

MEASUREMENT AND EVALUATION IN EDUCATION

Course Code: PIPP 2302

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Prof. Daniel Breaz, PhD

Seminar tutor: Assist. Ioan-Lucian Popa, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	Autumn	Grade	7

COURSE AIMS:

The overall objectives are:

- Knowledge of peculiarities in educational measurement and the main measurement techniques and methods used in the investigation and in educational practice;
- Skills of analysis, quantification and measurement of educational phenomena and data usage in educational management;
- Assessment skills development of human resources by applying the techniques of scaling and performance measurement training;
- Educational Testing skills development and expansion register strategies and methods of school evaluation and assessment processes / education structures;
- Developing skills of expertise in educational measurement and evaluation..

ENTRY REQUIREMENTS:-**COURSE CONTENTS:**

1. Measurement
 - 1.1 Conceptual and methodological foundations of measurement
 - 1.2. Choice and analysis of operational indicators
 - 1.3. Building statistical indicators
 - 1.4. Approximate measurement and nominal indicators of the Order
 - 1.5. Calibration of measuring instruments
 - 1.6. Evaluation of measuring instruments
 - 1.7. Evaluation of statistical data
2. Evaluation
 - 2.1. The conceptual and methodological aspects of evaluation
 - 2.2. Developments in teacher evaluation issues
 - 2.3. Classical methods of evaluation
 - 2.4. Assessment methods pedagogical research
 - 2.5. Evaluation of the technical tests
 - 2.6. Comprehensive evaluation methods
 - 2.7. Portfolio - complex tool for learning and assessment
 - 2.8. Theory and practice of grading schools
 - 2.9. Objective and subjective in the evaluation process

TEACHING METHODS:

Lecture, discussion, exemplification.

LEARNING OUTCOMES:

After following these course students will be able to:

- define and operationalize the measurement object and choose the appropriate techniques
- know and apply the steps of selection and analysis of measurable indicators
- know and apply algorithms to construct statistical indicators
- know and apply the techniques and methods of statistical analysis, estimation and interpretation of data, evaluation criteria and procedures for measuring instruments;
- build, benchmark and validate educational tests
- build and use rating scales persons, qualities and performance of staff
- select and apply the most appropriate evaluation methods and evaluating school effectiveness and efficiency of educational processes
- know and apply the techniques complementary and alternative assessment

- know and apply complex evaluation methods (genuine): investigation, design portfolio
- Identify identify factors affecting subjective evaluation and control processes to implement their action
- to know the assessment and grading errors and use control procedures and mitigation of their effects
- use data measurement and evaluation in the development and evaluation of decisions
- carry out tasks of advice and expertise in the measurement and evaluation of educational structures and processes

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Final evaluation – 50%; Seminar activities – 50%.

RECOMMENDED READING:

- Sue Fox, Liz Surtees, Mathematics Across the Curriculum: Problem-Solving, Reasoning and Numeracy in Primary Schools, Continuum 2010
- Pamela Cowan, Teaching mathematics: a handbook for primary and secondary school teachers, Routledge 2006
- Alf Coles, Alf Coles, Being Alongside: For the Teaching and Learning of Mathematics, Sense Publishers 2013
- Richard A. Lesh, Helen M. Doerr, Beyond Constructivism: Models and Modeling Perspectives on Mathematics Problem Solving, Learning, and Teaching, Routledge 2003

BASICS OF PEDAGOGY

Course Code: Bachelor's degree Code: PIPP1101

Type of course: Compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: PETROVAN RAMONA STEFANA , PhD

Seminar tutor: PETROVAN RAMONA STEFANA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	Autumn	Grade	6

COURSE AIMS:

The students will be able to:

- To identify the place of pedagogy in the system of the educational sciences
- To explain the relation between pedagogy and other social-human sciences and pedagogy and other fields of activity
- To describe the forms and the fields of pedagogy and their interaction
- To apply notions of pedagogy in practical activities developed in school

ENTRY REQUIREMENTS:

COURSE CONTENTS:

1. The historical evolution of education and pedagogy. Main pedagogical doctrines and currents
2. The conditions and the structure of pedagogy as science
3. Pedagogy and the sciences of education
4. Education – reality and concept (I)
5. Education – reality and concept (II)
6. Perspectives of the analysis and the conceptualisation of education (I)
7. Perspectives of the analysis and the conceptualisation of education (II)
8. Permanent education (I)
9. Permanent education (II)
10. Dimensions in the formation of personality: intellectual, moral, esthetical, religious, physical, technological/ professional
11. The concept and aim categories in education
12. The taxonomy of objectives in education
13. Operationalizing the educational objectives
14. The educational aims and the objectives in relation with the need for education

TEACHING METHODS:

Conversation, exemplification, debate

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Creating a standard portfolio with instruments and applications according with the established standards 30%
- Written exam 70%

RECOMMENDED READING:

- Antonesei, L., 2002, *O introducere în pedagogie. Dimensiunile axiologice și transdisciplinare ale educației*, Polirom, Iași
- Bîrzea, C., 1998, *Arta și știința educației*, Ediția a II-a, EDP, București
- Bocoș M, Jucan D, 2008, *Fundamentele Pedagogiei. Teoria și metodologia curriculum-ului*, Editura Paralela 45
- Cerghit I., Neacșu I. (coord.), 2001., *Prelegeri pedagogice*, Ed. Polirom, Iași
- Crețu C., 1998, *Curriculum diferențiat și personalizat*, Ed. Polirom, Iași
- Crețu C., 1999, *Teoria curriculumului și conținuturile educației*, Ed. Universității Al.I.Cuza, Iași
- Cristea S., 2002, *Dicționar de pedagogie*, Ed. Litera Internațional, Chișinău
- Cristea S., 2003, *Fundamentele științelor educației. Teoria generală a educației*, Litera Internațional, Chișinău-București
- Cristea S., 2010, *Fundamentele Pedagogiei*, Editura Polirom
- Cucuș C. (coord.), 1998, *Psihopedagogie pentru examenele de definitivare și grade didactice*, Ed. Polirom, Iași
- Cucuș C., 2001, *Istoria pedagogiei. Idei și doctrine pedagogice fundamentale*, Polirom, Iași

- Cucuș C., 2002, *Pedagogie* (Ediția a II-a revăzută și adăugită), Ed.Polirom, Iași
- Dave R.H., (coord.), 1991, *Fundamentele educației permanente*, E.D.P., București
- Garrido Garcia, Jose Luis, 1995, *Fundamente ale educației comparate*, Ed. Didactică și Pedagogică, București
- Joița E., 2000, *Pedagogia - Știința integrativă a educației*, Polirom, Iași
- Momanu M., 2002, *Introducere în teoria educației*, Polirom, Iași
- Păun E., Potolea, D. (coord.), 2002, *Pedagogie. Fundamentări teoretice și demersuri aplicative*, Polirom, Iași
- Salade, D., 1995, *Educația și personalitatea*, Editura Casa Cărții de Știință, Cluj-Napoca
- Stan C., 2001, *Teoria educației. Actualitate și perspective*, Editura Presa Universitară Clujeană
- Șerdean I., 2002, *Pedagogie. Compendiu*, Ed.Fundației România de Măine, București
- Văideanu G., 1988, *Educația la frontiera dintre milenii*, Ed. Politică, București
- Văideanu G., 1988, *Educația la frontiera dintre milenii*, Editura Politică, București
- Vlăsceanu L.(coord.), 2002, *Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact.*, Ed. Polirom, Iasi
- Voiculescu F., 2005, *Manual de pedagogie contemporană*, Partea I, „Obiectul și temele fundamentale ale pedagogiei”, Risoprint, Cluj-Napoca

BASICS OF PSYCHOLOGY

Course Code: PIPP1102

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Todor Ioana, PhD

Seminar tutor: Cristina Speranza, PhD student

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	4	Autumn	Grade	6

COURSE AIMS:

- To describe scientific methods used in psychology
- To explain the main mechanisms underlying cognitive processes
- To apply psychological knowledge in teaching and class management
- To identify the relations between brain, cognition, emotion and behavior

ENTRY REQUIREMENTS:

None

COURSE CONTENTS:

- From psyche to the cognitive system
- Schools of thought in psychology
- Sensation and perception
- Attention and consciousness
- Memory
- Thinking and problem solving
- Language and social communication
- Learning
- Motivation
- Affective processes
- Intelligence and creativity
- Personality
- Stress and coping

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- conducting the teaching and learning process in preschool and primary school (CP2)
- counselling and psycho-pedagogical support for various educational groups (CP5)
- cooperation in interdisciplinary teams in order to carry out programs and projects in education (CT2)
- life-long learning (CT3)

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. Introduction to Psychology (6th ed) NY: Harcourt.
- Myers, D. (2007). Psychology (8th ed.). New York, NY: Worth Publishers.
- Squire, L. R. (Ed.). Encyclopedia of learning and memory. New York

ROMANIAN LANGUAGE

Course Code: PIPP1103

Type of course: compulsory

Language of instruction: Romanian tutoring available for Erasmus students

Name of lecturer: Marcela CIORTEA, PhD

Seminar tutor: Marcela CIORTEA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	Autumn	Grade	4

COURSE AIMS:

- knowing, understanding and a correct using the basic rules of Romanian language;
- appropriation the fundamental norms of the Romanian language to eliminate errors of oral and written expression;
- enrolling in a unitary and coherent structure the main theory regarding the Romanian language.

COURSE CONTENTS:

The grammar structure of Romanian language. The morpheme and morphemic analysis. Morphology – particular issues. The parts of speech: noun, adjective, article, numeral, pronouns, verb, adverb, preposition, conjunction, interjection. Grammatical relations. Functional **relationships** between constituents in a clause. Subject. Predicate. Attributive. Object (direct and oblique) clauses. Clauses of place, time and manner. Conditional clause. Causal clause. Final clause. Clauses of concession. Clauses of result. Clauses of contrast, exception and sentential relative clauses. Clauses of reason and comparison.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Primary data assimilation from the history of the discipline.
- Proper use of the words in different situations of communication.
- Writing correct text after dictation.
- Correcting wrong forms in a given text.
- Proper use and conscious language facts.
- Learning the fundamental norms of Romanian language to eliminate errors of oral and written expression.
- Correct mastery of specialized terms.
- Perception the relationship of interdisciplinarity: rhetoric / stylistic / literary theory (rhetorical figures / style figures; the art of the discourse).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50 %.

Dictation – 50%.

