

COURSE SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Education Sciences
1.3 Doctoral school	„Education, Reflection, Development”
1.4 Field of study	Education Sciences
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	Doctoral training / PhD in Education Sciences

2. Course data

2.1 Name of discipline	Developments in Contemporary Pedagogy						
2.2 Teacher responsible for lectures	Professor dr. Vasile Chiş						
2.3 Teacher responsible for seminars	Professor dr. Vasile Chiş						
2.4 Year of study	I	2.5 Semester	1	2.6. Type of evaluation	E	2.7 Course framework	1

3. Estimated total time of teaching activities (hours per semester)

3.1 Hours per week	4	Out of which: 3.2 Lectures	3	3.3 Seminars	1
3.4 Total hours in the curriculum	56	Out of which: 3.5 Lectures	42	3.6 Seminars	14
Allocation of study time:					
Study supported by textbooks, other course materials, recommended bibliography and personal student notes					55
Additional learning activities in the library, on specialized online platforms and in the field					55
Preparation of seminars, topics, papers, portfolios and essays					22
Tutoring					9
Examinations					3
Other activities: -					
3.7 Individual study (total hours)	144				
3.8 Total hours per semester	200				
3.9 Number of credits	8				

4. Preconditions (where applicable)

4.1 Curriculum	<ul style="list-style-type: none"> Going through the curriculum of fundamental pedagogical disciplines
4.2 Competences	<ul style="list-style-type: none"> Competences for functional and operational use of fundamental concepts in the field of education sciences

5. Conditions (where applicable)

5.1 Conducting lectures	<ul style="list-style-type: none"> The courses will take place in the halls of the Faculty of Psychology and Education Sciences, within UBB, which involves the use of computer, video projector and Internet connection. In unfavorable health contexts, the courses will be conducted on electronic platforms. Active and interactive learning conditions, didactic activities carried out in an activating, heuristic, problematizing spirit.
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5.2 Conducting seminars	<ul style="list-style-type: none"> • The courses will take place in the halls of the Faculty of Psychology and Education Sciences, within UBB, which involves the use of computer, video projector and Internet connection. • In unfavorable health contexts, the courses will be conducted on electronic platforms. • Active and interactive learning conditions, didactic activities carried out in an activating, heuristic, problematizing spirit.
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6. Specific competences acquired

Professional competences	<ul style="list-style-type: none"> • Development and promotion of professional practices (educational, curricular, didactic and research) specific to the specialist in the field of Education Sciences • Management of educational and curricular processes at all levels of the system and of the educational process (macro-, meso- and micro-educational)
Transversal competences	<ul style="list-style-type: none"> • Application of the principles and norms of professional deontology based on explicit value options specific to the specialist in the field of Education Sciences • Effective communication and cooperation in professional, interdisciplinary contexts and work teams, specific to the field of Education Sciences, respecting the specific ethics norms

7. Course objectives (based on the acquired competences grid)

7.1 The general objective of the course	<ul style="list-style-type: none"> • Acquiring the competence of reflective, critical-constructive analysis of the issues of contemporary pedagogy
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. Content

8.1 Lectures	Teaching methods	Comments
Theme 1. From the traditional Pedagogy to the contemporary Sciences of Education – General overview	- Presentation - Explanation	- Capitalizing on the acquisitions of students' in the field of education sciences
Theme 2. Pedagogy for listening and knowledge – Pedagogy for interactive and integrated learning activities		
Theme 3. Pedagogy for past – Pedagogy for future development		
Theme 4. Pedagogy for rote memory and surface learning – Pedagogy for problem solving and deep learning		

