

SYLLABUS

1. Program study informations

1.1 University	Babeş-Bolyai University, Cluj-Napoca
1.2 Faculty	Psychology and Educational Sciences
1.3 Department	Educational Sciences
1.4 Field of study	Educational Sciences
1.5 Study level	Master
1.6 Program study / qualification	Instructional Designer

2. Course informations

2.1 Course title	Developments in contemporary pedagogy - pedagogy for competencies						
2.2 The course activities holder	Professor Vasile CHIŞ, PhD						
2.3 The seminar activities holder	Assistant Professor Daniel ANDRONACHE, PhD						
2.4 Year of study	II	2.5 Semester	1	2.6. Type of evaluation	E	2.7 Category of discipline	DF

3. Total estimated time (hours per semester of didactic activities)

3.1 Number of hours per week	3	From which: 3.2 course	2	3.3 seminar	1
3.4 Total hours of the curriculum	42	From which: 3.5 course	28	3.6 seminar	14
Time distribution:					ore
Study using manual, course hand-out, bibliography and notes					40
Additional documentation in the library and using specialized electronic platforms					30
Study seminars/ labs, homework, portfolios and essays					5
Tutoring					6
Examination					2
Other activities:					0
3.7 Total hours of individual study	83				
3.8 Total hours per semester	125				
3.9 ECTS	6				

4. Prerequisites (where applicable)

4.1 Curriculum	-
4.2 Competencies	<ul style="list-style-type: none"> Understanding, explaining and operational use of fundamental concepts of Education Sciences

5. Conditions (where applicable)

5.1 Conditions for implementing the course	<ul style="list-style-type: none"> Lecture room equipped with blackboard, videoprojector and laptop to ensure a active and interactive learning
5.2 Conditions for implementing the seminar	<ul style="list-style-type: none"> Lecture room equipped with blackboard, videoprojector and laptop to ensure a active and interactive learning

6. Specific competencies

Professional competencies	<ul style="list-style-type: none"> • Designing educational programs for different levels and target groups • Achieving educational programs • Self-evaluation and continuous improvement of professional practices and career development
Transversal competencies	<ul style="list-style-type: none"> • Applying the principles and norms of professional deontology, based on explicit value-specific options, specific to the education scientist • Effective co-operation in professional, interdisciplinary working teams, specific to the development of projects and programs in the field of education sciences • Use of effective lifelong learning methods and technique, with a view to continuing professional development and development

7. Objectives

7.1 General objective	<ul style="list-style-type: none"> • Development a comprehensive view regarding the main tendencies in contemporary pedagogy as well as in the field of education.
7.2 Specific objectives	<ul style="list-style-type: none"> • To critically analyze the components, the concepts, the theories and the applications in the field of contemporary Pedagogy. • To identify and to analyze the mechanisms and strategies used in designing, management and evaluation of contemporary educational systems • To be able to identify the network of curriculum concepts, theories and applications • To be able to apply the pedagogical concepts in an inter- and trans-disciplinary approach. • To elaborate personal analyses and syntheses by using the knowledge in the field of pedagogy.

8. Contents

8.1 Course	Methods of teaching-learning	Remarks
Module 1: From the traditional pedagogy to the contemporary Educational Sciences	Interactive lecture Heuristic conversation Explication Individual and collective reflection	
Module 2: Pedagogical reforms and renewal of contemporary educational systems	Heuristic conversation Explication Problem solving method	
Module 3: The new curriculum. A curriculum for effective learning	Interactive lecture Heuristic conversation Explication Individual and	

