject, do not understand the meaning of the TV discourses, of verbalizations presented as recommen-dations in "to do", "to execute", "to apply", etc.

At the level of a social problem, functional illiteracy as a process results from the number of early school leavers, the number of adults who do not

follow any form of training after having graduated from the compulsory school level, from the poor results in PISA and IASL evaluations, from the low results in national and international school exams, from the low number of adult educational programs and of educational programs that do not meet the needs of social development.

Worldwide, functional illiteracy is distributed heterogeneously, practically this problem is being recorded in all countries that have not developed high-performance education systems. According to the statistics made by HDR (Human Development Reports) in 2009, the percentage of functional illiteracy in the age group 16-65 is as follows: 23% in the USA, Mexico 43.2%, Australia 17%, Norway 7,9%, New Zealand 18,4%, Sweden 7,5%. In our country, 40% of the 15-year-old students was identified as illiterate. In 2008, at the level of the countries in the European Union, 50% of the secondary school graduates were rated as functional illiterates.

2. Causes

At microsocial level, the following causes can be identified: social disadvantages following models of poor family education where the erroneous placement of social roles within the family generates identity perception disorders, personality disorders, personal constraints in social behavior due to the acquisition of sets of erroneous social values, escape from or refusal of individual and collective

responsibility, poor motivational system, erroneous expectations of personal implications in social development according to the model, "I do not need to know, there are others who will do it for me", "I'll find someone who will solve this for me", "Why should I know?", negative social model, erroneous perceptions about the necessity and importance of knowledge, the destruction of the system of values, the development of deformed social behaviors following the devaluation and social functioning according to the explanatory model derived from the analyzes "cost-benefit", socio-behavioral and educational deviations, individual and social addictions.

At macro-social level, functional illiteracy is supported by: social precariousness and vulnerabilities impacting the family nucleus (poverty, unemployment, welfare state deterioration, family dissolution, family conflicts, family violence, dramatic family events, etc.). All this causes the individual's attention to move away from the need and importance of personal and social development to the possibility of emerging from the crisis by following the action model, i.e. crisis intervention and problem solving in a very short time frame, without considering the actions with a preventative and sustainable role.

The picture of this analysis is complemented by other descriptions of elements that make the object status/ role at the level of a multicultural social group:

the place and position of the person within the majority ethnic group, in the membership group, workgroup, cohabitation group and their group of friends. The derivative issues are: marginalization, exclusion, stigmatization, isolation, labeling with direct and major implications on the person (low self-esteem, uselessness, demotivation, social activity of mechanic type, etc.).

Beyond these projections, the factors which are within the educational system are also taken into account. Poor learning conditions lead to imbalances regarding the quality of the acquired acquisitions and their long-term importance. Thus, overloading pupils with additional school tasks for each subject without an assessment of the pupil's performance leads to fatigue, repulsion to the subject, and implicitly to the school curriculum. The absence of an education centered on the pupil and on his/ her needs, the lack of progressive assessment of skills and the channeling of education on cognitive acquisition to the detriment of the development of applicative instrumental skills, facilitate the student's lack of interest in discovery and in their personal involvement in knowledge. To these can be added the causes which are extrinsic to the pupil's personality: poor or absent didactic means, didactic methods which are inappropriate to the contents, the poor personality of the didactic staff, poor management of the educational environment, etc.

The study that identified characteristic elements of the analyzed phenomenon was carried out by the Center for Evaluation and Educational Analysis . One of the conclusions showed that, although Romania's gross domestic product has grown since the revolution, the population's poverty stood at a constant level. And the explanation lies in the fact that adults are too poorly trained to succeed in getting well-paid jobs. Lack of professional training comes from the state of the education system, from pre-school to post-graduate education.

The CEAE study concludes with the idea that the decline in functional illiteracy "can be achieved not only through support programs, but also by structural reforms in the education system." From the point of view of reforms and time-consuming programs, Poland is exemplary, since it needed almost a decade to reduce the functional illiteracy rate among adolescents from 22% to 14%. Given that in Romania this percentage stands at 42%, the duration of its decrease to 35% is estimated at 8 years by the Center for Evaluation and Educational Analysis, but only with the implementation of a package of reforms involving – among others – introducing standardized national assessments, pupil-centered education, continuing education programs even for teachers and an objective evaluation of their contribution to the educational process.

3. Research Design

The study on First-year Students' Functional Illiteracy, Journalism measured the ability to solve general (PISA) and journalistic issues (drafting tasks) in new contexts. Problem solving is one of the indicators of functional illiteracy. The tests applied to first-year students of Journalism were: Pisa-2013 Test (intended for 15-year-old students) and a task specific to Journalism: identifying the relevant content elements of a news story (according to Laswell's communication theory: who? what? where? when and why?) and making a journalistic statement in a new context based on those 5 previously identified fundamental content elements. This study was conducted at the beginning of the second semester of the current academic year on first-year students, studying Journalism.

3.1. The objective of the research:

Establishing the correlation between the problem-solving capacity in new contexts as an expression of functional illiteracy in emerging adults – first-year students, Journalism – and academic performance.

3.2. The objectives of the research:

– Identifying the problem-solving capacity in 18-20-year-old first-year students, studying Journalism, through PISA tests (PISA 2013) and journalistic writing (identification of significant content elements from a piece of informative news and their integration into a new journalistic statement by changing the context).

