

INSTITUTIONAL MANAGEMENT AND DEVELOPMENT

Course Code: ME 1102

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	42	3	Autumn	Grade	7

COURSE AIMS: acquisition by the students of knowledge and skills regarding the implementation modalities of training issues, organization of school activities;

ENTRY REQUIREMENTS:

Basic knowledge in the fundamentals of pedagogy.

COURSE CONTENTS:

- Theoretical, conceptual approach: Educational structures, organizations, institutions and systems
- The school's specific as an organization. Organizational culture. Structural elements. Contents of the school's culture: artefacts, perspectives, values and norms of the school, prerequisites.
- Typologies of school organization
- School organization climate. Term delimitations. Elements influencing the school organization
- Management of change in school institutions. Change and innovation in education. School reform as a type of change

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

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

- utilize correctly and in varied contexts the terminology specific to school organization from the perspective of educational management;
- explain the main theories regarding organizations;
- analyze the contents of the school culture;
- analyze comparatively the effects of management styles on the school climate quality;
- exemplify methods of investigating the organizational climate quality;

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Alecu Marin S., 2007, Dezvoltarea organizației școlare – repere teoretice și metodologice, Editura Didactică și Pedagogică R. A., București;
- Bocoș, Mușata, Răduț-Taciu, Ramona, Chiș, Olga, Tratat de management educațional pentru învățământul primar și preșcolar, Editura Paralela 45, 2015.
- Iosifescu, Ș. (coord.), 2000, Manual de management educațional, Editura ProGnosis, București.
- Iosifescu, Ș., 2000, Elemente de management strategic și proiectare, Colecția Educația 2000+, Editura Corint, București.
- Iosifescu, Ș., 2001, Management educațional pentru instituțiile de învățământ, Editura Tipogrup press, Buzău.

RESEARCH METHODOLOGY AND RESEARCH PROJECT MANAGEMENT IN EDUCATION SCIENCES

Course Code: ME 1103

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	42	2	Autumn	Grade	7

COURSE AIMS:

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

ENTRY REQUIREMENTS: - Theory of research

COURSE CONTENTS:

- I. Short history of research in education sciences
- II. Theoretical aspects of research in education sciences
- III. Design of research in education sciences
- IV. Planning of the research in education sciences
- V. Gathering data. Quantitative methods
- VI. Mathematical-statistical methods to process and interpret research data
- VII. Gathering data. Qualitative methods
- VIII. Organization and analysis of qualitative data
- IX. Difficulties during research projects
- 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
- Ability to find and solve problems related to research projects

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Dawson, C.,(2002), *Practical Research Methods. A user-friendly guide to mastering research techniques and projects*, HowTo Books Ltd, Oxford
- Ronald H. Heck, (2004), *Studying Educational and Social Policy Theoretical Concepts and Research Methods*, Lawrence Erlbaum Associates, Mahwah
- Rugg, G., Petre, M., (2007), *A gentle guide to research methods*, Open University Press, New York
- Sharp, J.A., Peters, J., Howard, K., (2002), *The management of a student research project*, Gower Publishing Company, Burlington
- 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
- Sherman, R. R., Webb R. B., (1988), *Qualitative Research in Education*, Routledge&Falmer, London/New York
- Tharenou, P., Donohue, R., Cooper, B., (2007), *Management Research Methods*, Cambridge University Press, Cambridge

EDUCATIONAL PROCESS MANAGEMENT

Course Code: ME1105

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	42	2	Autumn	Grade	6

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

ENTRY REQUIREMENTS:

Basic knowledge in the field of pedagogical sciences

COURSE CONTENTS:

The issue of education management, educational processes management in the class of students

The class of students. Managerial perspectives

The teacher – class manager

Learning management

Didactical ergonomics

Management of extracurricular activities

Management of disciplinary issues

Preventive strategies (setting up rules, routine activities in class)

Behaviour shaping strategies

Management of educational crisis situations

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

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

- identify the main functions, roles, components of management at the level of the school institution and class;
- project new examples of approaching the methods and processes used in interpersonal communication, class management;
- select and apply educational strategy methods specific to class management activities;
- build educational projects based on coherent teaching strategies which facilitate the differences and individual styles of learning;
- elaborate models of planning by applying strategies of behaviour shaping from the perspective of disciplinary issues management in class;

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Ghergut, A., *Introducere în managementul clasei de elevi*, Ed. Univ. „Alexandru Ioan Cuza”, Iași, 2010
- Trif, L., *Managementul clasei de elevi. Abordări aprofundate*, Seria Didactica, Alba Iulia, 2014..

