Pedagogy I (Foundations of Pedagogy -Theory and Methodology of Curriculum) (Ist Year of study, IInd SEMESTER)

Credit value (ECTS) 5

Course category:
Facultative

Discipline Codes: A.EMIAIA.C.120
Course holder:
PhD Lecturer Alina Sîrghea

Objectives of the academic subject (course and applications):
The purpose of the course is to help students learn the knowledge related to the basic characteristics of pedagogy, of its main paradigms and methodological orientations; the explanations and the interpretation, in a systemic perspective, of the inter-dependence among the components of the school curriculum;
The seminars aim at optimising the operational objectives starting from the competences specific to the academic subject; the design of school programmes of optional academic subjects in the agronomy field; the design of educational approaches to modernise the school curriculum.

Contents (syllabus)

Course (Chapters/subchapters)
I. INTRODUCTION INTO THE EDUCATION SCIENCES 1.**Pedagogy- the integrative science of the education:** the education concept; forms of education; the system of the pedagogical sciences as education sciences
2. **Educability. Factors of becoming a human being***:* the main theories regarding the educability; the factors of acquiring a personality.
3. Permanent education: the origin of the permanent education idea; the permanent education concept; the determining factors of the necessity for the permanent education; the school as a fundamental stage in the individual's formation for permanent education.
4. **Purposes of education**: the reconstruction of the pedagogy from a philosophical perspective; the educational ideal.
5. **The reform in the learning system within a democratic society:** education and the society; orientations and tendencies in the contemporary learning reforms.
II. THEORY AND METHODOLOGY OF THE CURRICULUM 6. **The learning process**: didactics – a general theory of the learning process; the learning process as a relationship between teaching – learning and evaluation; the learning process as a communication act.
7**. Educational objectives**: conceptual clarifications; the classification of the educational objectives; operational techniques; educational competences.
8. **School curriculum and the contents of the learning**: conceptual explanations; curriculum types; characteristic features of the learning contents; criteria to select and organise the learning contents; modalities to select and organise the learning contents.

Practical works
The organisation of the seminar's activity
Stages and moments when pedagogy becomes science
Education and the society
The academic education and the students' preparations for permanent education
The educational ideal
The didactic communication
From competences to operational objectives
Types of curriculum
The design of the curriculum at the school's decision
The modern organisation of the learning contents
The presentation of individual projects elaborated by students

References

- Cucoş Constantin, coord. (2008) *Psihopedagogie.* Iasi : Ed. Polirom.
- Potolea D., Neacşu I., Romiţă I., Pânişoară I-O. (2008) *Pregătirea psihopedagogică.* Iasi : Ed. Polirom.
- **Sîrghea, A.** (2024). *Îndrumar de seminar: Pedagogie I și II.* Editura Ion Ionescu de la Brad, 123 pg., ISBN 978-973-147-522-6
- Stanciu Mihai (2015), *Teoria curriculumului. Reconceptualizări.* Iasi. : Ed. „Ion Ionescu de la Brad".

Final evaluation

Evaluation forms	Evaluation methods	Percentage of the final grade
Exam	Written evaluation	60%
Appreciation of the activity during the semester	Oral evaluation during the semester, verification tests.	40%

Contact

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