– Predicting the type of correlation between problem solving and the academic performance achieved by first-year students, studying Journalism, at the end of the first session of the current academic year.

3.3. Research assumptions:

• Solving the requirements of the PISA 2013 test (International Student Assessment Program).

• Students' selection of relevant information from a text (news) from the traditional / new media.

• Students' realization of elemental cause-effect reasoning after reading some texts (sources of information) about a press event.

• Writing a new text (news) of informative value based on previously obtained data.

• Correlating the results obtained in the PISA 2013 tests, in the Journalism test, to the academic performance.

4. Research Methods

The research method was the correlation study. The pilot study was conducted on a segment of 28 first-year students, studying Journalism, aged 18-20.

4.1. Measured variables: Responses to the PISA 2013 tests, Selecting the relevant information in a text, Basic cause-effect reasoning from a text in the media, Writing a journalistic statement in a new context.

5. Obtained results

At the PISA 2013 Test, the following results were obtained:

- Mathematics: out of 28, 4 students fully solved the 3 requirements.
- Reading: out of 28, 12 students fully solved the 3 requirements.
- Problem Solving: out of 28 students, 17 students solved the problems.
- Science: out of 28 respondents, 6 students answered correctly.

At the Journalistic Requirement students achieved the following results:

- In requirement 1, whose purpose was to check comprehension, 6 significant elements of content had to be identified (6 elements: who, what, where, when, how, why?).
- 6 recognized elements – 3 students, 5 recognized elements – 5 students, 4 recognized elements – 10 students, 3 recognized elements – 6 students, 0 recognized elements – 2 students,
- In requirement 2, which aimed to draft a new journalistic statement, students responded using the previously discovered content items: 13 students and 15 failed to create a journalistic statement with a message other than the original one.
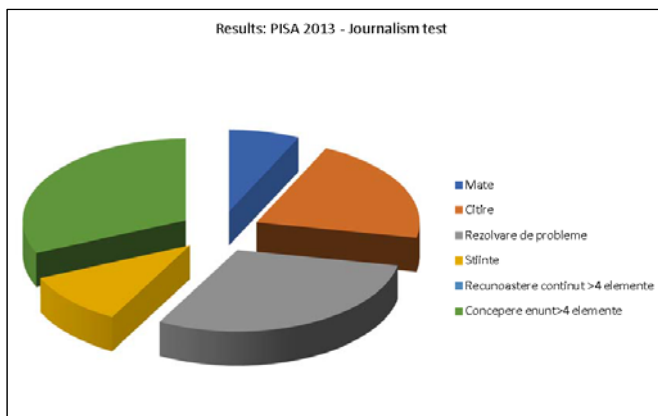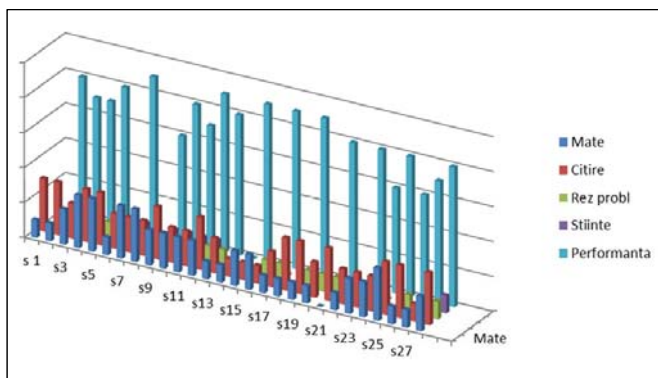
5. 1. Tables

Fig. 1. *Rezults Pisa 2013*

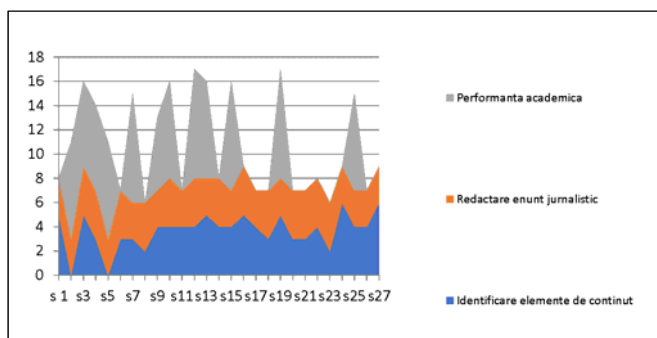**Fig. 2.** *Correlations The Pisa Test – academic performance*

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Fig. 3. *Journalistic abilities – academic performance*

6. Interpretation of results

The results of the study showed that out of 28 respondent students, 4 students fully completed the tasks required by the Pisa test in mathematics, 12 students in reading and 17 in problem solving. The tasks contained in this type of tests are practically-applicative. They ask the respondent pupil / student to translate them into real life not apply them in a given context.

Romanian students, tributaries to a theoretical education system, are not able to use the information received in school in real life contexts. The mathematical tasks put them into difficulty, although the requirements involved life experiences that each of them had: walking on the mountain, walking, time-distance or time-speed-distance ratio. Mathematics is one of the most often rejected subjects by the students

of the Romanian school, despite its practical and applicative character. This little performance is explained by the fact that these problems are being studied in schools, starting with the primary cycle, without insisting on connecting these problems with the child's living environment, on their usefulness in adapting each of us to the environment.