RECOMMENDED READING:**COURSE:**

- ***Academia Română / Institutul de Lingvistică „Iorgu Iordan – Al. Rosetti”, *Gramatica limbii române*, vol. II, *Cuvântul*, vol. al II-lea, *Enunțul*, EAR, București, 2005;
- ****Sinteze de limba română* (coord: Theodor Hristea), EDP, București, 1981;
- AVRAM, Mioara, *Gramatica pentru toți*, EARSR, București, 1986¹, 1997²;
- BEJAN, Dumitru, *Gramatica limbii române. Compendiu*, Ed. Echinox, Cluj, 1997²;
- CONSTANTINESCU-DOBRIDOR, Gheorghe, *Gramatica limbii române*, EDP, București, 2001;
- COTEANU, I. , *Gramatica de bază a limbii române*, București, 1982;
- DIMITRIU, Corneliu, *Tratat de gramatică a limbii române. 2. Sintaxa*, Institutul European, [Iași], 2002;
- GRUIȚĂ, G. , *Gramatica normativă*, Ed. Polirom, [București], 1999³;
- IORDAN, Iorgu, Vladimir Robu, *Limba română contemporană*, EDP, București, 1978;
- IRIMIA, Dumitru, *Gramatica limbii române*, Ed. Polirom, Iași, 1997;
- NEAMȚU, G. G. , *Elemente de analiză gramaticală*, EȘE, București, 1989;
- PANĂ DINDELEGAN, Gabriela, *Teorie și analiza gramaticală*, București, 1992;

SEMINAR:

- *** *Ești COOL și dacă vorbești corect*, Editura Univers Enciclopedic Gold, București, 2010.
- CHIRCU-BUFTEA, Adrian, *Limba română. Teste-grilă pentru examene (capacitate, bacalaureat, admitere în învățământul superior)*, Editura Hiperion, Cluj-Napoca, 2000.
- CIORTEA, Marcela, *Limba română între muzică și normă. Exerciții*, Editura Aeternitas, Alba Iulia, 2010.
- RĂDULESCU, Marin; VLAICU, Marin, *Corect/greșit românește (în vorbire și scriere)*, Editura Carminis, Pitești, 2002.

TEACHING PRACTICAL ACTIVITIES IN PRESCHOOL

Course Code: PP 1106

Type of course: Compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: PETROVAN RAMONA STEFANA , PhD

Seminar tutor: PETROVAN RAMONA STEFANA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Autumn	Grade	2

COURSE AIMS:

- Developing the observance ability, consignment, analyse and evaluation for the instructive-educational activities, on main objectives and in totality;
- Forming the ability of counselling the parents related to the programme of the child during the family time, the educational methods, the knowledge of the child etc.;
- Knowing the research specific of the educational process (characteristic, stages, functions, types, methodology etc.);
- Developing the capacity to cooperate with various educational factors, stimulating their participation in the instructive-educational activity.

ENTRY REQUIREMENTS:

Forming a system of operational abilities to project, achieve and evaluate instructive-educational activities: the ability to project full lessons, various types and variants, and other types of educational organisation forms (trips, visits, practical lessons etc.); the ability to fully conduct various types/variants of lessons; the ability to control/ self-control the activities depending on the results of the evaluation

COURSE CONTENTS:

- The observation and the registering of the integral development of different instructive-educational activities with the help of adequate instruments (grids, files, guides etc.);
- The analyse, the debate and the group evaluation of the observed activities;
- The creation of weekly and semestral planning, on domains and themes, and the creation of projects for various activities and of projects for other organisational forms of the educational process;
- Completely conduct instructive-educational activities according to the planning projected by the coordinator and the mentor of pedagogic practice;
- Using evaluation (self-evaluation) instruments for the instructive-educational activities; measuring and evaluating the objectives and the lesson;
- Exercises for the projection of alternative activities, integral or on sequences, depending on the results of the evaluation;
- Practicing a positive attitude in the relation with the preschool children and the profession and practicing a creative attitude in the development of the activities;
- Applying methods and procedures for the prevention and the recovery of the retard in the development of the preschool children;
- Applying strategies for the identification and the development of the preschool dispositions and aptitudes;
- Applying specific strategies for the development of cooperation/communication and for the development of positive/stimulating psychosocial relations, of superior motivation for the group appurtenance, of affiliation, spiritual and for the development of the group as entity etc.;
- Practical activities for the counselling of the parents upon the programme of the children during the family time, educational methods etc.;
- The identification of the research characteristics, stages, functions etc., through the analyse of empiric research developed in the preschool unit and through group discussions, debates, argumentation, reasoning and communicational techniques etc.;
- Practicing the observance, the conversation, the experiment, the inquiry etc. as main research methods inside a research project;
- Participating to various activities with the educational partners (family, consultations, visits, lectures, negotiations, debates with several governmental and nongovernmental organisations etc.). Using the techniques of negotiation, argumentation/ dispute, prognosis, reasoning and communication and persuasion

TEACHING METHODS:

Conversation, Exemplification

LEARNING OUTCOMES:

The study of curricular documents specific to preschool: **The Curriculum for preschool; the methodical guide for preschool; the auxiliary curriculum for preschool**

- Creating observation files for the assisted lessons
- Creating the activity project for the lesson

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Creating projects for instructive-educational activities, using concepts, theories, paradigms, principles and methodologies specific to the educational sciences or to the taught disciplines;
- Practicing instructive-educational activities that use strategies and resources adequate for various educational contexts, specific to pre-school and primary school teaching

RECOMMENDED READING:

- Petrovan Ramona Ștefana, Lucia Buda Caiet de practică pedagogică, Editura Focus, Petroșani, 2007
- Petrovan Ramona Ștefana, Lucia Buda Ghid de practică pedagogică, Editura Focus, Petroșani, 2007
- Andreescu L, Gurlui I-*Activitățile integrate în grădiniță*.Ghid metodic,Editura Carmis,2014
- Bontaș I. - *Pedagogie*, Ed. All, București, 1994.
- Cerghit I. - *Metode de învățământ*, E.D.P., București, 1997
- Crețu, Tinca. *Psihologia vârștelor*. -Ed. a 3-a, rev., ad.. -Iași : Polirom, 2009
- Glava, A.,Glava, C., *Introducere în pedagogia preșcolară*, Ed. Dacia Educaional 2002 Cluj-Napoca
- Ionescu M., Chiș V. - *Strategii de predare și învățare*, Ed. Științifică, București, 1999
- Iucu R. - *Instruirea școlară- perspective teoretice și aplicative*, Ed. Polirom, Iași, 2001.
- Nicola I., *Tratat de pedagogie școlară*, E.D.P., București, 1996
- Stan L - *Pedagogia preșcolărității și a școlărității mici*,Editura Polirom 2014
- Ștefan M., A., Frăsineanu E., S, *Ghid de practică pedagogică*,Editura Sitech 2014
- Voiculescu, E, *Pedagogie preșcolară*, Editura Aramis 2003
- *** - Curriculum-ul Național pentru învățământul preșcolar
- *** - Curriculum pentru educația timpurie a copiilor de la 3 la 6/7 ani, MECT, București, 2008
- *** - Ghid de bune practice pentru educația timpurie a copiilor de la 3 la 6/7 ani, MECT, București, 2008

HISTORY OF PEDAGOGY

Course Code: PIPP 1108

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Dorin Opreș, PhD

Seminar tutor: Dorin Opreș, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	2	Autumn	Grade	3

COURSE AIMS:

- Knowledge of ideas and theories of the most represented Romanian and foreign teachers
- Initiation into the specific features of the main pedagogical currents

ENTRY REQUIREMENTS:

Introduction in general pedagogy

COURSE CONTENTS:

1. Education and pedagogical thinking in Antiquity
2. Education and pedagogical thinking in Renaissance
3. School and pedagogical thinking in the 19th century in Western Europe and Eastern Europe
4. Pedagogical currents and theories at the end of 19th century and at the beginning of 20th century
5. School and pedagogy between the two world wars
6. The social approach of education
7. New education current
8. Active School
9. Philosophical pedagogy

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- comprehensive assimilation of the central ideas of universal pedagogy;
- ability to interpret different pedagogical concepts and theories

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Cucoș, Constantin, *Istoria pedagogiei: Idei și doctrine pedagogice fundamentale* [*The history of pedagogy: Central pedagogical ideas and doctrines*], Editura Polirom, Iași, 2001.
- Stanciu, Ion, Gh., *O istorie a pedagogiei universale și românești până la 1900* [*A history of universal and Romanian pedagogy*], E.D.P., București, 1977.

CURRICULUM THEORY AND METHODOLOGY

Course Code: PIPP 1202

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Letiția Muntean-Trif, PhD

Seminar tutor: Letiția Muntean-Trif, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	3	Summer	Grade	6

COURSE AIMS: the acquisition of skills by the students aiming at knowledge and application of the theory and methodology of training issues, ways of organizing school activities on the principle of quality and efficient recovery of the resources of the school.

ENTRY REQUIREMENTS:

Basic knowledge in the field of the fundamentals of pedagogy

COURSE CONTENTS:

- Defining the structure and functionality of the education process
- Teaching – essential component of the education process
- Learning theories and teaching models
- Teaching strategies
- Teaching methodology
- Education means
- Educational communication
- Ways of organizing the education process. Theory and practice of the lesson
- Teaching projection
- Teaching interactions and relations
- Regulation of teaching activity

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

Through the study of the discipline students are expected to be able to:

- use correctly and in various contexts the terminology specific to the theory and methodology of teaching;
- identify the main theories and paradigms of learning used in interdependence with teaching, essential components of the education process;
- propose new opportunities of approaching educational methods and proceedings from the perspective of drafting teaching strategies;
- select and apply teaching strategy methods specific to primary and pre-school education;
- build educational projects based on coherent teaching strategies which facilitate the individual learning styles and ways of organizing the education process.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Cerghit I., Sisteme de instruire alternative și complementare, Aramis, București, 2002;
- Trif, L., Voiculescu, E., Teoria și metdologia instruirii, Editura Didactică și Pedagogică, București, 2013;
- Voiculescu, E., Aldea, D., Manual de pedagogie contemporană, partea a II-a, „Teoria și metodologia instruirii și evaluării”, Risoprint, Cluj-Napoca, 2005.

MATHEMATICS - Primary Schools and Preschool

Course Code: PIPP 1203

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Prof. Daniel Breaz, PhD

Seminar tutor: Assist. Ioan-Lucian Popa, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	Summer	Grade	4

COURSE AIMS:

Making specific activities in the educational process and preschool education.

Using methods and techniques of effective lifelong learning, training and professional development.

ENTRY REQUIREMENTS:-**COURSE CONTENTS:**

1. Elements of mathematical logic
2. Elements of set theory
3. The set of natural numbers
4. Divisibility N
5. The sets Z, Q, R
6. Equations and inequalities of first degree equations and inequalities systems of first degree
7. Congruence
8. Diophantine equations

TEACHING METHODS:

Lecture, discussion, exemplification.

LEARNING OUTCOMES:

After following this course students will be able to:

- to use the correct terminology in various contexts and mathematics;
- to identify methods of solving problems that arise in mathematics;

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Final evaluation – 50%; Seminar activities – 50%.