	collective reflection	
Module 4: The students are free to choose any kind of approach in contemporary Pedagogy, according to their needs for completing the individual curriculum	Heuristic conversation The exercise	
Required bibliography:		
<ul style="list-style-type: none"> • Bocoş, M. (2017), <i>Didactica disciplinelor pedagogice. Un cadru constructivist</i>, ediția a III-a, revizuită, Editura Paralela 45, Pitești. • Chiș, V., (2001), <i>Activitatea profesorului între curriculum și evaluare</i>, Editura Presa Universitară Clujeană, Cluj-Napoca. • Chiș, V. (2005), <i>Pedagogia contemporană – Pedagogia pentru competențe</i>, Editura Casa Cărții de Știință, Cluj-Napoca. • Ciolan, L., Crișan, Al., Dworski, M., Georgescu, D., Oghină, D., Sarivan, L., Singer, M. (2000), <i>The New National Curriculum</i>, Ministerul Educației Naționale, București. • Ionescu, M., Radu, I. (coord.) (2001), <i>Didactica modernă</i>, ediția a II-a, revizuită, Editura Dacia, Cluj-Napoca. • Ionescu, M. (2003), <i>Instrucție și educație</i>, Garamond, Cluj-Napoca. • Marga, A., (2007) <i>Anii reformei (1997-2000), [Years of the Reform], second edition</i>, EFES, Cluj-Napoca. • Marga, A., (2005), <i>University Reform Today</i>, Cluj University Press, Cluj Napoca. • Mark K. Smith (2004), <i>Competence and competency</i>, În: “Encyclopaedia of informal education”, În: www.infed.org. • Nicolescu, B. (1999), <i>Transdisciplinaritatea. Manifest</i>, Editura Polirom. • Nicolescu, B. (2002), <i>Noi, particula și lumea</i>, Editura Polirom. • PISA, OECD, <i>Programme for International Student Assessment</i>, În: http://www.pisa.oecd.org/faq • Sistemul de educație și formare profesională din România. Diagrama sistemului de educație, (2005), În: http://www.cnrop.ise.ro/sef.htm. • The education System in the Netherlands, NUFFIC, Netherlands Organization for International Cooperation in Higher Education, În: http://www.nuffic.nl/dc/esln/pdf (2005). • Vlăsceanu, L., coord. (2002), <i>Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact</i>, Editura Polirom, Iași. • www.thersa.org/newcurriculum • Opening Minds: The New Curriculum web pages • Network Curriculum Forum • Consiliul National pentru Curriculum (www.cnc.ise.ro) • Ministerul Educatiei si Cercetarii (www.edu.ro) 		
8.2 Seminar	Methods of teaching-learning	Remarks
Module 1: Pedagogy for past – Pedagogy for future development	Explication Collective reflection Heuristic conversation Debate Problem solving	

Module 2: Pedagogy for rote memory and surface learning – Pedagogy for problem solving and deep learning	Explication Collective reflection Heuristic conversation Debate Problem solving	
Module 3: The structure of contemporary educational systems. Types and characteristics	Explication Heuristic conversation Debate Problem solving	
Module 4: National educational system in the light of pedagogical paradigm	Explication Heuristic conversation Debate Problem solving Analysis of curriculum documents	
Module 5: The Romanian educational system and the European education system - comparative curricular analyzes	Explication Heuristic conversation Debate Problem solving Analysis of curriculum documents	
Enhancing knowledge and skills	Explication Heuristic conversation problem solving The exercise	

Bibliografie:

- Chiș, V. (2001), *Activitatea profesorului între curriculum și evaluare*, Editura Presa Universitară Clujeană, Cluj-Napoca.
- Chiș, V. (2005), *Pedagogia contemporană – Pedagogia pentru competențe*, Editura Casa Cărții de Știință, Cluj-Napoca.
- Crețu, C. (1998), *Curriculum diferențiat și personalizat*, Editura Polirom, Iași.
- Ionescu, M. (2011), *Paradigme educaționale moderne*, ediția a IV-a revizuită și adăugită, Editura Eikon, Cluj-Napoca.
- Kouwenhoven, W. (2010). Competence-based curriculum development in higher education In Cantrell, M., Kool, M., W. Kouwenhoven (Eds.) (2010). *Access & Expansion: Challenges for Higher Education Improvement in Developing Countries*. Amsterdam: VU University Press
- Site-ul Ministerului Educației Naționale: <http://www.edu.ro>
- Vlăsceanu, L., coord. (2002), *Școala la răscruce. Schimbare și continuitate în curriculumul învățământului obligatoriu. Studiu de impact*, Editura Polirom, Iași.
- www.thersa.org/newcurriculum
- Opening Minds: The New Curriculum web pages
- Network Curriculum Forum
- Consiliul National pentru Curriculum (www.cnc.ise.ro)

9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

- Awareness of the steps that have been taken in curriculum reform in Romania
- Analysis of curriculum policy in Romania and in Europe
- There are presented the premises of designing the theme and the teaching approaches, major curricular options, course objectives, topics proposed, recommended literature, assessing methods and other organizational details. There are made clarifications related to working assignments: developing a research project, developing a presentation for this, critical-constructive analysis of a research or of a research report.

10. Evaluation

Activity type	10.1 Evaluation criterias	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct answers	Exam	50 %
	Ability to perform reflexive inference and cognitive transfers		
10.5 Seminar	The ability to apply the knowledge in various concrete situations	Reaction paper	50 %
	The ability to solve problems and transfer knowledge in practical situations		
10.6 Minimum performance standards			
<ul style="list-style-type: none"> • Knowledge of the basic concepts of the discipline and the understanding of interdependencies between them • To identify the mechanisms and strategies used in designing, management and evaluation of contemporary educational systems 			

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