At reading comprehension, less than half of them answered correctly, which proves that the exercise of reading, practiced in first classes, has made it easier for them to understand the text and the reading context. In the problem-solving test, the performance was the highest: just a bit over half of the students (17 out of 28) successfully solved the proposed tasks. The practical-applicative character of the task, contextualized in the form of a life experience, without resorting to the theory of a specific field (as it happened in mathematics or in science, for example), managed to awaken the interest and the attention of the students, who responded to this challenge.

The last area in which work tasks were designed was science. Like mathematics, it raised difficulties for the questioned students. The joining of the laws of physics, which they learned about in the years of the gymnasium study, with the facts of life, went beyond the usual methodological framework of learning from the Romanian system. Students failed to contextualize and resolve the test requirements. Like the rest of the tasks, the entire test was designed for

the level of development and of knowledge accumulation specific to the age of 15 (the age for which PISA tests are designed).

As far as the specific study requirement is concerned, 11 students out of 28 fully complied with the requirement to recognize the fundamental content elements and created a new journalistic content, as directed.

Considering that 17 of them had the capacity to solve problems and 11 responded to the journalistic requirements, the overall percentage would have been around an average coefficient. But among the 17 students who solved problems, not all the 11 students who solved journalistic requirements were found. The students who found themselves in both categories were 9.

In conclusion, out of the 28 students who underwent testing, 9 managed to solve, according to the requirements, the tasks received in the two types of testing. If we compare the results of the pilot study conducted by us and the results obtained by Romania at international level, we see that the proportion tends to be constant. One third of the students were able to adapt to requirements under their age of learning (PISA Tests) and for their age and specialization (journalistic requirements), while at national level, 40% of the 15-year-old highschool students proved to be functional illiterates in the statistics of the last years.

6.1. The correlation with academic performance

The correlation between the PISA results and the students' academic performance after the first semester showed that the 3 students who completed the reading comprehension requirement also have good results after the first session of exams in their lives as students of Journalism. There isn't a directly proportional correlation between the rest of the fields and their academic performance. The correlation between the results achieved in the journalistic requirement and the academic performance after the first session captures an interesting phenomenon: out of 28 surveyed students, only 3 identified correctly and completely the requested content elements, while for the second requirement (writing the news in a new context) 13 students used the previously requested elements in the first requirement, and made a new content. The conclusion here is that students automatically learn through repetitive exercises to produce journalistic content. The good grades from the winter session confirm that they are concerned about their academic training. But when they are faced with new content, the detachment of the relevant elements, involving a critical, analytical thinking effort, is a difficult exercise to solve.

Conclusions

The subject analyzed by this pilot study is only a preamble to extensive scientific research that can evolve both from the perspective of the communicational space and from the perspective of the

educational field. The problem of functional illiteracy is not specific to a certain age segment, since it affects all age groups regardless of their urban or rural background. The need for cognitive acquisitions and their importance for social, cultural, personal development are elements that policy actors in education (teachers, ministers, legislators) have to mark as being of utmost importance. In every act of human knowledge, it is relevant what must be known, how it must be known, and the reason for which something must be known by every age category. In this context, these often-found statements start to get axiomatic value: A man without training and education is an incomplete man and a society without education and training is a lost society.

7. Annexes

The test applied to the first-year students, in Journalism

1.The PISA 2013 test

Mathematics

Question 1:

Tourists can climb Mount Fuji only between July 1 and August 27 each year. About 200,000 people climb Mount Fuji during this period. On average, how many people climb the mountain every day?

    a) 340

    b) 710

    c) 3.400

    d) 7.100

    e) 7.400

Question 2:

The road that goes up Mount Fuji, Gotemba, is 9 Km long. Tourists should return from their 18-km hike by eight o'clock. Toshi estimates he can climb the mountain with an average of 1.5 km / h and that he can come down twice as fast. The speeds he has taken into consideration include meal breaks and rest. Starting from Toshi's speed estimates, which is the latest time he can go on the mountain so that he can return to the base by eight o'clock in the evening?

Question 3:

Toshi had a pedometer on him to number his steps as he walked along the Gotemba path. The pedometer showed him that he made a total of 22,500 steps in climb. Estimate the length of Toshi's steps during the 9-km climb, which is the length of the road.

Write the answer in centimetres.

Reading

Attention to people allergic to peanuts, for lemon cream biscuits

Manufacturer's Name: Fine Foods Ltd.

Product information: Lemon cream biscuits weighing 125 grams (expiry date: June 18 and July 1)

Details: Some biscuits may contain pieces of peanuts that do not appear on the ingredients list. People who are allergic to peanuts should not consume these biscuits.

What actions can the consumer take: If you purchased this product, you can return it to the store where you bought it from and you will be refunded. For further information call 1800 034 241.

Question 1: What is the purpose of this announcement?

a) To advertise the lemon cream biscuits.

b) To inform consumers when the biscuits were produced

c) To warn consumers about the biscuits.

d) To explain where to buy the biscuits

Question 2: What's the name of the company which produced the biscuits?

Question 3: Why does the announcement include the expiry date as well?

Problem solving:

It's Alan's birthday party. Seven people are coming: Amy, Brad, Beth, Charles, Debbie, Emily and Frances. Everyone will have dinner at a round table.

