

CLASSROOM MANAGEMENT (3rd year, 2nd semester)

Credit value (ECTS) 3

Course category

Optional

Course holder:

PhD, Assoc. Prof. Carmen Olguța BREZULEANU

Discipline objectives (course and practical works)

The course is aimed at students who are preparing for the teaching career, trying to familiarize them with: acquiring specific items for the teaching-learning of Classroom Management, Strategies for teaching and learning, and organizational forms of different lessons, evaluation methods and the place and role of each component in achieving qualitative future lessons; skills necessary in the sequential accomplishment of the didactic design.

The seminars aim to form skills for: educational project-based learning is a student-centred model of instruction. This learning develops knowledge and skills in an area with extensive workloads that promotes inquiry and authentic demonstrations of learning as results and performance. The education through educational project is oriented method of important questions that link specific skills and higher thinking level of the student for real-life contexts.

Contents (syllabus)

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| Course (chapters/subchapters) |
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| Generalities on educational management with agronomic specific: definition of educational management; principles to be respected in educational management for agronomic education; educational management functions for agronomic education; |
| Manager in agricultural education: manager's role; manager's educational tasks; managerial leadership styles; connection between leadership style and managerial efficiency. |
| Classroom management in specialized agronomic education: teacher - manager of teaching; Paradigms of study of agronomic classroom management education; dimensional structure of classroom management in agronomic education; consequences of mismanagement in teaching; management of tense situation in educational group. |
| Quality management in agronomic education: defining educational quality management; principles for quality assurance in educational agronomic institutions; self evaluation system training; Performance descriptors of quality assurance policy; legislative basis of the quality assurance system. |
| Management communication in agronomic education: the concept of managerial communication; types of managerial communication; ways of managerial communication. |
| Initial training management by introducing standards for the teaching profession in agronomic education: advantages of introducing standards of the teaching profession; ethics and professional competence of the teacher of agronomic technical specialist; fundamental principles of training standards for technical agronomic education. |
| Learning management: effective learning-component of the training process; stages of learning; rules for effective learning; conditions for effective learning; preparation and presentation of written material; book review; development and presentation of a paper at a scientific event. |

| Seminar |
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| Management of training |
| Class master as class manager |
| Designing, organizing and conducting educational activities |
| Educational Crisis Management |
| Intervention in severe behavioral deviations |
| Intervention strategies in attitudinal plan |
| Teaching portfolio presentation |

Bibliography

1. Brezuleanu Carmen Olguța -Management educațional pentru învățământul agronomic,Editura Alfa,Iași,2010
2. Brezuleanu Carmen Olguța- Management educațional pentru învățământul agronomic. Editura "Ion Ionescu de la Brad Iași".Ghid metodologic.2016
3. Iucu Romiță - Managementul și gestiunea clasei de elevi.Fundamente teoretice și metodologice, Editura Polirom,Iași,2000.
4. Iosifescu Șerban(coord.)- Manual de management educațional pentru directorii de unități școlare.Editura ProGnosis,București,2000.

Evaluation

| Evaluation form | Evaluation Methods | Percentage of the final grade |
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| Exam | Oral examination | 60% |
| Appreciation of the activity during the semester | Oral assessment during the semester, verification tests; colloquium. | 40% |

Contact

PhD, Assoc. Prof. Carmen Olguța BREZULEANU

Faculty of Animal Husbandry - USAMV Iași

Aleea Mihail Sadoveanu nr.8, Iași, 700490, România

telefon: 0040 232 407514, fax: 0040 232 267504

E-mail: olgutabrez@yahoo.com