

**SYLLABUS****1. Information about the study program**

1.1. Higher education institution	University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca
1.2. Faculty	Forestry and Cadastre
1.3. Department	Department for Teacher Training / Department of Cross-Disciplinary Skills
1.4. Field of study	Geodetic engineering
1.5. Study cycle <sup>1)</sup>	Bachelor level
1.6. Qualification/ Study program	Land Surveying and Cadastre (tuition language – English)
1.7. Form of education	Full-time

**2. Information about the course**

2.1. Title of the course	<b>Pedagogy I (Fundamentals of pedagogy. Theory and methodology of the curriculum)</b>							
2.2. Teacher in charge of the lecture	<b>Lecturer Adela-Simina Câmpan, PhD</b>							
2.3. Teacher in charge of the seminar/ laboratory/ project	<b>University assistant Alexandra Călugăr, PhD</b>							
2.4. Study year	2	2.5. Semester	1	2.6. Examination type	Exam	2.7. Course regime	Content <sup>2</sup>	CD
							Attendance	DTT

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

3.1. Number of hours per week– full-time education	4	out of which: 3.2. lecture	2	3.3. seminar/ laboratory/ project	2
3.4. Total number of hours in the curriculum	56	out of which: 3.5. lecture	28	3.6. seminar/laboratory	28
Distribution of the allocated amount of time:					hours
3.4.1. Individual study (textbook, course support, bibliography and notes)					14
3.4.2. Supplementary documentation at the library using specialized electronic platforms in the field					30
3.4.3. Preparing for seminars/ laboratories/ homework, papers, portfolios and essays					20
3.4.4. Tutoring					3
3.4.5. Exams					2
3.4.6. Other activities					-
3.7. Total number of individual study hours	69				
3.8. Total number of hours per semester	125				
3.9. Number of credits (ECTS) <sup>4</sup>	5				

**4. Prerequisites**

4.1. of curriculum	Completing the course Educational Psychology
4.2. of competencies	Creative attitude, openness to the new, competențe cognitive and instrumental-applicative competences

**5. Requirements**

5.1. for the lecture	Teaching manuals: Fundamentele pedagogiei. Teoria și metodologia curriculumului – Repere și instrumente didactice pentru formarea profesorilor, 2022, Mușata Bocoș, Dana Jucan, Ed. Paralela 45, Pitești; Pptx presentation, Course holder – Adela-Simina Câmpan; Logistical support: video projector, interactive board and PowerPoint presentations;
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	At least 50% course attendance is a necessary condition for attending the final exam.
5.2. for the seminar/ laboratory/ projects	Teaching manuals: Fundamentele pedagogiei. Teoria și metodologia curriculumului – Repere și instrumente didactice pentru formarea profesorilor, 2022, Mușata Bocoș, Dana Jucan, Ed. Paralela 45, Pitești; Seminar notes: seminar notebook, worksheets; Location: Department for Teacher Training (DTT) laboratory room; 100% of laboratory/seminar work attendance is a condition for attending the final exam.

### 6. Specific skills acquired

Professional skills	<ol style="list-style-type: none"> <li>1) Developing theoretical and practical skills by correlating the received information with that acquired in previously studied subjects in the Psychopedagogical Module.</li> <li>2) Training specialists in the educational field who have the ability to pursue master's programs in their specialty area, with a focus on theoretical and practical aspects.</li> <li>3) Learning outcomes that enable the development of competences and practical skills in line with the dynamics of the educational field.</li> </ol>
Transversal skills	<ol style="list-style-type: none"> <li>1) The use of theoretical concepts to solve practical problems.</li> <li>2) Developing the ability to use the information received in other specialized disciplines.</li> <li>3) The ability to work in a team.</li> <li>4) The use of specialized terminology in various contexts.</li> <li>5) Respecting the principles of professional ethics.</li> </ol>