The table arrangement must meet the following conditions:

Ami and Alan must sit next to each other

Brad and Beth must sit next to each other

Charles must sit near Debbie or Emily

Frances must sit near Debbie

Amy and Alan should not be seated near Brad or Beth

Brad should not be seated next to Charles or Frances

Debbie and Emily will not sit next to each other

Alan is seated next to Debbie or Emily

Amy should not be sitting next to Charles

Arrange invitations for the right places at the table so that they meet all of the above conditions.

Science:

A bus goes on a straight road. The driver, Ray, has a glass of water on the board. Suddenly, Ray brakes.

What is most probably going to happen to the water from the glass?

a) the water will remain unshaken

b) the water will be spilled on part 1 of the glass

c) the water will be poured on part 2 of the glass

d) the water will spill but you cannot know the side of the glass

Answers Pisa 2013

Mathematics:

1 – C; 2 – 11 am; 3 – 40 cm.

Reading:

1 – C; 2 – Fine Foods Ltd.; 3 – The expiry dates identify the productions of biscuits that are affected.

Problem solving: Alan-Amy-Emily-Brad-Beth-Charles-Debbie-Frances is one of the 11 possible solutions.

Science - B

Journalistic request:

The news of the day:

Simona Halep (5 WTA) qualified on Tuesday morning in the finals of the Miami tournament after a fabulous comeback against Australian Samantha Stosur. Led by 6-4, 5-2, the Romanian saved a match ball, won the second set with 7-5, and in the decisive set did not give any chance to the opponent, winning, score 4-6, 7-5, 6-2, after two hours and 10 minutes.

In the quarter-finals, Simona, who equaled her personal 2016 Miami performance, will play against Johanna Konta, the 11th world player and the 10th favorite player of the tournament, in a match she will not be allowed to make mistakes from the first two sets of the game with Stosur.

• Identify the relevant elements in the news:

Answer: No = 6

Who? Simona Halep; What did she do? She got qualified; Where? In Miami; When? On Tuesday morning; How? She defeated Australian S. Stosur with 4-6, 7-5, 6-2,

after two hours and 10 minutes; Why? To get to the quarter-finals, where she is going to play against Johanna Konta, the 11th world player and the 10th favorite player of the tournament.

• Using the relevant elements in the above news, make another journalistic statement, in a new context, with other meanings and another message.

Answer: For example

In the finals of the tournament in Miami, Simona Halep (5 WTA) won on Tuesday morning in front of Australian S. Stosur with a score of 4-6, 7-5, 6-2, after two hours and 10 minutes of fabulous returns, which assured right from the start the meeting in the quarter-finals with the British Johanna Konta, the 11th world player and the 10th favorite player of the tournament.

or

In the finals of the Miami tournament, Simona Halep (5 WTA) struggled to defeat Australian S. Stosur on Tuesday morning with 4-6, 7-5, 6-2 so she could meet in the quarter-finals the British Johanna Konta, 11th world player and the 10th favorite player of the tournament.

Curiosity no. 12:

Is it necessary to study Digital Media specialization?

An Assimptom:

Digital Media. A University Specialization[67]

In 2015 the Department of Journalism / FSPAC / Babes Bolyai proposed the introducing of the Digital Media specialization in the Classification of Occupations in Romania (COR), in total agreement with the European Qualifications Framework. The specialization was nationally certified in line with the provisions of the European university education. The Digital Media specialist qualification was imposed as academic preparation necessary to correlate with the actual communicative environment.

1. Introduction

In 2015, Babes-Bolyai University, through the Department of Journalism FSPAC, proposed introducing a specialization in Digital Media in the National Framework of Qualifications in the Romanian Higher Education in total agreement with the European Qualifications Framework. The specialization has

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[67] Chiorean, Claudia, (2016), Conference: International Conference on European Integration – Realities and Perspectives, Universitatea Danubius Galati.

been certified nationally in agreement with the European provisions in the field of higher education. The qualification of Digital Media specialist was imposed as a necessity in order to correlate academic background with the current specifics of communicational environment in the labor market. Developing Bachelor performance would generate a real contribution to the local, regional and national development from a social, economic, cultural, and political point of view, by involving in reality, according to community needs. Compatibilization with European programs aimed at aligning to the latest directions at a European and global level – this being the first program of this kind in Romania. The number of new programs in this communicational sphere has increased in recent years (Link University, Rome, Leuphana/ Hamburg University, Luneburg, Cardinal Herrera University, Valencia, University of Stirling, Scotland, Dublin Business School), due to the growing demand for specialists in communication and media production adapted to the digital/ Web environment.

2. Labor market needs

The conclusions of the DESI reports (Digital Society and Economy Index) [68] and "Cloud computing for business yet to go mainstream in the EU" published by the European Commission, respectively EUROSTAT in 2016, show that Romania occupies the

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[68] http://ittrends.ro/2016/03/sigur-ca-avem-nevoie-de-alfabetizare-digitala/

last position in the ranking of European Union countries, although we are praised for having made progress and we are included in the peloton of Catching-Up countries, with growth above the European average.