RECOMMENDED READING:

- Biehler R., Scholz R.W., Strasser R., Didactics of Mathematics as a Scientific Discipline, Springer 2002
- Chris Confer, Teaching Number Sense: Kindergarten, 2005
- S.W. P. Steen, Mathematical logic with special reference to natural numbers, Cambridge University Press 2008
- Andreescu T., Andrica D., An introduction to Diophantine equations, GIL 2002

LITERATURE FOR CHILDREN

Course Code: PIPP1204

Type of course: compulsory

Language of instruction: Romanian tutoring available for Erasmus students

Name of lecturer: Marcela CIORTEA, PhD

Seminar tutor: Marcela CIORTEA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Summer	Grade	2

COURSE AIMS:

- directing the first readings of the child;
- composing the first critical attitude of the small text reader;
- enrolling in a unitary and coherent structure the main theory regarding children's literature.

COURSE CONTENTS: The definition of children's literature.

1. The anecdote: *Manda și Tanda. Povestea proștilor*. Petre Dulfu, *Isprăvile lui Păcală – Moștenirea*.
2. The Fable. Aesop and Jean de La Fontaine, *Fabule. Greierile și furnica. Corbul și vulpea. Dreptatea leului. Lupul și câinele*.
3. The myth. *Old Testament and Greek Mythology. The Myth în Romanian Literature*.
4. The Legend. Popular Legend – Cult legend. King Arthur. D. Bolintineanu, *Daniel Sihastru*. V. Alecsandri, *Legenda ciocârliei*.
5. The Tale. The folk tale. Petre Ispirescu, *Sarea în bucate*. The cult Tale. Mihai Eminescu, *Tinerete fără bătrânețe și viață fără de moarte*.
6. The Story. Ion Creangă, *Pungața cu doi bani, Ursul păcălit de vulpe*; Ioan Slavici, *Limir-împărat*; H. Chr. Andersen, *Hainele cele noi ale împăratului*; Walt Disney, *Regele Leu*; *Doamna și Vagabondul*.
7. Children's Novel. *Aventurile lui Robin Hood*. R. L. Stevenson, *Comoara din insulă*. Jules Verne, *Ocolul pământului în 80 de zile*. J. Swift, *Călătoriile lui Gulliver*. R. Kipling, *Cartea junglei*. Ch. Dickens, *Oliver Twist*. D. Defoe, *Robinson Crusoe*.

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Primary data assimilation from the history of the discipline.
- Proper use of the words in different situations of communication.
- Correct mastery of specialized terms.
- Perception the relationship of interdisciplinarity: rhetoric / stylistic / literary theory (rhetorical figures / style figures; the art of the discourse).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50 %.

The topics of seminar – 50%.

RECOMMENDED READING:

COURSE:

- BODIȘTEAN, FLORICA, *Literatura pentru copii și tineret dincolo de story*, Casa Cărții de Știință, Cluj-Napoca, 2007.
- BREAZ, MIRCEA, *Literatura pentru copii. Repere teoretice și metodologice*, Asociația de Științe Cognitive din România, Cluj-Napoca, 2012.
- BUZAȘI, ION, *Literatura pentru copii (note de curs)*, București, Editura Fundației România de mâine, 1999.
- BUZAȘI, ION, *Poezia în ciclul primar*, Editura Limes, Cluj-Napoca, 2004.
- CARPENTER, HUMPHREY & PRICHARD, MARI, *The Oxford companion to children's literature*, Oxford University Press, 1991.
- CÂNDROVEANU, HRISTU, *Literatura română pentru copii. Scriitori contemporani*, Editura Albatros, București, 1988.
- CIOBAN, FLORIN, *Literatura pentru copii: curs pentru studenți și cadre didactice din învățământul preșcolar și primar*, Editura Universității din Oradea, 2008.
- DAMȘA, IOAN, *Literatura română în manualele școlare interbelice (1918-1940)*, Editura Emia, Deva, 1999.
- DUȚU, OLGA, *Literatura romană și literatura pentru copii (note de curs)*, Editura Europolis, Constanța, 2000.
- GOIA, VISTIAN, *Literatura pentru copii și tineret (pentru institutori, învățători și educatoare)*, Cluj-Napoca, Editura Dacia Educațional, 2008.

- MORAR, OLGA, *Literatura română pentru copii până la 1940*, Editura Argonaut, Cluj-Napoca, 2009.
- NEGRILĂ, IULIAN, *Literatura pentru copii*, Editura Multimedia, Arad, 1996.
- RAȚIU, IULIU, *O istorie a literaturii pentru copii și adolescenți*, Editura Biblioteca Bucureștilor, 2003.
- ROGOJINARU, ADELA, *O introducere în literatura pentru copii*, București, Editura Oscar Print, 1999.

SEMINAR:

- *** *Aventurile lui Robin Hood*, povestire de J. Walker Mc Spadden, traducere de Victoria Milescu, Editura Flamingo GD, București, 2005.
- *** *Biblia ilustrată și repovestită pe înțelesul copiilor*, traducere și adaptare de Horia Crișan, Sorin Petrescu și Alimpie Sevastian, Editura Crișan, Deva, 2009.
- *** *Cartea celor mai frumoase povești din lume*, Editura Aquila '93, Oradea, 2002.
- *** *Catalogul ființelor fantastice*, traducere de Irina Dogaru, Editura Art, București, 2007.
- *** *Nevasta cea isteasă. Snoave populare românești*, ediție îngrijită de Sabina Cornelia Stroescu, prefață de Ovidiu Birlea, Editura Minerva, București, 1971.
- AGÂRBICEANU, ION, *Din viața lui Isus. Povestiri biblice*, ediție de Mircea Popa, Editura Eikon, Cluj-Napoca, 2010.
- ALECSANDRI, VASILE, *Pasteluri și legende*, postfață și bibliografie de Mihai Drăgan, Editura Minerva, București, 1978.
- ALECSANDRI, VASILE, *Poiana farmecătoare; Coșbuc, George, Iarna pe uliță*, Editura Excelsior Art, Timișoara, 2005.
- ANDERSEN, HANS CRISTIAN, *Basme și povestiri*, Editura Emia, Deva, 1998.
- ANDERSEN, HANS CRISTIAN, *Povești*, traducere de Liviu Mateescu, Editura Flamingo GD, București, 2005.
- BOLINTINEANU, DIMITRIE, *Legende istorice. Basme*, editura Ion creangă, București, 1984.
- COLLODI, CARLO, *Pinocchio*, traducere de Victoria Milescu, Editura Flamingo GD, București, s.a.
- CREANGĂ, ION, *Cartea de aur a poveștilor*, Editura Roxel Cart, București, 2007.
- DE LA FONTAINE, JEAN, *Fabule*, Editura Aquila '93, Oradea, 2006. Mitru, Alexandru, *Legendele Olimpului*, vol. I, Zeii, ediția a III-a, Editura Ion Creangă, București, 1973.
- DE LANCE, SIR GEOFFREY *Cum să devii cavalier*, traducere de Lia Decei, Editura Corint Junior, București, 2007.
- DE SAINT-EXUPÉRY, ANTOINE, *Micul prinț*, cu ilustrațiile autorului. Traducere din limba franceză de Ileana Cantuniari, Editura Rao International Publishing Company, București, 2009.
- DE SÉGUR, CONTESA, *Povești cu zâne*, în românește de Ecaterina Micu, Editura Ion Creangă, București, 1977.
- DEFOE, DANIEL, *Robinson Crusoe*, ediție prescurtată, traducere de Talida Magheți și Dana Scarlat, Editura Unicart, București, 2009.
- DEFOE, DANIEL, *Robinson Crusoe*, traducere de Magdalena Kis, Editura Steaua Nordului, Constanța, 2009.
- DIKENS, CHARLES, *Oliver Twist*, ediție prescurtată, traducere de Talida Magheți și Dana Scarlat, Editura Unicart, București, 2009.
- DISNEY, WALT, *Aventuri cu animale. Povești nemuritoare*, Editura Egmont, București, 2005.
- DULFU, PETRE, *Isprăvile lui Păcală (1894)*, ediție îngrijită și prefață de Ion Buzași, Editura Eikon, Cluj-Napoca, 2008.
- EMINESCU, MIHAI, *Basme*, Editura Unicart, București, 2006.
- HOMER, *Iliada*, repovestită pentru copii de Elena Crăcea, Editura Eduard, Constanța, 2007.
- HOMER, *Odiseea*, repovestită pentru copii de Elena Crăcea, Editura Eduard, Constanța, 2007.
- HORIN, NIKI, *În căutarea lui Tutankhamon*, traducere de Lia Decei, Editura Corint Junior, București, 2009.
- ISPIRESCU, PETRE, *Basme*, Editura Unicart, București, 2007.
- KIPLING, RUDYARD, *Cartea junglei*, Editura Tedit Fzh, București, 2006.
- KIPLING, RUDYARD, *Cartea junglei*, ediție prescurtată, traducere de Talida Magheți și Dana Scarlat, Editura Unicart, București, 2009.
- NAUM, GELLU, *Cartea cu Apolodor*, ilustrată de Nicoale Vasilescu cu o scrisoare-prefață de Ioana Pârvulescu, Editura Humanitas, București, 2007.
- NAUM, GELLU, *A doua Carte cu Apolodor*, ilustrată de autor, Editura Humanitas, București, 2008.
- POPESCU, PETRU DEMETRU, *Legende și povestiri istorice*, Editura Aramis, București, 2001.
- SLAVICI, IOAN, *Proză. Povești. Nuvele. Mara*, Ediție de D. Vatamaniuc, Editura Cartea Românească, București, 1979.
- STEVENSON, ROBERT LOUIS, *Comoara din insulă*, ediție prescurtată, traducere de Paula Maré, Editura Exigent, București, 2009.
- SWIFT, JONATHAN, *Călătoriile lui Gulliver*, Editura Herra, București, 2003.
- SWIFT, JONATHAN, *Călătoriile lui Gulliver*, ediție prescurtată, traducere de Talida Magheți și Dana Scarlat, Editura Unicart, București, 2009.
- VERNE, JULES, *Ocolul pământului în 80 de zile*, ediție prescurtată, traducere de Talida Magheți și Dana Scarlat, Editura Unicart, București, 2009.

TEACHING PRACTICAL ACTIVITIES IN PRESCHOOL

Course Code: PIPP 1206

Type of course: Compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: PETROVAN RAMONA STEFANA, PhD

Seminar tutor: PETROVAN RAMONA STEFANA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Summer	Grade	2

COURSE AIMS:

- Developing the observance ability, consignment, analyse and evaluation for the instructive-educational activities, on main objectives and in totality;
- Forming the ability of counselling the parents related to the programme of the child during the family time, the educational methods, the knowledge of the child etc.;
- Knowing the research specific of the educational process (characteristic, stages, functions, types, methodology etc.);
- Developing the capacity to cooperate with various educational factors, stimulating their participation in the instructive-educational activity.