MANAGEMENT OF EDUCATION QUALITY

Course Code: ME 1202

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Herman Iulia, 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	7

COURSE AIMS:

- knowledge of the main concepts, theories, models regarding quality management in education;
- creating the premisses for master students to undertake the principles, regulations and standards regarding assurance of quality of the processes and systems of education.

ENTRY REQUIREMENTS:

Basic knowledge in the fields: management of school institutions and class management.

COURSE CONTENTS:

- Fundamental concepts
- Definitions and approaches of quality (applied in education)
- Quality management in all organisations which provide education
- Definitions and approaches to total quality management (TQM)
- Management of education services quality
- Assessment and assurance of education in Romania. Concepts of the system of quality assessment and assurance
- Processes, components and structures of the education quality assessment system
- The institutional system of education quality management
- Fields and criteria of education quality evaluation and assurance
- Institutional capacity
- Education efficiency
- Quality management

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

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

- use correctly in various contexts the concepts relating to quality management of educational organizations;
- analyze the areas, the criteria and standards for assessing the quality of education;
- to apply the procedures, monitoring and assessment of quality at the level of the educational institution;

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Voiculescu, F.; Voiculescu, E., *Management educațional strategic. Analiză, proiectare, performare*, Editura Risoprint, Cluj Napoca, 2005.
- Voiculescu, F., *Tehnici de analiză și proiectare în managementul educațional strategic*, Editura Aeternitas, Alba Iulia, 2007.

THE MANAGEMENT OF CAREER AND PROFESSIONAL DEVELOPMENT

Course Code: Master Code: ME1203

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	5

COURSE AIMS:

The students will be able to:

1. Obtain knowledge and abilities for the personal development and the planning of a professional career
2. To design programmes of educational counselling adapted to various levels of age/ education

ENTRY REQUIREMENTS:

Acquiring the knowledge, the capacities and the attitude necessary in the activities of career orientation and personal development

COURSE CONTENTS:

1. The theoretical fundaments of the discipline. Counselling
2. Motivating the choice for profession
3. Theories upon career
4. The management of professional career
5. Planning the career
6. Professional orientation and selection
7. Performance in career

TEACHING METHODS:

Conversation, exemplification, case study, debate

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Băban, A., (coord.), 2001, *Consilirea educațională*, Editura PSINET /Ardealul, Cluj-Napoca
- Burlouiu, P, 1997, *Managementul resurselor umane*, Ed. Lumina LEX, S.R.L. București
- Coșa, Lucica-Emilia, 2012, *Consiliere și orientare*, Ed. NAPOCA STAR, Cluj-Napoca
- Dumitru, Ion, Al., 2008, *Consiliere psihopedagogică, Baze teoretice și sugestii practice*, Editura POLIROM, Iași
- Gal, Denizia, 2003, *Consiliere școlară*, Universitatea Babeș-Bolyai, Cluj-Napoca
- George Neamțu, (coord.), 2003, *Tratat de Asistență socială*, Editura POLIROM, Iași
- Hinescu, A., Ludușan, M., 2002, *Sociologie industrială*, Editura ASTRA, Blaj
- Jigău, M., 2001, *Consilierea carierei*, Editura Sigma, București
- Klein, M.M. (1997). *Introducere în orientarea în carieră*, Institutul pt. Științele Educației, București
- Lemeni, G., Miclea, M.(coord.), 2004, *Consiliere și orientare. Ghid de educație pentru carieră*. Editura ASCR, Cluj-Napoca
- Lemeni, G., Negru, O., 2004, *Planificarea carierei*. în Lemeni G., Miclea M. (coord.), *Consiliere și Orientare, Ghid de Educație pentru Carieră*, Editura ASCR, Cluj-Napoca
- Manolescu, A., 1998, *Managementul resurselor umane*, Editura RAI, București
- Manolescu, A., 2001, *Managementul resurselor umane*, ediția a III-a, Editura Economică, București
- Mathis, R., L., Nica, P., Rusu, C., 1997, *Managementul resurselor umane*, Editura Economică, București
- Neuman, N., 1994, *Arta de a găsi o slujbă bună*, Ed. BUSINESS TECH. INTERNATIONAL, Press, București
- Parkinson, M., 2002, *Ghidul carierei*, Colecția Cariere, Editura ALL BECK, București
- Tomșa, G., 1999, *Orientarea și dezvoltarea carierei la elevi*, Casa de Editură și Presă Viața Românească, București
- 18. Vlăsceanu, M., 2002, *Managementul carierei. Să învățăm să ne construim o carieră*, Editura Comunicare.ro București

