

## **TEACHING PACKAGE**

### **2025-2026**

**Department:** Department for Teacher Training

**Field of Studies:** Educational Sciences

**Study Cycle:** Level II

**Study Program:** Psycho-pedagogical training program for certification of competencies for the teaching profession

**Form of Education:** Full-time

**Duration of Studies:** 2 years (4 semesters)

**Number of Credits:** 30 credits

### **Year I, Semester I**

**Course Name:** DIDACTICS OF THE DOMAIN AND DEVELOPMENTS IN DIDACTICS OF SPECIALIZATION (HIGH SCHOOL, POST-HIGH SCHOOL EDUCATION, AS APPLICABLE)

**Course Code:** D14MP2CM114

**ECTS Credits:** 5

**Course Type:** Specialized, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students will apply specific didactic principles and methods to educational activities that ensure the progress of children/students/youth/other categories of people; they will explain the specificity and formative potential of didactic strategies, methods, procedures, teaching aids and digital technologies; they will argue the formative potential of theories, principles and didactic practices specific to the field; they will describe and correlate the main methods and instruments for assessment/self-assessment of school results; they will explain and interpret the meanings of assessment results with emphasis on its ameliorative role; they will apply the curriculum by going through the stages and specific methodologies of carrying out activities in the educational process; they will organize educational activities and strategies used for training children/students/youth/groups by reference to standards and objectives mentioned in curriculum documents; they will use in designing, conducting, evaluating and regulating the didactic process, knowledge specific to the domain/discipline and didactics of the domain/discipline; they will adapt relevant contents for the development of specific competencies pursued according to the curriculum; they will use a wide range of methods and instruments for assessment, recording, analysis and communication of assessment results specific to the field; they will creatively apply assessment methods and techniques in the teaching-learning-assessment interaction to optimize assessment practices; they will assess based on benchmarks or assessment standards and individual progress; they will organize educational activities respecting the principles and specific methodologies of didactics applied in teaching (for any type/category of children/students/youth/groups); they will indicate the need to use various resources to make teaching more effective, support learning and assist students in their autonomous use; they will consistently apply didactic approaches that support the development of literacy, numeracy, digital and civic competencies; they will communicate effectively by providing constructive feedback and will support the active involvement of students in their own learning process; they will use information obtained from assessments to optimize the educational process, critically analyze activities and make ameliorative decisions;

they will carry out assessments and self-assessments of educational activity respecting professional ethics and deontology norms.

**Course Contents:** Didactics of the domain and didactics of specialization; School curriculum - concretizations in domain Didactics (applications to the domain); Educational finalities. Applications adapted to the domain; Curricular contents specific to disciplines in the domain; Didactic strategies. Adaptations to domain specificity; Didactic assessment (applications in the domain); Didactic design. Its specificity from the perspective of domain Didactics (differentiated applications by domain).

**Language of Instruction:** Romanian

**Type of Assessment:** Exam

## **Year I, Semester II**

**Course Name:** EDUCATIONAL RESEARCH METHODOLOGY

**Course Code:** D14MP2CM216

**ECTS Credits:** 5

**Course Type:** Specialized, Optional

**Course Objectives/Expected Student Learning Outcomes:** Students will analyze and correlate psycho-pedagogical knowledge in training activities and continuous improvement of professional practices; they will integrate norms of ethics, academic integrity and professional conduct; they will analyze and correlate psycho-pedagogical knowledge in training activities and continuous improvement of professional practices; they will integrate norms of ethics, academic integrity and professional conduct; they will analyze and correlate psycho-pedagogical knowledge in training activities and continuous improvement of professional practices; they will analyze and correlate psycho-pedagogical knowledge in training activities and continuous improvement of professional practices; they will integrate norms of ethics, academic integrity and professional conduct for persons/educational groups; they will adapt conduct based on reflection on stereotypes and preconceptions related to race, ethnicity, gender, socio-economic and cultural status, age, ability, religion or nationality.

**Course Contents:** Research methodology in educational sciences, methods, techniques; Documentation and use of bibliographic references. Documentation from databases, platforms and portals of statistical indicators in the field of education; Data collection, analysis and interpretation in the context of quantitative and qualitative research; Elaboration of research objectives and hypotheses; Sampling in educational research; Computer use in data processing. Data processing software for research results; Applied research project. Competencies of the researcher teacher. Structure and specificity of educational research projects.