ENTRY REQUIREMENTS:

Forming a system of operational abilities to project, achieve and evaluate instructive-educational activities: the ability to project full lessons, various types and variants, and other types of educational organisation forms (trips, visits, practical lessons etc.); the ability to fully conduct various types/variants of lessons; the ability to control/self-control the activities depending on the results of the evaluation

COURSE CONTENTS:

- The observation and the registering of the integral development of different instructive-educational activities with the help of adequate instruments (grids, files, guides etc.);
- The analyse, the debate and the group evaluation of the observed activities;
- The creation of weekly and semestral planning, on domains and themes, and the creation of projects for various activities and of projects for other organisational forms of the educational process;
- Completely conduct instructive-educational activities according to the planning projected by the coordinator and the mentor of pedagogic practice;
- Using evaluation (self-evaluation) instruments for the instructive-educational activities; measuring and evaluating the objectives and the lesson;
- Exercises for the projection of alternative activities, integral or on sequences, depending on the results of the evaluation;
- Practicing a positive attitude in the relation with the preschool children and the profession and practicing a creative attitude in the development of the activities;
- Applying methods and procedures for the prevention and the recovery of the retard in the development of the preschool children;
- Applying strategies for the identification and the development of the preschool dispositions and aptitudes;
- Applying specific strategies for the development of cooperation/communication and for the development of positive/stimulating psychosocial relations, of superior motivation for the group appurtenance, of affiliation, spiritual and for the development of the group as entity etc.;
- Practical activities for the counselling of the parents upon the programme of the children during the family time, educational methods etc.;
- The identification of the research characteristics, stages, functions etc., through the analyse of empiric research developed in the preschool unit and through group discussions, debates, argumentation, reasoning and communicational techniques etc.;
- Practicing the observance, the conversation, the experiment, the inquiry etc. as main research methods inside a research project;
- Participating to various activities with the educational partners (family, consultations, visits, lectures, negotiations, debates with several governmental and nongovernmental organisations etc.). Using the techniques of negotiation, argumentation/ dispute, prognosis, reasoning and communication and persuasion

TEACHING METHODS:

Conversation, Exemplification

LEARNING OUTCOMES:

The study of curricular documents specific to preschool: The Curriculum for preschool; the methodical guide for preschool; the auxiliary curriculum for preschool

- Creating observation files for the assisted lessons
- Creating the activity project for the lesson

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Creating projects for instructive-educational activities, using concepts, theories, paradigms, principles and methodologies specific to the educational sciences or to the taught disciplines;
- Practicing instructive-educational activities that use strategies and resources adequate for various educational contexts, specific to pre-school and primary school teaching.

RECOMMENDED READING:

- Petrovan Ramona Ștefana, Lucia Buda Caiet de practică pedagogică, Editura Focus, Petroșani, 2007
- Petrovan Ramona Ștefana, Lucia Buda Ghid de practică pedagogică, Editura Focus, Petroșani, 2007
- Andreescu L, Gurlui I-*Activitățile integrate în grădiniță*. Ghid metodic, Editura Carmis,2014
- Bontaș I. - *Pedagogie*, Ed. All, București, 1994.
- Cerghit I. - *Metode de învățământ*, E.D.P., București, 1997
- Crețu, Tinca. *Psihologia vârștelor*. -Ed. a 3-a, rev., ad.. - Iași : Polirom, 2009
- Glava, A.,Glava, C., *Introducere în pedagogia preșcolară*, Ed. Dacia Educaional 2002 Cluj-Napoca
- Ionescu M., Chiș V. - *Strategii de predare și învățare*, Ed. Științifică, București, 1999
- Iucu R. - *Instruirea școlară- perspective teoretice și aplicative*, Ed. Polirom, Iași, 2001.
- Nicola I., *Tratat de pedagogie școlară*, E.D.P., București, 1996
- Stan L - *Pedagogia preșcolariității și a școlariității mici*, Editura Polirom 2014
- Ștefan M., A., Frăsineanu E., S, *Ghid de practică pedagogică*, Editura Sitech 2014
- Voiculescu, E, *Pedagogie preșcolară*, Editura Aramis 2003
- *** - Curriculum-ul Național pentru învățământul preșcolar
- *** - Curriculum pentru educația timpurie a copiilor de la 3 la 6/7 ani, MECT, București, 2008
- *** - Ghid de bune practice pentru educația timpurie a copiilor de la 3 la 6/7 ani, MECT, București, 2008

ETHICS AND DEONTOLOGY IN PEDAGOGY

Course Code: PIPP1208

Type of course: optional

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Ioan Scheau, PhD

Seminar tutor: Ioan Scheau, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	Summer	Grade	3

COURSE AIMS:

- The ability to understand complex relations between oneself and the others in an educational organization
- The ability to solve certain theoretical and practical problems, in practice, using the persuasive communication methods and techniques.

ENTRY REQUIREMENTS:

N/a

COURSE CONTENTS:

- Introductory notions. Ethics and moral.
- History I. Ethics in Antiquity,
- History II. Ethics in Middle Ages and Revival.
- History III. Ethics in Modern Age
- History IV. Ethics in Contemporary age
- Ethical norms and principles.
- Ethical values and virtues
- Human Rights. Child Rights
- Professional deontology. General issues.
- Fundamentals of Deontology
- Professional ethics and vocation.
- Deontology and pedagogy
- Educational requirements in educational deontology
- Perspectives in ethics and deontology

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Self assessment and continuous improvement of professional practices and career development
- Applying the principles and the norms underlined on explicit value options

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 70%; continuous assessment – 30%.

RECOMMENDED READING:

- Scheau I. *Etică și deontologie pedagogică* Seria Didactica, 2016
- Scheau I. *Istoria filosofiei* Editura Risoprint, Cluj Napoca 2006

THE BASICS OF SPECIAL PSYCHO-PEDAGOGY

Course Code: PIPP 2301

Type of course: Compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: PETROVAN RAMONA STEFANA , PhD

Seminar tutor: PETROVAN RAMONA STEFANA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	56	2	Autumn	Grade	6

COURSE AIMS:

- Identifying and analysing the main domains/ components of the special psychopedagogy;
- Identifying and understanding the specific of the main categories of persons with special needs or in difficulty;
- Knowing the main categories of intervention and action for persons with special needs, especially for children with special educational needs;
- Developing the abilities to approach the child presenting SEC integrated in the mass educational system.

ENTRY REQUIREMENTS:

Achieving psychopedagogical interventional strategies for children with special educational needs, based on the psychological particularities/ specific development particularities for these children

COURSE CONTENTS:

1. Conceptual delimitations and specific terminology
2. Elements of psychopedagogy for the mentally disabled
3. Sensorial visual deficiencies
4. Sensory auditory deficiencies
5. Motor deficiencies
6. Language disorders
7. Socio- affective and behavioural disorders
8. Related deficiencies
 - a) Deafness - ablepsia
 - b) Autism
 - c) Psychomotor and emotional instability; ADHD syndrome
 - d) Instrumental disorders: dyslexia, dysgraphia, dyscalculia

TEACHING METHODS:

Lecture, conversation, exemplification

LEARNING OUTCOMES:

- Debates upon the main types of deficiencies
- Debates upon the evolution of the children presenting disabilities and the possibilities for their integration in the mass educational system
- Case studies for children presenting various types of deficiencies. The role of the dedicated interventional plans. Examples of adapted curricula

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written exam 70%, Seminar works 30%

RECOMMENDED READING:

- *** (1995). *Cerințe speciale în clasă. Pachet de resurse pentru instruirea profesorilor*. București: UNICEF.
- *** (1999). *Dezvoltarea practicilor incluzive în școli. Ghid managerial*. București: MEN și UNICEF.
- *** *Cartea albă RENINCO* (1999). UNICEF & RENINCO.
- Aitken, S., Buultjens, M. (2007). *Procesul de predare – învățare la copiii cu surdocecitate*, București, Editura Semne
- Anca, M. (2000), *Examinarea și evaluarea funcției auditive*, Presa Universitară Clujeană, Cluj-Napoca
- Anca, M. (2000), *Intervenții psihopedagogice în antrenarea funcției auditive*, Presa Universitară Clujeană, Cluj-Napoca
- Anca, M.D. (2007). *Logopedie*. Presa Universitară Clujeană, Cluj Napoca.

- Anca, M.D.; Hațegan, C. (2008). *Terapia limbajului-o abordare interdisciplinară*, Presa Universitară Clujeană.
- Anca, M. (2003), *Logopedie*, Presa Universitară Clujeană, Cluj-Napoca.
- Anca, M. (2004), *Psihologia deficienților de auz*, Presa Universitară Clujeană, Cluj-Napoca
- Boscaiu, E. (1973), *Prevenirea și corectarea tulburărilor de vorbire în grădinițele de copii*, E.D.P., București.
- Boscaiu, E. (1983), *Bălbăiala, prevenire și tratament*, E.D.P., București.
- Caraman L.; Caraman Al. (1983), *Metodologia procesului demutizării*, E.D.P., București.
- Ecaterina Vrasmas (2004), *Introducere în educația cerințelor speciale*, Editura Credits, București
- Gherguț, A. (2007), *Dicționar de Kinetoterapie*, Polirom; Iași
- Gherguț, A. (2001), *Psihopedagogia persoanelor cu cerințe speciale. Strategii de educație integrată.*, Ed. Polirom, Iași
- Gherguț, Alois (2009), *Sinteze de psihopedagogie specială. Ghid pentru concursuri și obținerea gradelor didactice*, Editura Polirom
- Gherguț, Alois (2009), *Psihopedagogia persoanelor cu cerințe speciale. Strategii diferențiate și incluzive în educație (editia a II-a)*, Editura Polirom
- Marcu V. (coord.) (2007), *Va, demecum de psihopedagogie specială*, Editura Universității din Oradea
- Magerotte G, Willaye E, (2012), *Intervenția comportamentală clinică. Formarea în A.B.A*, Editura ASCR, Cluj Napoca
- Moldovan, I. (2006), *Corectarea tulburărilor limbajului oral*, Presa Universitară Clujeană, Cluj-Napoca
- Mușu, I., Taflan A. (coord.) (1997), *Terapia educațională integrată*. Ed. Pro Humanitate, București
- Neamțu, C., Gherguț, A. (2000). *Psihopedagogie specială*. Ed. Polirom, Iași
- Păunescu, C. (1999). *Psihoterapia educațională a persoanelor cu disfuncții intelective*. Ed. All Educational, București
- Popovici D.V. (2000), *Dezvoltarea comunicării la copiii cu deficiențe mintale*, Ed. Pro Humanitate, București
- Popovici, D. V. (1999), *Elemente de psihopedagogie integrării*, Ed. Pro Humanitate, București
- Popovici, D.V. (2007), *Orientări teoretice și practice în educația integrată*, Ed. Universității Aurel Vlaicu din Arad
- Preda, V. (coord.) (1996). *Modele și strategii de aplicare a concepției integraționiste în educarea și recuperarea copiilor cu cerințe speciale*. Cluj-Napoca: Universitatea „Babeș-Bolyai”, Colecția Psihoped-Info, nr.1.
- Preda, V., Cziker, R. (2004), *Explorarea tactil-kinestezică în perceperea obiectelor, a imaginilor tactile și în scrierea Braille*, Presa Universitară Clujeană, Cluj-Napoca
- Preda, Vasile (coord.) (2000), *Orientări teoretico-praxiologice în educația specială*, Presa Universitară Clujeană
- Radu, Gh., (2002), *Psihologia școlară pentru învățământul special*, Ed. Fundației Humanitas, București
- Rozorea, Anca, (2003), *Deficiențele senzoriale din perspective psihopedagogice speciale*, Editura Pontos, Constanța
- Rusu, C. (coord.) (1997), *Deficiență, incapacitate, handicap*, Ed. Pro Humanitate, București
- Tinică S. (2004), *Repere în abordarea copilului dificil*, Editura Eikon
- Ungureanu, D. (1998), *Copiii cu dificultăți de învățare*. Ed. Didactică și Pedagogică, București
- Vasile Preda, (2007), *Elemente de psihopedagogie specială*, Ed. EIKON
- Verza E., Păun E. (coord.) (1998), *Educația integrată a copiilor cu handicap*, UNICEF și RENINCO, București
- Verza E.F, (2004), *Afectivitate și comunicare la copiii în dificultate*, Ed. Fundației Humanitas, București
- Verza, E., (1977), *Dislalia și terapia ei*, Editura Didactică și Pedagogică, București.
- Verza, E., (1983), *Disgrafia și terapia ei*, Editura Didactică și Pedagogică, București
- Verza, E., (2003), *Tratat de logopedie*, Editura Fundației Humanitas, București
- Verza, E., (2003), *Tratat de logopedie*, vol. I, Editura Fundației Humanitas, București
- Verza, E.F., (2002), *Introducere în psihopedagogia specială și asistența socială*, Ed. Fundației Humanitas, București
- Verza, E.; Verza, F.E. (2011). *Tratat de psihopedagogie specială*, Editura Universității București
- Vrasmas, E, Stanică, C. (1997), *Terapia tulburărilor de limbaj. Intervenții logopedice*, EDP, București,
- Vrăsmaș, T. (2001), *Învățământul integrat și/sau inclusiv*, Ed. Aramis, București