ASSESSING OF RISK FACTORS IN THE SCHOOL ENVIRONMENT

Course code: ME1204

Type of course: compulsory

Language of instruction: English tutoring available for Erasmus students

Name of lecturer: Herman Iulia, 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	5

COURSE AIMS:

• acquisition of skills by students regarding the knowledge and application of principles and professional standards in the context of the design and conduct educational activities and networking with educational factors.

COURSE CONTENTS:

1. Violence in schools, effects of violence
2. Explanatory models of the development of violent antisocial behavior
3. Risk factors / protective factors
4. New forms of school violence
5. Programs and prevention models for school violence
6. Factors that generate school failure
7. Methods to prevent school failure
8. School dropout, causes and prevention methods

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Ability to get involved in professional development and individual
- Ability to apply theoretical knowledge learned in activities with students
- Ability to develop educational strategies for specific situations
- Drawing up professional projects using several methods and instruments acknowledged in the field.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Written exam – 75%; verification during semester – 25%.

RECOMMENDED READING:

- Cucos, C.(coord.) Psihopedagogie pentru examenele de definitivare și grade didactice. Polirom, Iași, 1998.
- Deutsch, M. Psihologia rezolvării conflictului. TEORA, București, 1996.
- Gliga, L.(coord.) Managementul conflictului – ghid. Tipogrup press, Buzău, 2001.
- Stan, E. Profesorul între autoritate și putere. Polirom, Iași, 1996.
- *** Conflictele și comunicarea. Editura Arc, București, 1988.

MANAGEMENT OF PROFESSIONAL STRESS

Course Code: ME 1206

Type of course: OPTIONAL

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	28	1	Summer	Grade	4

COURSE AIMS:

To understand and manage sources of professional stress.

ENTRY REQUIREMENTS:

- none,

COURSE CONTENTS:

I. Stress concept

Historical presentation, definition

II. Factors of professional stress and their influence.

Classification of stress generating factors. Stress factors at the organizational-management level. Stress factors at operational level

III. Effects of stress over the person

Effects at the biological, behavioural, affective and cognitive level

IV. Mechanisms for stress adaptation

Defence and coping mechanisms: a comparison. Efficient adaptation vs difficulties in adaptation; analysis of the consequences over the person

V. Theoretical perspectives about adaptation to stress

Attributions, locus of control, cognitive distortions and their effects. Coping styles

VI. Strategies for stress management

Prevention strategies. Strategies for cognitive intervention, relaxation techniques, changing the coping style, assertive training, time management.

VII. Stress management in organizations

Prevention of stress in organizations. Reduction of professional stress: organizational intervention and change

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Ability to understand sources of professional stress
- Ability to make an intervention plan for prevention or reduction of professional stress in organizations

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Cavalcanti, Leandro, and Sofia Azevedo. 2013. *Psychology of Stress New Research*. Hauppauge, N.Y.: Nova Science Publishers.
- Clarke, Sharon, and Cary L. Cooper. 2004. *Managing the Risk of Workplace Stress: Health and Safety Hazards*. London ; New York: Routledge.
- Fairweather, Alan. 2007. *How to Be a Motivational Manager: An Essential Guide for Leaders and Managers Who Need to Get Fast Results with Minimum Stress*. Oxford: How To Books.
- Fink, George, ed. 2010. *Stress Consequences: Mental, Neuropsychological and Socioeconomic*. San Diego, C.A. London: Academic.
- Gold, Yvonne, and Robert A. Roth. 1993. *Teachers Managing Stress and Preventing Burnout: The Professional Health Solution*. London ; Washington, D.C: Falmer Press.
- Greenberg, Jerrold S. 2011. *Comprehensive Stress Management*. 12th ed. New York: McGraw-Hill Higher Education.
- Hartney, Elizabeth. 2008. *Stress Management for Teachers*. London ; New York: Continuum.