### 7. Objectives of the course (based on the grid of acquired competencies)

7.1. General objective	Complementary discipline (CD) that ensures the implementation and formation of complex concepts regarding the teaching career; Acquainting students with the fundamental concepts of pedagogy as a science, with its specifics, functions, and role within the broader framework of the educational sciences system. Together with other disciplines in the curriculum, it ensures the implementation and formation of complex concepts regarding the teaching and specialized career.
7.2. Specific objectives	<p>Achieving learning outcomes that aim to develop competencies and skills based on correlating the information received with that acquired in other disciplines such as Educational Psychology.</p> <ul style="list-style-type: none"> <li>• knowledge of the directions for development and improvement of the educational system;</li> <li>• leveraging the components of education for the formation and development of the current model of human personality;</li> <li>• identifying modern and efficient strategies for the formation and development of human personality;</li> <li>• critical interpretation of educational theory and practice through the analysis of various concepts, theoretical-action models, and the optimal integration of data into various applications;</li> <li>• the development of communication skills and constructive relationships with all educational partners;</li> <li>• promoting an innovative and responsible attitude towards professional development for a teaching career and ensuring quality in education.</li> </ul>

### 8. Content

<b>8.1. LECTURE</b> <b>Number of hours –28</b> 1. Pedagogy – the science of education. Problematization of pedagogy as a science. Definition of the concept. The formation and evolution of pedagogy as a science. The system of pedagogical sciences. The relationship of pedagogy with other sciences - 2 hours. 2. Education as the object of study in pedagogy. The concept of education. Characteristics of the educational phenomenon: social character, human specifics, historical, national, prospective, permanent.		Remarks
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<p>Functions of education. Forms of education and their interdependence. Self-education. Lifelong education – 4 hours.</p> <p>3. Educability. Human potential in education. The process of bio-psycho-social development. Educability: concept and factors in the formation and development of personality: heredity, environment and education. Fundamental theories (hereditarianism, environmentalism, dual genetic and environmental determination). The coordinating role of education in personality formation. The psycho-pedagogical profile: concept, types, stages of ontogenetic development, psycho-pedagogical conclusions – 4 hours.</p> <p>4. Classic and new dimensions in education:</p> <ul style="list-style-type: none"> <li>• Intellectual education.</li> <li>• Moral-civic education.</li> <li>• Aesthetic education.</li> <li>• Professional education.</li> <li>• Physical education</li> </ul> <p>New educations – 4 hours.</p> <p>5. Legality in education. necessity, specific categories: laws, principles, norms, rules of action – 2 hours.</p> <p>6. The issues of curriculum theory and methodology. The concept of curriculum. Historical landmarks in the conceptualization of curriculum. Models of conceptual analysis of curriculum. Multidimensional approach. Types of curriculum – 2 hours.</p> <p>7. The goals and dimensions/ components of education. General overview. Interdependencies. Educational ideal, goals, and objectives. The educational ideal in contemporary romanian schools – 4 hours.</p> <p>8. Curricular content. The concept of curricular content. Sources and criteria for selecting educational content. Possibilities for organizing curricular content. Innovative methods: integrated curricular structures; modular organization – 2 hours.</p> <p>9. Designing, implementing, and evaluating curricular products. Conceptual approaches. The importance of curriculum design in the present. Levels of curriculum conception. Types of curricular products: framework plan, curricular programs, alternative textbooks, curricular auxiliaries - application: analysis of official curricular documents. Methods to improve the implementation of curricular products. Strategies, methods, and tools for evaluating curricular products – 2 hours.</p> <p>10. Curriculum reform. Landmarks and aspects of curriculum reform. Operational levels of curriculum reform (in design, organization, monitoring, and evaluation). Suggestions and proposals for strategic directions and implementation of curriculum reform – 2 hours.</p>	<p>Interactive lecture:</p> <ul style="list-style-type: none"> <li>- exposition;</li> <li>- intensified lecture;</li> <li>- explanation;</li> <li>- heuristic conversation;</li> <li>- problematization;</li> <li>- debate.</li> </ul>	