**Language of Instruction:** Romanian

**Type of Assessment:** Exam

## **Year I, Semester II**

**Course Name:** PSYCHOPEDAGOGY OF ADOLESCENTS, YOUTH AND ADULTS

**Course Code:** D14MP2CM212

**ECTS Credits:** 5

**Course Type:** Fundamental, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students will correlate specialized, psycho-pedagogical knowledge in carrying out instructional-educational activities in teaching and other educational activities; they will present the principles, roles, functions and purposes of assessment, as well as the assessment methods and instruments correlated with the type of activity and developmental stage of children/students/youth; they will use diverse, creative and efficient didactic strategies (teaching, learning and assessment) to facilitate each student's learning progress; they will build authentic learning contexts, in an integrated manner, in which students capitalize on their life experiences and knowledge interests; they will indicate the need to use various resources to make teaching more effective, support learning and assist students in their autonomous use; they will carry out assessments and self-assessments of educational activity respecting professional ethics and deontology norms.

**Course Contents:** Stages of individual ontogenetic development; Psychopedagogy of adolescents; Psychopedagogical aspects of youth; Adulthood.

**Language of Instruction:** Romanian

**Type of Assessment:** Exam

## **Year II, Semester I**

**Course Name:** SPECIALIZED PEDAGOGICAL PRACTICE (IN HIGH SCHOOL, POST-HIGH SCHOOL EDUCATION, AS APPLICABLE)

**Course Code:** D14MP2CM115

**ECTS Credits:** 5

**Course Type:** Specialized, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students will correlate legal regulations concerning the education system and current educational policies; they will identify practical implications of legal regulations and educational policy in decision-making at the institution and class/group level; they will argue the foundation of educational decisions and initiatives based on data collection and relevant information regarding learning outcomes; they will adapt tasks of designing, implementing and evaluating specific instructional-educational activities under conditions of restricted autonomy and qualified assistance; they will apply legal regulations concerning the education system and current educational policies; they will design strategic planning and decision-making processes within the institution; they will initiate collaborations in the sustainable development of the school through initiating and implementing specific actions at the institutional level; they will respect norms of ethics, academic integrity and professional conduct; they will contribute to developing a democratic, inclusive, participatory organizational culture centered on European values at the educational institution level; they will communicate with dignity and responsibility regarding the educational institution and promote its image in the community; they will adopt educational decisions with explicit references to data, relevant information and current legal and educational policy regulations.

**Course Contents:** Organizational activity; Analysis of curricular documents specific to high school or post-high school education, as applicable, with adaptations according to specialization; Didactic design activities; Lesson observation. Indirect observation through watching films or examples of good practice; Teaching lesson sequences/lessons; Critical analysis and proposal of alternatives or competing scenarios to observed educational situations; Methodological consultancy activities provided by mentor and pedagogical practice coordinator (clarification of various aspects/problems encountered by students); Methodological consultancy activities

provided by mentor and pedagogical practice coordinator regarding completion and improvement of pedagogical practice portfolio.

**Language of Instruction:** Romanian

**Type of Assessment:** Colloquium

## **Year II, Semester II**

**Course Name:** DESIGN AND MANAGEMENT OF EDUCATIONAL PROGRAMS

**Course Code:** D14MP2CM213

**ECTS Credits:** 5

**Course Type:** Fundamental, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students will work with concepts specific to classroom/educational management; they will evaluate the advantages and limitations of decisions and interventions in various educational situations; they will explain (establish and maintain) behavioral/organizational norms and rules for educational activities, facilitating responsibility of children/students/youth, mutual respect and trusting relationships; they will use/identify programmatic documents of the educational unit as support for making managerial decisions in various educational contexts; they will develop projects for organizing the learning space and group of children/students/youth and for using existing resources in various educational contexts; they will organize safe, accessible, ergonomic, friendly and stimulating learning space; they will prepare and value alternative spaces outside the classroom or educational unit for significant learning experiences; they will accept managerial roles specific to education; they will identify various types of decisions and educational resources needed in various contexts specific to teaching; they will maintain a positive atmosphere in the classroom and school, cultivating belonging to the educational community.

**Course Contents:** School and extracurricular educational activity - current situation and perspective; Design as a managerial process. Educational project as a managerial strategy/policy product; Types of educational projects; Models and methods of managerial design; Resource development within educational projects; Educational project and system of derived application programs; Role of partnerships in implementing programs; European projects in the field of education; Main characteristics of sectoral educational projects/programs; Institutional development projects; Teacher - manager of educational projects and programs; Evaluation of educational projects; Self-management and professional development; Risk management.

**Language of Instruction:** Romanian

**Type of Assessment:** Exam