- Hubbard, J. R., and Edward A. Workman, eds. 1998. *Handbook of Stress Medicine: An Organ System Approach*. Boca Raton: CRC Press.
- Lehrer, Paul M., Robert L. Woolfolk, and Wesley E. Sime, eds. 2007. *Principles and Practice of Stress Management*. 3rd ed. New York: Guilford Press.
- Pettinger, Richard. 2002. *Stress Management*. Oxford, U.K.: Capstone Pub.
- Quick, James C., and James C. Quick, eds. 1997. *Preventive Stress Management in Organizations*. Washington, DC: American Psychological Association.
- Weinberg, Ashley, Valerie J. Sutherland, and Cary L. Cooper. 2010. *Organizational Stress Management: A Strategic Approach*. New York: Palgrave Macmillan.

COMUNICATION IN ORGANIZATIONS

Course Code: ME 2304

Type of course: compulsory

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	Autumn	Grade	5

COURSE AIMS:

- The ability to understand the complex relations between itself and the others in an organization based on communication.
- The ability to solve some theoretical and practical problems in the educational activity by using the communication methods and techniques.

ENTRY REQUIREMENTS:

N/a

COURSE CONTENTS:

- From mass communication to educational communication. Communication: history and perspectives
- The language and communication. Communication methods and techniques
- Notions of social communication
- Organizational communication
- Communication networks
- Propaganda and persuasion
- Educational communication

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Knowledge and abilities about control and self-control of nonverbal and para-verbal communication
- Knowledge and abilities to draw up texts and to assert them verbally, differentiating the distinctiveness of the written and spoken language.

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Scheau I., Levițchi I. *Comunicarea. Monografia unui concept* Editura Reîntregirea, Alba Iulia 2007
- Scheau I., Levitchi I., Socol A., Jan N. *Comunicare* Editura Cuvantul ABC, Chisinau 2014

EDUCATIONAL PARTNERSHIPS: SCHOOL - FAMILY - COMMUNITY

Course Code: ME2306

Type of course: Optional

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	4

COURSE AIMS:

- To form the ability to identify the problems from the educational area, requiring an approach based on an educational partnership
- To form the ability of critical analysis for models and theories related to the educational partnership
- To form the ability to create projects of educational partnership
- To create cooperation between school and family/ community
- To ensure the unity of educational influences upon students and the continuity in the educational work from one stage to another
- To cooperate for solving the problematic aspects in school.

ENTRY REQUIREMENTS:

The course aims to offer to the student an approach upon the problematics of the educational partnerships from the perspective of new educational politics. The activities from the seminars, containing projects of educational partnerships, will help the students to develop knowledge and abilities of relating to and planning educational activities.

COURSE CONTENTS:

1. Participation and partnership
2. The new European context of the school – family – community partnership
3. Models and theories of educational partnership
School – family partnership
4. Forms of cooperation with the family
5. School – community partnership. Models of communitarian involvement in school education
6. Cooperation with other factors (schools/ local authorities/ cultural institutions)
7. Communication with the local community through educational partnerships
8. The advantages of family – school – community partnership
9. Types of activities in the school – community partnership
10. Streamline modalities for the interaction between school and community
11. Counselling – a method of improvement for the relation between school and family
12. Fundamental elements in building partnerships
13. Modalities of achieving the educational partnership
14. The efficacy evaluation for partnership programmes

TEACHING METHODS:

Conversation, exemplification, case study, questioning, brainstorming, debate

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

Elaborating a theme of individual study/ paper starting from the theoretical aspects of the course, approaching specific aspects related to the educational partnership 50%

Creating a draft for an educational partnership with the school/ family/ community 50%

RECOMMENDED READING:

- Agabrian, M., Millea, V.,(2005), *Parteneriate școală - familie - comunitate*, Ed. Institutul European, Iași
- Agabrian, M., (2007), *Școala, familia, comunitatea*, Ed. Institutul European, Iași
- Baban, A., (2001), *Consiliere educațională*, Ed. Universitară Clujeană, Cluj-Napoca
- Băran - Pescaru, A., (2004), *Parteneriat în educație: familie - școală - comunitate*, Editura Aramis Print, București
- Bontaș, I., (2001), *Pedagogie*, Editura BIC ALL, București
- Bunescu, Gheorghe, *Democratizarea educației și educația părinților*, Institutul de Științe ale Educației, București

- Bunescu, Gheorghe, (1997), *Educația părinților*, E.D.P., București
- Fisher, F., (2001), *Parteneriate durabile între autorități și comunitate prin planificare participativă*, Editura Fundației Arhitect Design, București
- Gutium I, Mămăligă M, Mumjiev G (2000), *Parteneriatul pas cu pas*, Ed. Fundația Internațională pentru sisteme Electorale, Chișinău
- Petre, V., (2003), *Parteneriat în educație (programe și proiecte). Ghid metodologic*, Tulcea
- Safran, O., (1965), *Părinți și profesori*, Ed. Științifică, București
- Stănciulescu, E., (2002), *Sociologia educației familiale*, vol. I, POLIROM, Iași
- Stowell, S., Starcevich, M., (2002), *Parteneriatele de succes. Modelul de antrenament în opt pași*, CDRMO, Iași
- Șincan E., Alexandru Ghe., (1993), *Școala și familia*, Ed. Gheorghe - Cârțu Alexandru, Craiova
- Velea, Luciana, (2006), *Participarea elevilor în școală și în comunitate, Ghid pentru profesori și elevi*, Editura Agata, Botoșani
- Vrăsmaș, Ecaterina, Adina,(2002), *Consilierea și educația părinților*, Ed. Aramis Print, București

PROJECT MANAGEMENT EDUCATION

Course Code: ME 2401

Type of course: compulsory

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	6

COURSE AIMS:

- Knowledge of the basic notions and of elaborating and implementing mechanisms for educational projects.
- Ability to elaborate financing applications in line with the strictness of the sponsors regarding the administrative conformity, the eligibility and relevance

ENTRY REQUIREMENTS:

N/a

COURSE CONTENTS:

- General notions of project management
- Project – definition and classification
- Projects management
- Opportunity identification
- Financing sources
- Evaluation of organizational capability
- Interconnection of the opportunities with the capability of the organisation
- Project elaboration I
- Project elaboration II
- The importance of project implementation
- Management rules in implementation
- Management communication
- Crisis management (prevention-solving) Assuring durability

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- Knowledge and abilities to elaborate an educational project and a project management plan
- Knowledge and abilities to obtain and implement educational projects with European financing

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Scheau I., Levițchi I. Managementul proiectelor Seria didactica, 2015
- Opran C. Stan S. Managementul proiectelor Editura Comunicare.ro, București 2008

SYSTEMS AND INFORMATION TECHNOLOGIES APPLIED IN EDUCATIONAL MANAGEMENT

Course Code: ME2405

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	3

COURSE AIMS:

- Thorough knowledge of the assisted instruction's role during teaching
- Effective use of educational software

ENTRY REQUIREMENTS:

Introduction into modern teaching problems

COURSE CONTENTS:

1. Initiation in social media research
2. Learning models through new technologies of computer science and of communication
3. Integration of educational software into classes
4. Using electronic educational libraries
5. Exercises, projects and games specific to CAI
6. AeL- CAI platform
7. Digital management of data

TEACHING METHODS:

Lecture, conversation, exemplification.

LEARNING OUTCOMES:

- use of specialized language and capacity to communicate to specialists and non-specialists, the results of projects, motivation of decisions, conclusions of evaluations, directions of future actions
- computer operating skills, access to networks, use of computer systems and technologies applied in educational management

LEARNING OUTCOMES VERIFICATION AND ASSESSMENT CRITERIA:

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

RECOMMENDED READING:

- Adăscăliței, A., *Instruire asistată de calculator [Computer Assisted Instruction]*, Editura Polirom, Iași 2013.
- Cucuș, C., *Informatizarea în educație. Aspecte ale virtualizării formării [Computer Science in education. Aspects of virtual instruction]*, Editura Polirom, Iași, 2006.