SOCIAL PEDAGOGY

Course Code: PIPP 2309

Type of course: optional

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Ludușan Marioara, PhD

Seminar tutor: Ludușan Marioara, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Autumn	Grade	3

COURSE AIMS: acquiring by students skills aimed at supporting / assisting individual development of preschool / school children / students in their social competences and implementing rules to protect the health and safety of physical and mental health of each preschool / school breakfast / student, the suitable.

ENTRY REQUIREMENTS:

Basic knowledge in the field of special education

COURSE CONTENTS:

1. The concept of social pedagogy
2. Evolution social pedagogy
3. The social dimension of education
4. Research social pedagogues
5. Working principle in social pedagogy
6. Social pedagogy.
 - 6.1. Areas of activity of social pedagogue
 - 6.2. Social pedagogue specific activity
 - 6.3. The role and place in the system enabling social pedagogue
 - 6.4. Powers social pedagogue
 - 6.5. Specific tasks of the social pedagogue
 - 6.6. Social service, form of social pedagogy in action
7. SOCIAL LEARNING PROCESS
8. ALTERNATIVE EDUCATION SOCIAL
 - 8.1. Lifelong learning
 - 8.2. Adult education
 - 8.3. Teachers parallel

TEACHING METHODS:

Lecture, conversation

LEARNING OUTCOMES:

- managing the groups of children, the learning process and social interactions (CP4)
- applied educational research (CT2)

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Written paper - 50%;
- continuous assessment - 50%.

RECOMMENDED READING:

- Drobot, Loredana, *Pedagogie socială*, E.D.P., R.A., București, 2008
- Ludușan Marioara, *Pedagogie socială*, Editura Universității "1 Decembrie 1918" din Alba Iulia, seria DIDACTICA, 2014
- Neculau, A., *Pedagogie socială*, Experiențe românești, Editura Universității „A.I. Cuza”, Iași, 1994

THE METHODOLOGY OF PEDAGOGICAL RESEARCH

Course Code: PIPP 2401

Type of course: COMPULSORY

Language of instruction: Romanian

Name of lecturer: Igna Cornel Victor, PhD

Seminar tutor: Igna Cornel Victor, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class/Seminary	56	2	Autumn	Grade	6

COURSE AIMS:

To understand the theory and use of research methods used in education and other social sciences.

ENTRY REQUIREMENTS: -

COURSE CONTENTS:

- I. Short history of research in education area
- II. Theoretical aspects of educational research
- III. Design of research in education
- IV. Quantitative research methods
- V. Mathematical-statistical methods to process research data
- VI. Qualitative research methods
- VII. Organization and analysis of qualitative data
- VIII. Research in multicultural education. Minorities
- IX. Internet based research
- X. Research in schools and universities
- XI. Research of educational and social policies
- XII. Criteria for research evaluation
- XIII. Valuing/applying and publishing the results
- XIV. Research ethics

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Understanding of the research process and requirements
- Ability to apply qualitative and quantitative research
- Ability to manage qualitative and quantitative data

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 80%; continuous assessment – 20%.

RECOMMENDED READING:

- Scott D. and Usher R. (2011), *Researching education : data, methods and theory in educational enquiry*, Continuum International Publishing Group, London
- Sikes, P. and Potts, A., (2008) *Researching education for the inside : investigations from within*, Routledge, London/New York
- Carl A. Grant, (2005) *Research and Multicultural Education: From the Margins to the Mainstream*, The Falmer Press, London/Washington D.C.
- Ronald H. Heck, (2004), *Studying Educational and Social Policy Theoretical Concepts and Research Methods*, Lawrence Erlbaum Associates, Mahwah
- Dawson, C., (2002), *Practical Research Methods. A user-friendly guide to mastering research techniques and projects*, HowTo Books Ltd, Oxford
- Rugg, G., Petre, M., (2007), *A gentle guide to research methods*, Open University Press, New York
- Cassell, C., Symon, G., (2004), *Essential Guide to Qualitative Methods in Organizational Research*, Sage Publication Ltd, London
- Sherman, R. R., Webb R. B., (1988), *Qualitative Research in Education*, Routledge&Falmer, London/New York
- Vanderstoep, S.W., Johnston, D.D., (2009), *Research Methods for Everyday Life. Blending qualitative and quantitative approaches*. Jossey-Bass, San Francisco

EDUCATIONAL PSYCHOLOGY

Course Code: PIPP2402

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Todor Ioana, PhD

Seminar tutor: Cristina Speranza, PhD student

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	42	3	Summer	Grade	4

COURSE AIMS:

- To define and use in didactic discourse key concepts from educational psychology
- To develop the competencies to apply in educational practice descriptive models of learning, communication and social interaction
- To manage with a sense of responsibility the learning process and children's cognitive, social, emotional and moral development

ENTRY REQUIREMENTS:

General psychology

COURSE CONTENTS:

Learning: definition, classification,
 Learning through classical conditioning
 Behaviourist learning
 Information processing theories of learning
 Social theories of learning
 Cognitive constructivist learning
 Social constructivist learning
 Motivation in school
 Conceptual understanding
 Problem solving
 Cognitive intelligence
 Emotional intelligence
 Creativity

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- conducting the teaching and learning process in preschool and primary school (CP2)
- managing the groups of children, the learning process and social interactions (CP4)
- counselling and psycho-pedagogical support for various educational groups (CP5)
- cooperation in interdisciplinary teams in order to carry out programs and projects in education (CT2)
- life-long learning (CT3)

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Cline, T., Gulliford, A. & Birch, S. (Eds) (2015). *Educational Psychology*. Second edition. London: Routledge.
- Roffey, S. (2011). *Changing behaviour in Schools: Promoting Positive Relationships and Wellbeing*. London: Sage.
- Wolfson, L.M. (2011). *Educational Psychology*. London: Pearson.

**LANGUAGE AND COMMUNICATION DIDACTIC
IN PRESCHOOL EDUCATION**

Course Code: PIPP2404

Type of course: compulsory

Language of instruction: Romanian tutoring available for Erasmus students

Name of lecturer: Marcela CIORTEA, PhD

Seminar tutor: Marcela CIORTEA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Summer	Grade	2

COURSE AIMS:

- knowing, understanding and a correct using the basic rules of Romanian language;
- appropriation the fundamental norms of the Romanian language to eliminate errors of oral and written expression;
- enrolling in a unitary and coherent structure the main theory regarding the Romanian language.

COURSE CONTENTS:

1. Didactic game
2. Conversation
3. Reading images
4. Story-telling
5. Retelling stories
6. Memorising
7. Evaluation

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Primary data assimilation from the history of the discipline.
- Proper use of the words in different situations of communication.
- Writing correct text after dictation.
- Correcting wrong forms in a given text.
- Proper use and conscious language facts.
- Learning the fundamental norms of Romanian language to eliminate errors of oral and written expression.
- Correct mastery of specialized terms.
- Perception the relationship of interdisciplinarity: rhetoric / stylistic / literary theory (rhetorical figures / style figures; the art of the discourse).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50 %.

Dictation – 50%.

RECOMMENDED READING:

- *** *Curriculum pentru educația timpurie*, 2008.
- DUMITRANA, Magdalena, *Copilul, familia și grădinița*, Editura Compania, București, 2000.
- DUMITRANA, Magdalena, *Educarea limbajului în învățământul preșcolar*, Editura Compania, București, I. *Comunicarea orală*, 1999, II. *Comunicarea scrisă*, 2001.
- GLAVA, Adina; GLAVA, Cătălin, *Introducere în pedagogia preșcolară*, Editura Dacia Educațional, Cluj-Napoca, 2002.
- GLAVA, Adina; POCOL, Maria; TĂTARU, Lolica-Lenuța, *Educația timpurie. Ghid metodic pentru aplicarea curriculum-ului preșcolar*, Editura Paralela 45, Pitești, 2009.
- HOBJILĂ, Angelica, *Elemente de didactică a activităților de educare a limbajului (etapa preșcolară)*, Editura Institutul European, Iași, 2008.
- MĂTĂSARU, Maria et al., *Proiectarea didactică în învățământul preșcolar*, ediția a III-a revăzută și adăugită, Editura Casei Corpului Didactic Grigore Tăbăcaru, Bacău, 2004.
- MĂTĂSARU, Maria et al., *Proiectarea didactică în învățământul preșcolar*, Editura Vladimed-Rovimed, Bacău, 2008.

