

## **TEACHING PACKAGE**

### **2025-2026**

**Department:** Department for Teacher Training

**Field of Studies:** Educational Sciences

**Study Cycle:** Level I

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

**Form of Education:** Full-time

**Duration of Studies:** 3 years (6 semesters)

**Number of Credits:** 30 credits (single specialization); 35 credits (double specialization)

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

**Course Name:** EDUCATIONAL PSYCHOLOGY

**Course Code:** D14MP1CL101

**ECTS Credits:** 5

**Course Type:** Fundamental, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students will present specific contents of the field and will correlate the main theories and methodological orientations of learning from the perspective of pedagogical design/design; they will apply specific didactic principles and methods to educational activities that ensure the progress of children/students/youth/other categories of people; they will use specialized, psycho-pedagogical knowledge within the entire pedagogical approach of designing educational activities and resources; they will develop creative and constructive attitudes in applying pedagogical design and principles; 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 communicate effectively by providing constructive feedback and will support the active involvement of students in their own learning process.

**Course Contents:** Educational psychology as a discipline of study; Psychogenetic landmarks of development; Psychology of learning; Fundamental processes in learning: Attention, Perception, Memory; Conditional factors of learning: Motivation, Creativity; Student personality - Temperament and Character; Thinking; Aptitudes and their importance in school activity; Emotional intelligence and school; Teacher personality; Psychology of didactic communication; School success; The student - Individual differences; Elements of psychosociology of school groups.

**Language of Instruction:** Romanian

**Type of Assessment:** Exam

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

**Course Name:** PEDAGOGY 1: FUNDAMENTALS OF PEDAGOGY. CURRICULUM THEORY AND METHODOLOGY

**Course Code:** D14MP1CL202

**ECTS Credits:** 5

**Course Type:** Fundamental, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students will describe the concepts, theories, principles, procedures and methods specific to the educational field; they will correlate specialized, psycho-pedagogical knowledge in carrying out instructional-educational activities in teaching and other educational activities; 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 adapt relevant contents for the development of specific competencies, pursued according to the curriculum; they will build authentic learning contexts, in an integrated manner, in which students capitalize on their life experiences and knowledge interests; they will autonomously use norms, standards, curricular objectives and specific methodologies in designing and/or implementing educational programs/projects/interventions/actions; they will critically approach the responsibilities of the teaching profession with emphasis on the complexity of the teaching process; 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).

**Course Contents:** The status of pedagogy as the science of education; Perspectives on the evolution of pedagogy; Epistemological criteria. Education - the object of study of pedagogy; Forms and factors of education; Dimensions of education; Epistemological criteria: pedagogical language, research in education; Grounding the curricular conception; Structural components of the curriculum; Educational finalities; Curricular contents; Curricular products (documents).

**Language of Instruction:** Romanian

**Type of Assessment:** Exam

## **Year II, Semester I**

**Course Name:** PEDAGOGY II: THEORY AND METHODOLOGY OF INSTRUCTION. THEORY AND METHODOLOGY OF ASSESSMENT

**Course Code:** D14MP1CL103

**ECTS Credits:** 5

**Course Type:** Fundamental, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students will argue the relationships between teaching-learning-assessment and will formulate some creative solutions for optimizing educational components; they will explain the specificity and formative potential of didactic strategies, methods, procedures, teaching aids and digital technologies; 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 apply didactic principles and strategies in designing educational activities specific to the age level and group being worked with; they will develop models for designing educational activities or pedagogical design, integrating innovative resources; they will use diverse, creative and efficient didactic strategies (teaching, learning and assessment) to facilitate each student's learning progress; they will creatively apply assessment methods and techniques in the teaching-learning-assessment interaction to optimize assessment practices; 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:** Introduction to the discipline's issues; The teaching process; Instruction strategies; New directions in didactic methodology; Teaching aids; Forms and ways of organization; Assessment - fundamental didactic activity; Strategies, methods, instruments used in school assessment; Factors of variability in appreciation and grading; Didactic design.

**Language of Instruction:** Romanian

**Type of Assessment:** Exam

## **Year II, Semester II**

**Course Name:** DIDACTICS OF SPECIALIZATION (PERFORMING ARTS SPECIALIZATION - ACTING/CINEMATOGRAPHY, PHOTOGRAPHY, MEDIA)

**Course Code:** D14MP1CL204

**ECTS Credits:** 5

**Course Type:** Specialized, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students 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 develop diverse contexts in designing educational activities.