Romania's digital value registers an overall score of 0.35 and it ranks #28 of the 28 EU Member States. Looking at the 5 Directorates analyzed by DESI, we can identify Romania's position in relation to the average of the countries from the Catching-Up cluster and to the EU average: *Connectivity* – with a score of 0.5 (position 23 on the EU whole) is approximately equal to that of the cluster average (0.51), but it is still below the EU average (0.6). Human capital / digital skills – only 52% of Romanians regularly access the Internet, compared to an average of 76% in the EU. Almost a third of Romanians have never opened an Internet browser, thus being last in the EU ranking, with only 26% of digital skills. From the perspective of labor, we are not in a better situation either, for only 46% of the working population possesses digital skills, which can represent a barrier in the economic development of the country.

Regarding IT specialists, we stand at #21 among EU countries, with only 2.7% IT-ists from the total labor market. STEM graduates (Science, Technology and Mathematics) are slightly better positioned because, with a Romanian population of 1.7% aged between 20 and 29 years, we are ranked #15 among

EU countries. According to DESI, 67% of Romanians read the news online, 46% listen to music or watch movies online, 36% download movies online, and 42% communicate on the Internet. The best positioning is recorded in using social networks, where for a sector of the population between 16 and 74 (?!) we are on the 3rd place in the EU, with an index of 78% compared to the European average of 63%.

But although we like to waste much time in social media, 9.6% of us regularly use online banking and 18% buy from the Internet, which disqualifies us again and takes us down to positions 27 and 28 in the EU. The integration of digital technologies is another DESI way of evaluating which does not favor us. The average of 0.2 brings us again in the last position, far from the EU average (0.36) and from the average of the cluster countries (0.31).

In the case of public digital services, the average of our index value is of 0.33 and we stand in 27th place, far from an average value of 0.55 in the EU. The adoption of online technologies in public services is the main source of cuts in public spending. We recorded rates of 8% for the number of eGovernment service users, the index of 5.5 (in a ranking from 0 to 100) and 54 (from the margin of 0-100) for use online forms. We have a surprise here, and not for positioning, but for using as a metric factor of openness to Open Data. Here we are awarded a score of 435, well

above the EU average of 351, and in real progress compared to last year (score 270), which propels us to an unexpected 9th place in the European rankings.

3. What does the digital media specialist look like in employers' conception?

Because this area is very diverse and constantly changing, there are notable differences influenced by many factors: type of company (agency or client), type of job (entry-level, middle-level or senior), company size and capital, type of project. We can talk, however, of a basic set of skills that is found in all employment ads and which is applicable or transferable in various situations:

Copywriting skills – an employee in social media, even if they are just getting started (especially if they already have relevant experience) should know how to write. And not anyway, but adapted to the profile and to the public of the company, to the organizational culture and, of course, to the promoted product/ service.

Mix between creativity and analysis – despite the general opinion that Social Media is only a bohemian and creative environment, Social Media means numbers, statistics and reports too. You have to master several tools which are useful in order to measure the impact of your bohemian and creative messages and to improve your results and future campaigns.

Basic knowledge of Photoshop – you cannot always work with someone specialized in design e.g. for the visual of an Ad for the Facebook page, so it is better to know some of the basic functions of Adobe Creative Suite – Photoshop, Illustrator, InDesign, etc.

Good understanding of social platforms – this requirement is always in first place and is justified by the fact that social media platforms represent the specific working environment. It is imperative to know what Facebook, Google+, Twitter, Instagram and the rest of platforms in vogue mean. Furthermore, it isn't necessary to know how each interface looks, but only what type of promoting messages are catchier on each of them and who their public is.

Understanding consumer behavior – requires knowledge about the kind of target audience the company has. It is a useful thing to study the behavior of this target audience in detail, both in statistics and in practice.

Tracking the changing algorithm of social networks – this means a daily update on the existing information on the previous day. Social Media is a dynamic environment, where rules are created only to be broken by those who think out of the box and who come up with daring proposals and engagement generating ideas.

4.   Jobs and responsibilities in Social Media

Jobs in Social Media are sought especially by young people, who find these career opportunities attractive for several reasons. One of them is that these jobs are cool. This gives a certain status and is controlled by instruments of the new technologies. This brings us to the second reason, namely the interest of Generation Y (people born after 1990) in everything related to tech, gadgets, applications, platforms and social networks. Another relevant reason would be the possibility of establishing a flexible schedule, which enables working from home on their own laptop / tablet connected to the Internet.

A search on the major portals by the "Social Media" keyword brought more than 400 results, a number that is growing. Why? Because all companies, large or small, from various industries, are moving online and they need people to help them communicate through all tools and social networks. Moreover, it must be taken into account that many jobs in other departments include specific Social Media tasks, so learning this set of tasks can help on several levels.

Search by the "Social Media" keyword takes you to a variety of career opportunities in various fields and in various companies. The top of the most common positions in job ads is: Social Media Manager, Social Media Specialist, Online Manager,

Head of Digital, Content Manager, Community Manager, Online PR Consultant, Web Copywriter, Social Media Director, and Social Media Analyst.

Social account management – this involves content monitoring and developing for company or brand sites on social networks like Facebook, LinkedIn, Twitter, Instagram, Youtube, Pinterest, etc. This is, without exception, the main task of a job in Social Media. An employee in Social Media must constantly meet the process of monitoring, must know their target audience, must evaluate how communication takes place between the company and its client / partner / sponsor. It is best only one person to handle all accounts for there to be unity in terms of content, addressing or regularity in posting messages.