- MĂTĂSARU, Maria (coord.), *Secrete metodice în didactica preșcolară. Contribuții independente și în echipă la dezvoltarea teoriei și practicii managementului educațional*, Rovimed Publishers, Bacău, 2008.
- MITU, Florica, *Metodica activităților de educare a limbajului*, Editura Pro Humanitas, București, 2000.
- NEAGU, Maria Ramona, *Jocul didactic – cale de acces spre sufletul copilului*, Editura Vladimed-Rovimed, Bacău, 2011.
- NOREL, Mariana; BOTA, Oana Alina, *Didactica domeniului experiențial. Limbă și comunicare*, Editura ASCR, Cluj-Napoca, 2012.
- PĂIȘI-LAZARESCU, Emilia; EZECHIL, Liliana, *Laborator preșcolar*, Editura V&I Integral, București, 2011.
- PĂTRU, Florina; MOAGHEN, Gianina, *Jocul didactic – activitate fundamentală în grădinița de copii*, Editura TehnoMedia, Sibiu, 2011.
- PĂUN, Emil; IUCU, Romiță (coord.), *Educația preșcolară în România*, Editura Polirom, Iași, 2002.
- PREDA, Viorica, *Copilul și grădinița. Urgența 2000: pariul limbajului și al comunicării*, Editura Compania, București, 1999.
- RAFAILĂ, Elena, *Educarea creativității la vârsta preșcolară*, Editura Aramis, București, 2002.
- TRIF, Letiția, *Pedagogia învățământului preșcolar și primar*, editura Eurostampa, Timișoara, 2008.
- ȚIPORDEI, Petre, *Culegere de cântece și jocuri (pentru preșcolari)*, Editura Didactică și Pedagogică, București, 1976.
- VARZARI E. et alii, *Cunoașterea mediului înconjurător și dezvoltarea vorbirii*, Editura Didactică și Pedagogică, București, 1974.
- VÂSCU, Teodora; PINTILIE, Elena, *Jocuri didactice pentru însușirea corectă a limbii române de către preșcolari*, Editura Didactică și Pedagogică, București, 1994.
- VOICULESCU, Elisabeta, *Pedagogie preșcolară*, Editura Aramis, București, 2001.
- VOICULESCU, Elisabeta, *Metodologia predării-învățării și evaluării*, Editura Ulise, Alba Iulia, 2002.
- VOICULESCU, Florea, *Elaborarea obiectivelor educaționale. Teorie, cercetări, aplicații*, Ed. Imago, Sibiu, 1995.
- WAUTERS-KRINGS, Frédérique, *(Psiho)motricitate. Sprijin, prevenție și compensare*, traducere din limba franceză de Iulia Mateiu, Editura Asociației de Științe Cognitive din România, Cluj-Napoca, 2014.

**DIDACTIC OF ROMANIAN LANGUAGE AND LITERATURE
IN PRIMARY SCHOOL**

Course Code: PIPP2405

Type of course: compulsory

Language of instruction: Romanian tutoring available for Erasmus students

Name of lecturer: Marcela CIORTEA, PhD

Seminar tutor: Marcela CIORTEA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Summer	Grade	2

COURSE AIMS:

- knowing, understanding and a correct using the basic rules of Romanian language;
- appropriation the fundamental norms of the Romanian language to eliminate errors of oral and written expression;
- enrolling in a unitary and coherent structure the main theory regarding the Romanian language.

COURSE CONTENTS:

Curriculum Romanian language and literature in primary school
The pre-ABC stage, The ABC stage, The post-ABC stage
Explanatory reading of narrative texts / Lyric texts
Teaching vocabulary elements / morphology and syntax elements
Spelling and punctuation. Transcription, copying and dictation
Composition and extracurricular activities
Knowledge of language and literature in primary school

TEACHING METHODS:

Lecture, conversation, exemplification, applications

LEARNING OUTCOMES:

- Primary data assimilation from the history of the discipline.
- Proper use of the words in different situations of communication.
- Writing correct text after dictation.
- Correcting wrong forms in a given text.
- Proper use and conscious language facts.
- Learning the fundamental norms of Romanian language to eliminate errors of oral and written expression.
- Correct mastery of specialized terms.
- Perception the relationship of interdisciplinarity: rhetoric / stylistic / literary theory (rhetorical figures / style figures; the art of the discourse).

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 50 %.

Dictation – 50%.

RECOMMENDED READING:

- *** *Programele școlare în vigoare.*
- CRĂCIUN, CORNELIU, *Metodica predării limbii române în învățământul primar*, Editura Emia, Deva, 2002.
- DUMITRU, ION; MATEI, GHEORGHE, *Metodica formării, dezvoltării și cultivării abilităților de comunicare ale preșcolarilor și elevilor din clasele I-IV*, ediția a II-a adăugită, Editura Cuvântul Info, Ploiești, 2007.
- EZECHIL, LILIANA; RAICU, MARIA, *Învățământul primar simultan – o provocare pentru activitatea diferențiată*, Editura Paralela 45, Pitești, 2008.
- GÂRLEANU-COSTEA, RODICA; ALEXANDRU, GHEORGHE, *Activitatea simultană la două sau mai multe clase în ciclul primar*, Editura Gheorghe Cârțu Alexandru, Craiova, 1996.
- ILICA, ANTON, *Metodica limbii române în învățământul primar. Manual pentru licee pedagogice, școli postliceale, colegii universitare pedagogice*, Editura Grigore Tăbăcaru, Bacău, 1999.
- ILICA, ANTON, *Metodica limbii române*, Ediția a V-a adăugită, Editura Universității Aurel Vlaicu, Arad, 2005.
- ILICA, ANTON, *Comunicare și lectură*, Editura Universității Aurel Vlaicu Arad, 2005.
- ILICA, ANTON, *Filosofia comunicării*, Editura Universității Aurel Vlaicu Arad, 2006.

- ILICA, ANTON (coord.), *Didactica limbii române și a lecturii. Îndrumări metodice pentru profesorii din învățământul primar*, Editura Universității Aurel Vlaicu, Arad, 2007.
- ILICA, ANTON, *Pedagogia comunicării. Repere pentru o cultură organizațională*, Editura Universității Aurel Vlaicu Arad, 2009.
- MOLAN, VASILE, *Didactica Disciplinei „Limba și Literatura Română” în învățământul primar*, Editura Miniped, București, 2010.
- NICOLESCU, ESTERA, *Didactica limbii și literaturii române pentru învățământul primar*. Lucrare alcătuită în conformitate cu programele pentru colegiile de institutori, pentru perfecționare, definitivat și grade didactice, Editura Egal, Bacău, 2003.
- NUȚĂ, SILVIA, *Metodica predării limbii și literaturii române în clasele primare*, vol. I-II, Editura Aramis, București, 2000.
- PAMFIL, ALINA, *Elemente de didactica limbii române: clasele primare*, Casa Cărții de Știință, Cluj-Napoca, 2007.
- PAMFIL, ALINA, *Limba și literatura română în școala primară. Perspective complementare*, Editura Paralela 45, Pitești, 2009.
- ȘERDEAN, IOAN, *Didactica limbii și literaturii române în învățământul primar*, Editura Corint, București, 2003.
- VOICULESCU, ELISABETA, *Metodologia predării-învățării și evaluării*, Alba Iulia, 2000

METHODOLOGY IN MATHEMATICS (PRIMARY SCHOOL)

Course Code: PIPP 2406

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Prof. Daniel Breaz, PhD

Seminar tutor: Assist. Ioan-Lucian Popa, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	3	Summer	Grade	2

COURSE AIMS:

The overall objectives are:

Formation and capacity to communicate using mathematical language.

-development of interest and motivation for the study and application of mathematics in various contexts.

-passing from the image of the educator transmitter information from the organizer of various learning activities for all children, depending on their own level and pace of development of each.

ENTRY REQUIREMENTS:- Mathematics PIPP 1106

COURSE CONTENTS:

1. Objectives of mathematical activities.
2. Objectives and framework of reference.
3. Pedagogical and methodological bases of mathematical activities.
4. Development of sensations and perceptions through direct actions with objects.
5. Sorting skills training, writing, classification by common characteristics.
6. Creation of a global assessment by implementing pairs.
7. Training of mathematical language.
8. Sets.
9. Training notions of natural numbers and operations with integers.
10. Addition and subtraction.
11. Mathematical game.
12. Assessment in mathematical activities.

TEACHING METHODS:

Lecture, discussion, exemplification.

LEARNING OUTCOMES:

After following this course students will be able to:

- to use the correct terminology in various contexts and mathematics;
- To identify methods for solving exercises and problems that arise in mathematics;
- to succeed application in different contexts of teaching methods;

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Final evaluation – 50%; Seminar activities – 50%.

RECOMMENDED READING:

- 1.Biehler R., Scholz R.W., Strasser R., Didactics of Mathematics as a Scientific Discipline, Springer 2002
- 2.Chris Confer, Teaching Number Sense: Kindergarten, 2005
- 3.Sue Fox, Liz Surtees, Mathematics Across the Curriculum: Problem-Solving, Reasoning and Numeracy in Primary Schools, Continuum 2010
- 4.Richard R Skemp, Mathematics in the Primary School (Subjects in the Primary School Series), Routledge, 1992
- 5.Pamela Cowan, Teaching mathematics : a handbook for primary and secondary school teachers, Routledge 2006
- 6.Linda Pound, Trisha Lee, Teaching Mathematics Creatively [2 ed.], Routledge 2015

TEACHING PRACTICAL ACTIVITIES IN PRIMARY SCHOOL

Course Code: PIPP2407

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Dorin Opreș, PhD

Seminar tutor: Dorin Opreș, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Summer	Grade	2

COURSE AIMS:

Developing a system of operational abilities to plan, realize and evaluate the educational activities.

ENTRY REQUIREMENTS:

Studying the subjects which ensure the theoretical training.

COURSE CONTENTS:

- Observation and recording of different types / versions of lessons
- Analysis, discussion and appreciation of the observed lessons in a group
- Planning some learning units and various types of lessons
- Using assessment tools (self-assessment) of lesson

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Self-assessment and permanent improvement of professional practices and advance in career
- Use of effective methods and techniques for lifelong learning, for training and continuing for professional development

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- *** *Curriculum Național - Ghid metodologic* [*National Curriculum – Methodological guide*], Ministerul Educației și Cercetării – Consiliul Național pentru Curriculum, Prognosis, București, 2002.
- Ghiduri, manuale, îndrumătoare [Guides, teaching books], 2013-2016.

TEACHING PRACTICAL ACTIVITIES IN PRESCHOOL

Course Code: PIPP 2408

Type of course: Compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: PETROVAN RAMONA STEFANA , PhD

Seminar tutor: PETROVAN RAMONA STEFANA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Summer	Grade	2

COURSE AIMS:

- Developing the observance ability, consignment, analyse and evaluation for the instructive-educational activities, on main objectives and in totality;
- Forming the ability of counselling the parents related to the programme of the child during the family time, the educational methods, the knowledge of the child etc.;
- Knowing the research specific of the educational process (characteristic, stages, functions, types, methodology etc.);
- Developing the capacity to cooperate with various educational factors, stimulating their participation in the instructive-educational activity.