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<p><b>8.2. PRACTICAL WORK</b></p> <p><b>Number of hours – 28</b></p> <p>1. Professionalization of teaching. Analysis of students' initial perceptions of pedagogy and the teaching profession. Communicating the curriculum – 2 hours.</p> <p>2. Roles, responsibilities, and status of the teaching staff – 2 hours.</p> <p>3. Pedagogy as a science. Pedagogy – the science of education: argumentation; epistemological criteria. The relationship of pedagogy with other sciences. The system of pedagogical sciences. Debate on delimiting the status of pedagogy as a science – 2 hours.</p> <p>4. Education. Characteristics; functions and forms of education. Lifelong education and self-education – 2 hours.</p> <p>5. Educational systems around the world; comparative approaches – 4 hours.</p> <p>6. Factors in the development of human personality: heredity, environment and education – 2 hours.</p>	<ul style="list-style-type: none"> <li>- conversation;</li> <li>- explanation;</li> <li>- questioning;</li> <li>- role play;</li> <li>- exercise;</li> <li>- debate;</li> <li>- presentations;</li> <li>- Gallery walk;</li> <li>- brainstorming.</li> </ul>	
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<p>7. Components of education: intellectual education, moral-civic and religious education, aesthetic education, professional education, physical and health education; the new educations – 4 hours.</p> <p>8. Educational goals. Types of goals. Pedagogical derivation. Operationalization of educational objectives. Derivation tree. Exercises for operationalizing educational objectives – 2 hours.</p> <p>9. Curriculum contents. Sources of contents and selection criteria. Methods of organizing contents. Comparative analysis. – 2 hours.</p> <p>10. The school curriculum – essence. Acceptations of the concept of curriculum. Types of curriculum. Components of the curriculum – 2 hours.</p> <p>11. Main curricular products – critical analysis – 2 hours.</p> <p>12. The school textbook: characterization, functions, criteria. Critical analysis – 2 hours.</p>		
<p>Mandatory references:</p> <p>Bîrzea, C. (1998). <i>Arta și știința educației</i>. București: Editura Didactică și Pedagogică, R.A.</p> <p>Bocoș, M., Jucan, D. (2022). <i>Fundamentele pedagogiei. Teoria și metodologia curriculumului – Repere și instrumente didactice pentru formarea profesorilor, ediția a V-a</i>. Pitești: Editura Paralela 45.</p> <p>Ciolan, L. (2002). <i>Reforma curriculară în învățământul liceal românesc: premise, politici, metodologii</i>. Pedagogie. Fundamentări teoretice și demersuri aplicative. (coord. E. Păun și D. Potolea). Iași: Editura Polirom.</p> <p>Cristea, S. (2006). <i>Curriculum pedagogic</i>. București: Editura Didactică și Pedagogică, R.A.</p> <p>Crișan, A. (1998). <i>Proiectarea curriculum-ului de bază – Ghid metodologic</i>. București: Editura Didactică și Pedagogică, R.A.</p> <p>Cucoș, C. (2002). <i>Pedagogie</i>. Iași: Editura Polirom.</p> <p>D’Hainaut, L. (coord.). (1981). <i>Programe de învățământ și educație permanentă</i>. București: Editura Didactică și Pedagogică, R.A.</p> <p>Jinga, I. și Istrate, E. (1998). <i>Manual de pedagogie</i>. București: Editura All.</p> <p>Joița, E. (2006). <i>Instruirea constructivistă - o alternativă</i>. București: Editura Aramis.</p> <p>R.A Maciuc, I. (2006). <i>Pedagogie. Repere introductive</i>. Craiova: Editura Sitech.</p> <p>Negreț-Dobridor, I. (2007). <i>Teoria generală a curriculumului educațional</i>. Iași: Editura Polirom.</p> <p>Potolea, D. (1988). <i>Teoria și metodologia obiectivelor educaționale. Curs de pedagogie</i>. București: Tipografia Universității din București.</p> <p>Potolea, D. (2002). <i>Conceptualizarea curriculum-ului. O abordare multidimensională</i>. Pedagogie. Fundamentări teoretice și demersuri aplicative. (coord. E. Păun și D. Potolea). Iași: Editura Polirom.</p> <p>Potolea, D. și Manolescu, M. (2005). <i>Teoria și metodologia curriculumului</i>. M.Ed.C.: Proiectul pentru Învățământul rural.</p> <p>Stanciu, M. (1999). <i>Reforma conținuturilor învățământului</i>. Iași: Editura Polirom.</p> <p>Văideanu, G. (1988). <i>Educația la frontiera dintre milenii</i>. București: Editura Politică.</p> <p>Ungureanu, D. (1999). <i>Educație și curriculum</i>. Timișoara: Editura Eurostampa.</p>		
<p>Optional references:</p> <p>Călin, M. (1996). <i>Teoria educației. Fundamentarea epistemică și metodologică a acțiunii educative</i>. București: Editura All.</p> <p>Cristea, S. (1998). <i>Dicționar de termeni pedagogici</i>. București: Editura Didactică și Pedagogică, R.A.</p> <p>Ionel, V. (2002). <i>Pedagogia situațiilor educative</i>. Iași: Editura Polirom.</p> <p>Ionel, V. (2004). <i>Fundamentele pedagogiei</i>. Craiova: Editura Universitaria.</p> <p>Ilie, V. (2007). <i>Pedagogie. Perspective teoretice și aplicative</i>. Craiova: Editura Universitaria</p> <p>Joița, E. (1999). <i>Pedagogia. Știința integrativă a educației</i>. Iași: Editura Polirom</p> <p>Macavei, E. (2002). <i>Pedagogie. Teoria educației</i>. București: Editura Aramis.</p> <p>Maciuc, I.(1998). <i>Formarea formatorilor. Modele alternative și programe modulare</i>. București: Editura Didactică și Pedagogică,</p> <p>Niculescu, R.M. (2003). <i>Teoria și managementul curriculum-ului</i>. Brașov: Editura Universității Transilvania.</p> <p>Păun, E. (2002). <i>O lectură a educației prin grila postmodernității</i>. Pedagogie. Fundamentări teoretice și demersuri aplicative. (coord. E. Păun și D. Potolea). Iași: Editura Polirom.</p> <p>Postelnicu, C. (2000). <i>Fundamente ale didacticii școlare</i>. Craiova: Reprografia Universității din Craiova</p>		