Posting and reviewing content – after carefully and accurately establishing your target audience, it's time to give green light to communication. And because you know in detail your "interlocutor", messages will necessarily be custom tailored to the company's profile and to the user, of course. You will have to adjust the same message to each of the social networks in part, depending on their needs and on what the user expects to find there (images, videos, smaller-or-larger-sized texts, etc.).

Monitoring the brand and competition – A useful tool for this process is Facebrands.ro - Romanian brands on Facebook, which allows the registration of your Facebook page managed in the system and gives

you charts and detailed insights about Facebook pages nationwide. The most important thing is to know at any time how you position yourself in the market. And, of course, to know your company and your products. In order to define a target audience and to be able to edit personalized messages, a specialist in social media needs to know everything about the promoted products / services. Competition also plays an important role in employee's responsibilities in Social Media – you should report yourself correctly to the competition and you should improve your communication quality depending not only on trends, but also on what those in the same field as you do.

Conducting and monitoring campaigns – here you need knowledge of Facebook Insights – Tool Monitoring audience provided by Facebook, Facebook Ads Manager – which allows you to perform and monitor ads in which you invest from your Facebook page and Google Analytics – the most complex tool of tracking traffic on your website. Promotion campaigns can be so complex and diverse that, without some precise measurement tools, you could never know their real impact. Monitoring a campaign already takes place beginning with its planning time and ends along with it. It is followed by producing an evaluating material, which necessarily results in a list of key information on which you are going to build the next campaign. This dynamic environment is

learned and mastered only through practice and only from mistakes, so do not be afraid to experiment.

Conversion management – for example HootSuite is a complex tool that can help in this direction – it provides a set of results for all the pages which are managed in the same place. Reports, data about the target audience, results – they are all centralized and secured on a single platform. Communication with the public requires a mandatory feedback. After all, this is the main benefit of online environment – the speed with which information circulates. The public can be made loyal if somebody answers and demonstrates that behind the keyboard there is not a soft or a robot, but a person with whom they can identify. Another very useful platform is Zelist Monitor, which monitors blogs, sites of the most popular social networks in Romania, online publica-tions and forums in order to keep up with the main discussions in the online environment of the field of interest.

In terms of the time spent in the office by an employee in Social Media, things are as good as possible. 59% of the time is spent daily in the office by a person with responsibilities related to Social Media. This is influenced by the fact that many of the activities can be performed from the comfort of their own home, in front of a laptop with good Internet connection.
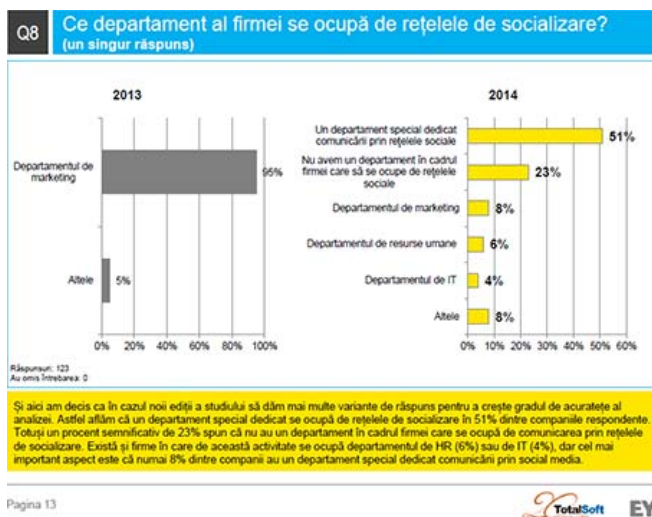
5. Which companies in Romania offer jobs in Social Media?

Because it came to companies, this aspect must be also explained in details: which are the companies that offer jobs in social media? Basically, any company that makes its presence felt in the online environment and which chooses to promote itself using the tools provided by this environment. Mainly in companies from fields like FMCG, Banking, E-Commerce and Telecom that invest heavily in promoting and in increasing awareness. Here, we can also add the digital firms. Jobs in Social Media are frequently opened in media or advertising agencies, which constantly need creative people to promote their products and services and to bring customers to them.

Another benefit in this field is that it lets you offer your services as a freelancer in Social Media. Of course, this is possible only after you have accumulated the necessary experience, after you have developed a portfolio full of successful campaigns, and after you have received some valuable recommendations. As a freelancer, projects get to you in most of these cases by the above mentioned recommendations, which come from the customers you have previously worked for and who you offered some good results.

Over 70% of the jobs are in Bucharest, followed by cities such as Iasi and Cluj. An interesting aspect is highlighted by dividing according to the number of

employees of a company that offers social media jobs: almost half of all jobs of specialists in Social Media are provided by small businesses with up to 10 employees. On the other hand, multinational companies with over 1,000 employees have a rate of 9% of all jobs of specialists in Social Media in Romania.