ENTRY REQUIREMENTS:

Forming a system of operational abilities to project, achieve and evaluate instructive-educational activities: the ability to project full lessons, various types and variants, and other types of educational organisation forms (trips, visits, practical lessons etc.); the ability to fully conduct various types/variants of lessons; the ability to control/self-control the activities depending on the results of the evaluation

COURSE CONTENTS:

- The observation and the registering of the integral development of different instructive-educational activities with the help of adequate instruments (grids, files, guides etc.);
- The analyse, the debate and the group evaluation of the observed activities;
- The creation of weekly and semestral planning, on domains and themes, and the creation of projects for various activities and of projects for other organisational forms of the educational process;
- Completely conduct instructive-educational activities according to the planning projected by the coordinator and the mentor of pedagogic practice;
- Using evaluation (self-evaluation) instruments for the instructive-educational activities; measuring and evaluating the objectives and the lesson;
- Exercises for the projection of alternative activities, integral or on sequences, depending on the results of the evaluation;
- Practicing a positive attitude in the relation with the preschool children and the profession and practicing a creative attitude in the development of the activities;
- Applying methods and procedures for the prevention and the recovery of the retard in the development of the preschool children;
- Applying strategies for the identification and the development of the preschool dispositions and aptitudes;
- Applying specific strategies for the development of cooperation/communication and for the development of positive/stimulating psychosocial relations, of superior motivation for the group appurtenance, of affiliation, spiritual and for the development of the group as entity etc.;
- Practical activities for the counselling of the parents upon the programme of the children during the family time, educational methods etc.;
- The identification of the research characteristics, stages, functions etc., through the analyse of empiric research developed in the preschool unit and through group discussions, debates, argumentation, reasoning and communicational techniques etc.;
- Practicing the observance, the conversation, the experiment, the inquiry etc. as main research methods inside a research project;
- Participating to various activities with the educational partners (family, consultations, visits, lectures, negotiations, debates with several governmental and nongovernmental organisations etc.). Using the techniques of negotiation, argumentation/ dispute, prognosis, reasoning and communication and persuasion

TEACHING METHODS:

Conversation, Exemplification

LEARNING OUTCOMES:

The study of curricular documents specific to preschool: The Curriculum for preschool; the methodical guide for preschool; the auxiliary curriculum for preschool

- Creating observation files for the assisted lessons
- Creating the activity project for the lesson

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Creating projects for instructive-educational activities, using concepts, theories, paradigms, principles and methodologies specific to the educational sciences or to the taught disciplines;
- Practicing instructive-educational activities that use strategies and resources adequate for various educational contexts, specific to pre-school and primary school teaching.

RECOMMENDED READING:

- Petrovan Ramona Ștefana, Lucia Buda Caiet de practică pedagogică, Editura Focus, Petroșani, 2007
- Petrovan Ramona Ștefana, Lucia Buda Ghid de practică pedagogică, Editura Focus, Petroșani, 2007
- Andreescu L, Gurlui I-*Activitățile integrate în grădiniță*. Ghid metodic, Editura Carmis,2014
- Bontaș I. - *Pedagogie*, Ed. All, București, 1994.
- Cerghit I. - *Metode de învățământ*, E.D.P., București, 1997
- Crețu, Tinca. *Psihologia vârștelor*. -Ed. a 3-a, rev., ad.. - Iași : Polirom, 2009
- Glava, A.,Glava, C., *Introducere în pedagogia preșcolară*, Ed. Dacia Educaional 2002 Cluj-Napoca
- Ionescu M., Chiș V. - *Strategii de predare și învățare*, Ed. Științifică, București, 1999
- Iucu R. - *Instruirea școlară- perspective teoretice și aplicative*, Ed. Polirom, Iași, 2001.
- Nicola I., *Tratat de pedagogie școlară*, E.D.P., București, 1996
- Stan L - *Pedagogia preșcolariității și a școlariității mici*, Editura Polirom 2014
- Ștefan M., A., Frăsineanu E., S, *Ghid de practică pedagogică*, Editura Sitech 2014
- Voiculescu, E, *Pedagogie preșcolară*, Editura Aramis 2003
- *** - Curriculum-ul Național pentru învățământul preșcolar
- *** - Curriculum pentru educația timpurie a copiilor de la 3 la 6/7 ani, MECT, București, 2008
- *** - Ghid de bune practice pentru educația timpurie a copiilor de la 3 la 6/7 ani, MECT, București, 2008

LOGICS

Course Code: PIPP2411

Type of course: optional

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Ioan Scheau, PhD

Seminar tutor: Ioan Scheau, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Summer	Grade	3

COURSE AIMS:

- Stimulating concern for developing the rational and emotional dimension of the self
- Solving some theoretical and practical problems using the cognitive and socio-cultural abilities acquired

ENTRY REQUIREMENTS:

N/a

COURSE CONTENTS:

- Logical principles
- Theory of reasoning
- Notion
- Propositions
- Sentences
- The theory of reasoning
- Correct reasoning
- Mistaken reasoning

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Self assessment and continuous improvement of professional practices and career development
- Promoting values associated to a quality education, in accordance with national educational policies and pursuant to the ones developed and popularized at European level, based on the on the knowledge of the distinctiveness of the European educational field and of interculturality.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 70%; continuous assessment – 30%.

RECOMMENDED READING:

- Scheau I. *Logică* Seria Didactica, 2016
- Dumitriu A. *Istoria logicii* Editura Tehnică, București 1998

RATIONAL EMOTIONAL EDUCATION

Course Code: PIPP3510

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Todor Ioana, PhD

Seminar tutor: Cristina Speranza, PhD student

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	28	2	Autumn	Grade	3

COURSE AIMS:

- To identify the roles played by the rational-emotive and behavioral education in the development of the human personality
- To describe the components of the ABC model (antecedents-beliefs-consequences) in various contexts
- To apply the interactive model event-beliefs-behavior/emotion in educational counseling
- To integrate rational emotive education in primary schools

ENTRY REQUIREMENTS: None**COURSE CONTENTS:**

1. A short history of the REBE (rational-emotive and behavioral education)
2. Guiding principles in REBE
3. The interactive model beliefs-emotion-behavior
4. Rational and irrational thoughts
5. The ABC model (A. Ellis)
6. The ABCDE model (A. Ellis)
7. Modifying the irrational thinking patterns

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- counselling and psycho-pedagogical support for various educational groups (CP5)
- cooperation in interdisciplinary teams in order to carry out programs and projects in education (CT2)

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- David, D. (2006). *Tratat de psihoterapii cognitive și comportamentale*, Editura Polirom, Iași.
- Ellis, A. (1973). Emotional education in the classroom: The Living School. *Journal of Child Psychology*, 1, 19-22.
- Ellis, A., Dryden, W. (2007). *The Practice of Rational Emotive Behavior Therapy*, 2nd edition, Springer Publishing Company, LLC.
- Ellis A., Bernard, M.E. (2007). *Terapia rațional emotivă și comportamentală în tulburările copilului și adolescentului. Teorie, practică și cercetare*, Editura RTS, Cluj-Napoca.
- Holdevici, I. (2007). *Strategiile psihoterapiei cognitiv-comportamentale*, Dual Tech, București.
- Opre, A., Vaida, S. (2008). Counseling in Schools. A Rational Emotive Behavior Therapy (REBT) Based Intervention – A Pilot Study – *Cogniție, Creier, Comportament*, 12, 1; 57–69.
- Pietro, M. (2004). Rational Emotive Education in School, in *Romanian Journal of Cognitive and Behavioral Psychotherapies*, 4, 1; 65–77.
- Popa, S. (2004). Eficiența unui program de educație rațional emotivă și modificarea cognițiilor iraționale și inferențiale la copii, in *Romanian Journal of Cognitive and Behavioral Psychotherapies*, 4, 1; 53–67.
- Vernon, A. (2004). Consilierea în școală. Dezvoltarea inteligenței emoționale prin educație rațional-emotivă și comportamentală. *Clasele I – IV*, Editura ASCR, Cluj-Napoca.
- Vernon, A. (2004). Rational Emotive Education. in *Romanian Journal of Cognitive and Behavioral Psychotherapies*, vol. 4, no. 1, 23–37.
- Vernon, A. (2002). *Ce, cum, cand in terapia copilului și adolescentului. Manual de tehnici de consiliere și psihoterapie*, Editura RTS, Cluj Napoca

EDUCATIONAL MANAGEMENT

Course Code: PIPP 3601

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Letiția Muntean-Trif, PhD

Seminar tutor: Letiția Muntean-Trif, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	36	3	Summer	Grade	4

COURSE AIMS: the acquisition of skills by the students aiming at knowledge and application of educational management issues, ways of organizing school activities

ENTRY REQUIREMENTS:

Basic knowledge in the field of education sciences.

COURSE CONTENTS:

Theoretic fundaments of management

The school as an organization; organizational culture

School organization. School Institution. Institutional Management

School organization culture

Tipologii ale organizației școlare Types of school organization

Institutional development plan and operational plans

School organization climate. Factors of the school organization climate. Types of organizational climate

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

Through the study of the discipline students are expected to be able to:

- Form abilities of projection, implementation and assessment of systems and methods of school institutions management;
- Develop skills of communication and relation with the school organization's internal environment and external environment;

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 60%; continuous assessment – 40%.

RECOMMENDED READING:

- Bocoș, Mușata, Răduț-Taciu, Ramona, Chiș, Olga, *Tratat de management educațional pentru învățământul primar și preșcolar*, Editura Paralela 45, 2015.
- Manea, A.,D., *Managementul organizației școlare. Implicații ale managementului democratic-participativ la nivelul unității școlare de tip incluziv*, Editura Eikon, Cluj-Napoca, 2013.

MAN AND SOCIETY DIDACTICS (PRIMARY SCHOOL AND PRESCHOOL)

Course Code: PIPP 3603

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Ludușan Marioara, PhD

Seminar tutor: Ludușan Marioara, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	24	2	Summer	Grade	2

COURSE AIMS:

- To apply pedagogical knowledge in teaching
- Knowing the specific subject matter of methodology
- Familiarization with the planning documents of teaching

ENTRY REQUIREMENTS:

None

COURSE CONTENTS:

1. Objectives of teaching and learning discipline
2. Design Training
3. Lesson - the basic form of organization of educational process
4. Learning objectives
5. Principles of teaching
6. Teaching methods specific
7. Evaluation in teaching

TEACHING METHODS:

Lecture, conversation, video Holders, exemplification.

LEARNING OUTCOMES:

- designing training programs or programs adapted for different age levels (CP1)
- conducting the teaching and learning process in preschool and primary school (CP2)
- using methods and techniques of effective lifelong learning, (CT3)

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Written paper - 50%;
- continuous assessment - 50%.