**9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program**

The course has a similar content to other European universities courses and considers students preparation level. The course is important/fundamental for the development of work skills as future specialists in the educational field and in the graduated specialization.

**10. Evaluation**

Activity type	10.1. Evaluation criteria	10.2. Evaluation methods	10.3. Weight in the final grade
<b>10.4. Lecture</b>		Written exam	70%
<b>10.5. Seminar/Laboratory</b>		Portfolio	30%
<b>10.6. Minimum performance</b>			
Knowledge of at least 50% of the information presented in the course Knowledge of at least 50% of the information presented at the practical work/ seminar 100% attendance at seminar/ practical work activities is mandatory Attendance at 50% of the total number of courses is a condition for entering the exam			

<sup>1</sup> Cycle of studies - choose one of the options - Bachelor's/ Master's/ Doctorate

<sup>2</sup> The regime of the discipline (content) - for the bachelor's level, choose one of the options - **FD** (fundamental discipline), **DD** (domain discipline), **SD** (specialty discipline), **CD** (complementary discipline).

<sup>3</sup> The regime of the discipline (obligation) - one of the following options is chosen: **MD** (mandatory discipline), **OD** (optional discipline), **ED** (elective discipline).

<sup>4</sup> One credit is equivalent to 25-30 hours of study (teaching activities and individual study).

Date of completion  
06.09.2024

Teacher in charge of the lecture,  
Lecturer Adela-Simina Câmpan, PhD



Teacher in charge of the laboratory/  
seminar,  
Assistant Alexandra Călugăr, PhD



Approval date in the  
department  
27.09.2024

Head of the department/ Director,  
Professor Ioana Roman, PhD