* *The Social Media si Mediul de Afaceri Romanesc*
study made by EY Romania [69]

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[69] http://www.hipo.ro/locuri-de-munca/vizualizareArticol/1579/Job-uri +si+Salarii+in+Social+Media+Tot+ce+trebuie+sa+stii+daca+vrei+o +cariera+in+domeniu

6. How did the Department of Journalism FSPAC come to meet the need?

In the context of increasing demand for specialists in creation / design / communication in the digital environment, the Bachelor specialization in *Digital Media* in the field of Communication Sciences offers initial training at university level for online media editors, publishers, multimedia, managers of content in the online environment, internet researchers, audio-video producers, audio-video editors, video-journalists, web-page designers, graphic designers of interactive elements, account social media managers, online media monitoring specialists, online digital media consultants. The courses offered by the program aim to prepare graduates for new occupations, previously covered by other programs of study at undergraduate level in the field of Communication Sciences.

The program of study / specialization in *Digital Media* within FSPAC is based on the correlation between the learning results and the academic qualifications. The following subjects were proposed for study:

1st semester: editing techniques in Digital Media, introduction to media studies, media and popular culture, visual culture, editorial design, editing in specialized languages, genres and formats in digital environment.

2nd semester: digital platform, audio-video montage, photo editing, radio journalism, TV journalism, photojournalism for digital.

3rd semester: automatic data collecting, graphic design and interfaces, content management systems, online marketing, new media theory, socio-dynamic communication.

4th semester: communication on mobile devices, data journalism, multimedia, European media legislation, media psychology.

5th semester: entrepreneurship in Digital Media, online communication, media ethics and deontology, alternative media, European journalism, interactive narratives, research methods in digital media.

6th semester: media analysis, animation and visual effects, crowdfunding and crowdsourcing, film criticism, musical illustration, online PR.

The expertise grid has been developed to meet the specificity of posts which require specialist skills in Digital Media. Thus, graduates of this program are able to use fundamental concepts specific to Digital Media by acquiring specific knowledge and skills which enable them to work efficiently in the digital communication space.

In the research activities of the *Digital Media* program, the target is to stimulate the development of multimedia innovative interactive products for the Web by investigating the success of the formats proposed by media producers in the global market,

by checking the institutional context, their structure, the technical specifics of production, the promoting methods and the consumer reactions.

7. What about the negative effects of Digital Media?

Recent studies demonstrate more and more obviously the occurrence of adverse effects – such as addiction to media – at the moment of excessive use of online media tools.

Dependence on online media is registered in the collection of types of chemical or behavioral addiction. Among the behavioral manifestations the following are registered: restlessness, sadness, lack of sleep and concentration, mood disorder due to banal conversations. One can get very easily to feelings of emptiness and anxiety, tiredness, irritability, and decreased interest in formerly enjoyable activities, such as sex or meeting with friends. In the long term, all these lead to social isolation and even depression.

Among other negative effects impaired human brain damage is also part of this. "And what the Internet seems to do is to end up in pieces my ability of concentration and contemplation. Whether I am online or not, my mind now expects to receive information as the Internet distributes it: in a rapid stream of particles. Once I used to be a diver in the sea of words. Now I'm floating on the surface as if I was riding a Jet Ski." (Carr, 2011)

Gigi Vorgan along with Gary Small, professor of Psychiatry at UCLA and director of the Memory and Aging Centre of the University, studied the physiological and neurological effects of the Digital Media use, noting that the Internet causes massive changes in the brain: "The current explosion of digital technology does not only change our way of life and communication, but it also quickly and profoundly alter our brain" ... "it stimulates brain cell alteration and the release of neurotransmitters, gradually strengthening new neural pathways in our brains, while weakening the old ones".[70]

Another negative aspect is linked to security in the online environment. The risk of exposure in the online environment is high and uncontrollable. Data security can only be done by raising awareness about the reality of these risks.

In this confrontation, the solution proposed by academic specialization is to inform about the risks and educate in order to use organically, rationally, and consciously the opportunities offered by the whole Digital Media system.

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[70] Ibrain, Surviving the Technological Alteration of the Modern Mind, 2009, William Morrow Paperbacks; 1 edition (October 6, 2009)

8.   Let us not forget the positive effects

Good news is that the Internet stimulates brain functions. More and more researchers argue that users of digital technology are characterized by a more developed thinking. Contemplation helps us to combat stress and to be more connected with the people around us. Access to information and to lines of communication brings us great benefits.

However, accessibility and practicality are issues for people with disabilities. Bridging the digital divide can help members of disadvantaged social groups to participate on an equal footing in the digital society (including services of direct interest to them such as eLearning, eGovernment, eHealth) and to find a solution for the situation they are in by increasing the chances of getting a job.

Using digital space to its full potential would generate *a clear increase of* the local, national and international *productivity and competitiveness*. Digital competence is one of the eight key competences which are essential to any person in a knowledge-based society.

Digital advocacy involves using digital technology to contact, inform and mobilize a group of people interested in a particular issue or cause. The purpose of digital advocacy is to animate supporters to get involved and act in order to solve problems. Some of the most used digital advocacy tools are: websites, blogs, Facebook pages, Twitter accounts, emails. It

integrates the online efforts with offline communication efforts (printed materials, PR, media relations) in order to increase the success of messages.

These are just some of the positive aspects through which the *Digital Media* program justified its content. At European level, there were proposed investments in the digital environment through European programs. For example Pillar 6 – Improving digital skills[71] through a series of actions. Skill development and digital literacy was proposed through action 57 as a priority in the European Social Fund Regulation. Lack of digital skills and lack of confidence in new technologies led to non-participation to the possibilities offered by modern society (30% of the EU population has never used the Internet). Through action 58, a framework was developed for recognizing the ICT skills on the lack of skilled ICT practitioners and of skill assessment tools. Action 59 has contributed to the introduction of skills and digital literacy through the "New skills for new jobs" program due to the permanent changes in the labor market.