**Course Contents:** Didactics of 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 II, Semester II**

**Course Name:** EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

**Course Code:** D14MP1CL105

**ECTS Credits:** 2

**Course Type:** Fundamental, Compulsory

**Course Objectives/Expected Student Learning Outcomes:** Students will explain the terminology, principles and concepts underlying inclusive and special needs education; they will recognize and describe different types of special educational needs and associated characteristics; they will understand legal and political frameworks regarding the education of children with special needs; they will evaluate specific strategies and methods of differentiated instruction for children with special needs; they will apply strategies for adapting educational content and teaching materials for inclusive contexts; they will design individual educational plans (PEI) based on the needs and potential of each child; they will demonstrate positive attitudes towards inclusion and valuing diversity in the educational environment; they will

develop collaboration skills with specialists and families to support children with special needs; they will adopt a reflective approach to one's own practice regarding inclusive education.

**Course Contents:** Introduction to special/inclusive education; Concepts, principles, definitions. Terminology in special/inclusive education; Legislative framework regarding inclusive education; Perspectives and evolution of educational paradigms; Main categories of special educational needs; Needs associated with: autism spectrum disorders, ADHD, learning difficulties, intellectual disabilities; Needs associated with: sensory (visual, hearing) and physical disabilities; Gifted children and special educational needs; Identification and early assessment of children with special educational needs. Psycho-pedagogical assessment; Individualized teaching strategies for children with special educational needs. Personalized instructional methods; Adapting educational content and materials for children with special needs; Individual Educational Plan (PEI). Personalized Intervention Plan (PIP); Assistive technology in inclusive education; Parental involvement. Collaboration with support staff: psychologists, speech therapists, kinetotherapists; Creating inclusive learning environments. School culture and climate.

**Language of Instruction:** Romanian

**Type of Assessment:** Colloquium

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

**Course Name:** SPECIALIZED PEDAGOGICAL PRACTICE IN PRE-UNIVERSITY EDUCATION

**Course Code:** D14MP1CL109

**ECTS Credits:** 3

**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 will 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; Direct observation of school environment and student class. Study of individual characteristics of students and psychosocial characteristics of the class; Analysis of curricular documents specific to compulsory education, with adaptations according to specialization; Lesson observation and teaching lesson sequences under monitoring; Indirect

observation through watching films or examples of good practice; Critical analysis and proposal of alternatives or competing scenarios to observed educational situations; Didactic design activities; 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 III, Semester II**

**Course Name:** CLASSROOM MANAGEMENT

**Course Code:** D14MP1CL208

**ECTS Credits:** 3

**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 correlate implications of main current legislative and educational policy benchmarks; 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 some strategies specific to education in order to differentiate and individualize didactic approaches and adapt methods to the group level; they will use 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 consistently and adequately apply school regulations and legislation for student safety, health and well-being; they will select scientifically-based techniques for building group cohesion, socio-emotional development and behavior management; 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 support a democratic culture of learning and collaboration at the group/class and institution level; they will maintain a positive atmosphere in the classroom and school, cultivating belonging to the educational community; they will defend ethnic, linguistic, national, socio-economic diversity etc. in organizing the learning environment (space, rules, roles, language etc.).

**Course Contents:** Specificity of educational management: conceptual delimitations, relationship between educational management and classroom management. Models of classroom management; Educational environment and classroom climate: emotional development and well-being; Behavior and communication management in educational context (rules, routines, interactions); Task and educational resource management; Determinants of classroom management: attention, motivation, coping, resilience, expectations and feedback; Influences of school ergonomics (color, sound, arrangement); Management of educational groups and conflicts in the classroom (negotiation and school mediation strategies).

**Language of Instruction:** Romanian

**Type of Assessment:** Exam

**Year III, Semester II**

**Course Name:** SPECIALIZED PEDAGOGICAL PRACTICE IN PRE-UNIVERSITY EDUCATION

**Course Code:** D14MP1CL209

**ECTS Credits:** 2

**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 will 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; Direct observation of school environment and student class. Study of individual characteristics of students and psychosocial characteristics of the class; Analysis of curricular documents specific to compulsory education, with adaptations according to specialization; Lesson observation and teaching lesson sequences under monitoring; Indirect observation through watching films or examples of good practice; Critical analysis and proposal of alternatives or competing scenarios to observed educational situations; Didactic design activities; 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