Theme 5. From pedagogy for knowledge to pedagogy for competences. Resignification of teaching, learning and evaluation	<ul style="list-style-type: none"> - Discussion - Case studies - Exercise - Problematization - Personal and collective reflection 	<ul style="list-style-type: none"> - Valorization of the didactic and managerial experience of the students - Capitalizing on students' research experience
Theme 6. Contemporary educational systems – types, structures, characteristics, management and functionality		
Theme 7. Comparative analysis of hierarchically organized systems and networked systems		
Theme 8. Pedagogical reforms and renewal of contemporary educational systems		
Theme 9. The national educational system in the light of the modern pedagogical paradigms		
Theme 10. Curriculum – an evolutionary and integrative concept		
Theme 11. Trends and orientations in curriculum conceptualization		
Theme 12. Types of curriculum and their relevance in contemporary education		
Theme 13. Curriculum pedagogy: conceptual constants and variable applications		
Theme 14. The new curriculum and the modern pedagogical paradigms		
8.2 Seminars		
	Teaching methods	Comments
<p>A seminar will be organized for each topic addressed in the lectures. The seminars will involve:</p> <ul style="list-style-type: none"> - Development of projects, presentation and assessment in group - Presentation of conclusions, aspects of the developed project and discussions - Application of questionnaires and solving practical exercises - Analysis/ Evaluation of existing materials on relevant educational web-sites - Debates - Case studies regarding particular approaches in contemporary pedagogy realised by the doctoral students, based on their individual doctoral research topics 	<ul style="list-style-type: none"> - Personal and collective reflection - Exercise - Case studies - Discussion - Debate - Learning through cooperation - Explanation 	<p>Students will be encouraged to:</p> <ul style="list-style-type: none"> - to make connections with the aspects discussed in the lectures - to apply the assimilated knowledge in a personalized way, taking into account their own research topic
<p>Bibliography:</p> <ul style="list-style-type: none"> • Apple, M., W. (2005). Ideology and curriculum. New York: Routledge. • Bocoș, M.-D. (2013). Instruirea interactivă. Repere axiologice și metodologice. Iași: Editura Polirom. • Bocoș, M., Chiș, V. (2012). Management curricular. Repere teoretice și aplicative. Pitești: Editura Paralela 45. • Bocoș, M., Chiș, V. (coord. gen.) (2012). Abordarea integrată a conținuturilor curriculare. Particularizări pentru învățământul primar. Cluj-Napoca: Editura Casa Cărții de Știință. • Bocoș, M., Chiș, V. (eds.). (2013). An Integrated Approach to Curricular Contents. Particular Features for Primary Schools. Newcastle upon Tyne: Cambridge Scholars Publishing. • Botkin, J., Elmandjara, M., Malița, M. (1981). Orizontul fără limite al învățării. Lichidarea decalajului uman. București: Editura Politică. • Bruner, J.S. (1970). Pentru o teorie a instruirii. București: Editura Didactică și Pedagogică. • Chiș, V. (2001). Activitatea profesorului între curriculum și evaluare. Cluj-Napoca: Editura Presa Universitară Clujeană. 		

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*** Legea Educației Naționale nr. 1/ 2011, cu modificările și completările ulterioare (<http://legeaz.net/legea-educatiei-nationale-1-2011/>).

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9. Aligning the contents of the discipline with the expectations of the epistemic community representatives, professional associations and standard employers operating in the program field

- Familiarizing students with the main developments in contemporary pedagogy
- Analyzing the particular problems of different educational systems
- Critical-constructive analysis of the curriculum policy in Romania
- Approaching the developments in contemporary pedagogy in a social, economic, technological, cultural etc. context

10. Examination

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lectures	Assessment of knowledge	Written exam	60%
	Assessment of knowledge	Ongoing tests	
10.5 Seminars	Activity during seminars	Discussions, answers to questions	30%
	Assessment of knowledge	Written exam	
Specification:			

One point (10%) is awarded ex officio.
10.6 Minimum performance standard
<ul style="list-style-type: none"> • Knowledge of the developments in contemporary pedagogy and their scientific substantiation • Applying acquisitions in providing examples, in designing illustrations, in conducting educational and curricular analyzes, and practical exercises. • Systemic integration of the acquisitions of this discipline with the acquisitions of other disciplines.

Date of issue

Signature of the teacher
responsible for lectures

Signature of the teacher
responsible for seminars

September 30, 2021




Date of approval by the doctoral school council

Signature of the doctoral school director

01.10.2021