Action 60 aimed to promote a more meaningful participation of young women and of those returning to work in the ICT sector. Women are underrepresented in ICT. Women are underrepresented at all levels in ICT, especially in decision-making. Action 62 referred

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[71] http://digitalagenda.ro/cadru-de-actiune/pilon-6-imbunatatirea-competentelor-digitale/

to the proposal of certain EU-scale indicators on digital literacy and media education in order to prevent the danger of digital illiteracy.

9. Journalism and media communication in the digital age

Internet and its derived services, along with the huge wave of gadgets, computers and technology in the last centuries have become a threat to traditional media. Whether it's about written press, radio or television, they were forced to adapt to new traversing, to alter the content in accordance with them and to rethink the business model so that it becomes relevant in this new environment. "Any new technology is a biological and evolutionary mutation which opens humanity new ways of perception and new spheres of action." (McLuhan, 2011)

New technologies are changing the way we interact with each other and create platforms which impose another habit of media consumption. The tendencies in extending the usefulness of mobile devices in the media market has put on quality journalism a real pressure because journalism involves not only content, but also design, usability and experience.

More and more people use the computer to watch TV, read news, and listen to the radio. Thus we can say that the audience is not lost; it is only

migrating to online. Several studies[72] conducted by Tănase Tasenţe and Nicoleta Ciacu demonstrate that the visibility/ audience of the classic media, interacting with the audience through The Social Media, has increased significantly in 2011 compared to 2010.

A revolutionary element was recorded when the public could upload on the Facebook wall of any media video recordings made by themselves, comments, documents, informative images. Thus, the new media have quick access to events to which the reporters themselves could not have reach for reasons of distance or time. This practice is found all over the world, nowadays being encouraged the so-called current of "citizen journalism", in which ordinary people can experience the profession of a journalist.

This technological accessibility generated a network-society (Castells, 2010) once foreseen by Alvin Toffler as the society of the third wave, the informational society. If the printing revolution individualized human existence, and released it from tribalism by generating great changes in the paradigms of thinking, electronic media, through rapidity it brings tribalism back into society globally (global village).

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[72] The studies that show these trends were conducted by two PhD students in Communication Sciences, Tanase Tasente and Nicoleta Ciacu. It is entitled "Interferences between New Media and Old Media. The Role of The Social Media in promoting written press" and it was published in "Communication and Marketing Magazine".

As a result of the emergence of new media, there have also emerged research interests on what the use of these communication systems implies. The right approach was the interdisciplinary one: social and human sciences met the information and technology field. Its areas of interest included electronic literature, the study of the Internet, the interaction between man and computer, communication protocols in networks, techniques of data mining, data visualization, the study of games, the study of geographic information systems (GIS) and others.

"NEW MEDIA represents the convergence of two separate historical trajectories: computing technologies and media technologies. Both started in the 1830s with Babbage's analytical engine and Daguerre's daguerreotype. After a series of developments in the mid-twentieth century, computers capable to perform effectively calculations on numerical data appeared, thus taking over the tasks of many mechanical tabulators and computers already used by companies and governments since the beginning of the century. In parallel, we are witnessing the birth of modern media technologies which allow storing images, sequences of images, sounds and texts using various materials: photographic plate, film, vinyl, etc. The synthesis of these two histories? Translating all existing media into numerical data accessible to computers. The result is new media: graphics, motion pictures,

sounds, shapes, spaces and texts which become calculable, simply a sound of binary data."[73]

In Romania, just as in the whole world, the interferences between "old media" and "new media" (which also involves social networks), lead to a high degree of interaction between readers and between readers and journalists, which gives press institutions greater visibility. Given that Internet users grant greater confidence to subjectivity, their opinions, their subjective views and personal interpretations on different topics become a benchmark in an open environment, which is impossible to control on the basis of value, of truth, of any rules, of the quality of the act of journalism itself.

The solution in educating the prosumer (consumer - producer), via university programs too, comes as a moral obligation of the educational factors in a society.

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The impact self-efficacy has on the academic success in students is, again, not as impressive as socio-economic factors, but as shown in this paper both by the review of the literature and the analysis of the present data, self-efficacy can explain processes that have been overlooked. Our findings show that self-efficacy is a sensitive measure that has to be included in further studies of academic or professional success.

The problem of *functional illiteracy* is not specific to a certain age segment, since it affects all age groups regardless of their urban or rural background. The need for cognitive acquisitions and their importance for social, cultural, personal development are elements that policy actors in education (teachers, ministers, legislators) have to mark as being of utmost importance. In every act of human knowledge, it is relevant what must be known, how it must be known, and the reason for which something must be known by every age category. In this context, these often-found statements start to get axiomatic value: A man without training and education is an incomplete man and a society without education and training is a lost society.

The experience of so many generations of people who have tried radical changes to reach the absolute and who have ended up accepting the contingent disappointed or not, makes us believe that *Second Life* remains only another way of existence that strives for perfection, ideal, absolute, without having the claim that it could ever reach it.