RECOMMENDED READING:

- Albușescu, I, Albușescu, M., *Predarea și învățare a disciplinelor socio-umane*, Ed. Polirom, Iași, 2000.
- Stan, L., Andrei, A., *Ghidul tânărului profesor*, Ed. Spiru Haret, Iași, 1997
- M.E.C., C.N.C., *Ghid metodologic de aplicare a programelor școlare pentru educație civică și cultură civică, primar-gimnaziu*, Ed. S.C. ARAMIS PRINT, București, 2001

TEACHING PRACTICAL ACTIVITIES IN PRIMARY SCHOOLS

Course Code: PIPP 3606

Type of course: Compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: PETROVAN RAMONA STEFANA , PhD

Seminar tutor: PETROVAN RAMONA STEFANA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	24	2	Summer	Grade	2

COURSE AIMS:

- Developing the observance ability, consignment, analyse and evaluation for the instructive-educational activities, on main objectives and in totality;
- Forming the ability of counselling the parents related to the programme of the child during the family time, the educational methods, the knowledge of the child etc.;
- Knowing the research specific of the educational process (characteristic, stages, functions, types, methodology etc.);
- Developing the capacity to cooperate with various educational factors, stimulating their participation in the instructive-educational activity

ENTRY REQUIREMENTS:

Forming a system of operational abilities to project, achieve and evaluate instructive-educational activities: the ability to project full lessons, various types and variants, and other types of educational organisation forms (trips, visits, practical lessons etc.); the ability to fully conduct various types/variants of lessons; the ability to control/ self-control the activities depending on the results of the evaluation

COURSE CONTENTS:

- The observation and the registering of the integral development of different instructive-educational activities with the help of adequate instruments (grids, files, guides etc.);
- The analyse, the debate and the group evaluation of the observed activities;
- The creation of weekly and semestral planning, on domains and themes, and the creation of projects for various activities and of projects for other organisational forms of the educational process;
- Completely conduct instructive-educational activities according to the planning projected by the coordinator and the mentor of pedagogic practice;
- Using evaluation (self-evaluation) instruments for the instructive-educational activities; measuring and evaluating the objectives and the lesson;
- Exercises for the projection of alternative activities, integral or on sequences, depending on the results of the evaluation;
- Practicing a positive attitude in the relation with the primary school children and the profession and practicing a creative attitude in the development of the activities;
- Using the methods and the procedures for the prevention and the recovery of the retard in the development of the primary school children;
- Applying strategies for the identification and the development of the primary school dispositions and aptitudes;
- Applying specific strategies for the development of cooperation/communication and for the development of positive/stimulating psychosocial relations, of superior motivation for the group appurtenance, of affiliation, spiritual and for the development of the group as entity etc.;
- Practical activities for the counselling of the parents upon the programme of the children during the family time, educational methods etc.;
- The identification of the research characteristics, stages, functions etc., through the analyse of empiric research developed in the primary school unit and through group discussions, debates, argumentation, reasoning and communicational techniques etc.;
- Practicing the observance, the conversation, the experiment, the inquiry etc. as main research methods inside a research project;
- Participating to various activities with the educational partners (family, consultations, visits, lectures, negotiations, debates with several governmental and nongovernmental organisations etc.).
- Using the techniques of negotiation, argumentation/ dispute, prognosis, reasoning and communication and persuasion

TEACHING METHODS:

Conversation, exemplification

LEARNING OUTCOMES:

- The study of curricular documents specific to the primary school: The Curriculum for the primary school; The methodical guide for the primary school; The auxiliary curriculum for the primary school
- Creating observation files for the assisted lessons
- Creating the activity project for the lesson

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Creating projects for instructive-educational activities, using concepts, theories, paradigms, principles and methodologies specific to the educational sciences or to the taught disciplines;
- Practicing instructive-educational activities that use strategies and resources adequate for various educational contexts, specific to the pre-school and primary school children

RECOMMENDED READING:

- Petrovan Ramona Ștefana, Lucia Buda Caiet de practică pedagogică, Editura Focus, Petroșani, 2007
- Petrovan Ramona Ștefana, Lucia Buda Ghid de practică pedagogică, Editura Focus, Petroșani, 2007
- Bontaș I. - *Pedagogie*, Ed. All, București, 1994.
- Cerghit I. - *Metode de învățământ*, E.D.P., București, 1997
- Ionescu M., Chiș V. - *Strategii de predare și învățare*, Ed. Științifică, București, 1999
- Iucu R. - *Instruirea școlară- perspective teoretice și aplicative*, Ed. Polirom, Iași, 2001.
- Nicola I., *Tratat de pedagogie școlară*, E.D.P., București, 1996
- Ștefan M., A., Frăsineanu E., S, *Ghid de practică pedagogică*, Editura Sitech 2014
- *** - Curriculum-ul Național pentru învățământul primar

TEACHING PRACTICAL ACTIVITIES IN PRESCHOOL

Course Code: PIPP 3607

Type of course: Compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: PETROVAN RAMONA STEFANA , PhD

Seminar tutor: PETROVAN RAMONA STEFANA, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	24	2	Summer	Grade	2

COURSE AIMS:

- Developing the observance ability, consignment, analyse and evaluation for the instructive-educational activities, on main objectives and in totality;
- Forming the ability of counselling the parents related to the programme of the child during the family time, the educational methods, the knowledge of the child etc.;
- Knowing the research specific of the educational process (characteristic, stages, functions, types, methodology etc.);
- Developing the capacity to cooperate with various educational factors, stimulating their participation in the instructive-educational activity.

ENTRY REQUIREMENTS:

Forming a system of operational abilities to project, achieve and evaluate instructive-educational activities: the ability to project full lessons, various types and variants, and other types of educational organisation forms (trips, visits, practical lessons etc.); the ability to fully conduct various types/variants of lessons; the ability to control/self-control the activities depending on the results of the evaluation

COURSE CONTENTS:

- The observation and the registering of the integral development of different instructive-educational activities with the help of adequate instruments (grids, files, guides etc.);
- The analyse, the debate and the group evaluation of the observed activities;
- The creation of weekly and semestral planning, on domains and themes, and the creation of projects for various activities and of projects for other organisational forms of the educational process;
- Completely conduct instructive-educational activities according to the planning projected by the coordinator and the mentor of pedagogic practice;
- Using evaluation (self-evaluation) instruments for the instructive-educational activities; measuring and evaluating the objectives and the lesson;
- Exercises for the projection of alternative activities, integral or on sequences, depending on the results of the evaluation;
- Practicing a positive attitude in the relation with the preschool children and the profession and practicing a creative attitude in the development of the activities;
- Applying methods and procedures for the prevention and the recovery of the retard in the development of the preschool children;
- Applying strategies for the identification and the development of the preschool dispositions and aptitudes;
- Applying specific strategies for the development of cooperation/communication and for the development of positive/stimulating psychosocial relations, of superior motivation for the group appurtenance, of affiliation, spiritual and for the development of the group as entity etc.;
- Practical activities for the counselling of the parents upon the programme of the children during the family time, educational methods etc.;
- The identification of the research characteristics, stages, functions etc., through the analyse of empiric research developed in the preschool unit and through group discussions, debates, argumentation, reasoning and communicational techniques etc.;
- Practicing the observance, the conversation, the experiment, the inquiry etc. as main research methods inside a research project;
- Participating to various activities with the educational partners (family, consultations, visits, lectures, negotiations, debates with several governmental and nongovernmental organisations etc.). Using the techniques of negotiation, argumentation/ dispute, prognosis, reasoning and communication and persuasion

TEACHING METHODS:

Conversation, Exemplification

LEARNING OUTCOMES:

The study of curricular documents specific to preschool: The Curriculum for preschool; the methodical guide for preschool; the auxiliary curriculum for preschool

- Creating observation files for the assisted lessons
- Creating the activity project for the lesson

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

- Creating projects for instructive-educational activities, using concepts, theories, paradigms, principles and methodologies specific to the educational sciences or to the taught disciplines;
- Practicing instructive-educational activities that use strategies and resources adequate for various educational contexts, specific to pre-school and primary school teaching.

RECOMMENDED READING:

- Petrovan Ramona Ștefana, Lucia Buda Caiet de practică pedagogică, Editura Focus, Petroșani, 2007
- Petrovan Ramona Ștefana, Lucia Buda Ghid de practică pedagogică, Editura Focus, Petroșani, 2007
- Andreescu L, Gurlui I-*Activitățile integrate în grădiniță*.Ghid metodic,Editura Carmis,2014
- Bontaș I. - *Pedagogie*, Ed. All, București, 1994.
- Cerghit I. - *Metode de învățământ*, E.D.P., București, 1997
- Crețu, Tinca. *Psihologia vârștelor*. -Ed. a 3-a, rev., ad.. -Iași : Polirom, 2009
- Glava, A.,Glava, C., *Introducere în pedagogia preșcolară*, Ed. Dacia Educaional 2002 Cluj-Napoca
- Ionescu M., Chiș V. - *Strategii de predare și învățare*, Ed. Științifică, București, 1999
- Iucu R. - *Instruirea școlară- perspective teoretice și aplicative*, Ed. Polirom, Iași, 2001.
- Nicola I., *Tratat de pedagogie școlară*, E.D.P., București, 1996
- Stan L - *Pedagogia preșcolariității și a școlariității mici*,Editura Polirom 2014
- Ștefan M., A., Frășineanu E., S, *Ghid de practică pedagogică*,Editura Sitech 2014
- Voiculescu, E, *Pedagogie preșcolară*, Editura Aramis 2003
- *** - Curriculum-ul Național pentru învățământul preșcolar
- *** - Curriculum pentru educația timpurie a copiilor de la 3 la 6/7 ani, MECT, București, 2008
- *** - Ghid de bune practice pentru educația timpurie a copiilor de la 3 la 6/7 ani, MECT, București, 2008

PHILOSOPHY OF EDUCATION

Course Code: PIPP3613

Type of course: optional

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Ioan Scheau, PhD

Seminar tutor: Ioan Scheau, PhD

Full time studies

Form of instruction	Number of teaching hours per semester	Number of teaching hours per week	Semester	Form of receiving a credit for a course	Number of ECTS credits allocated
Class	24	2	Summer	Grade	3

COURSE AIMS:

- the ability to see the connection between the European and local context in the history of philosophy of education;
- the ability to reword certain statements in order to make them comprehensible

ENTRY REQUIREMENTS:

N/a

COURSE CONTENTS:

- The philosophy of education in the Greek Antiquity
- Plato and Aristotle.
- The philosophy of education in the Late Antiquity, Middle Ages and Revival
- The philosophy of education in Modern Age
- Rousseau and Kant.
- The philosophy of education in the XIX and XX centuries

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Self assessment and continuous improvement of professional practices and career development
- Promoting values associated to a quality education, in accordance with national educational policies and pursuant to the ones developed and popularized at European level, based on the knowledge of the distinctiveness of the European educational field and of interculturality.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written paper – interpretative essay – 70%; continuous assessment – 30%.

RECOMMENDED READING:

- Scheau, Ioan *Filosofia educației* Editura Eikon, Cluj Napoca 2014
- Scheau Ioan *Istoria filosofiei* Editura Risoprint, Cluj Napoca 2006