

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology and Education Sciences
1.4 Field of study <sup>1)</sup>	Education Sciences
1.5 Study level <sup>2)</sup>	Master`s degree
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context.

### 2. Data about the course

2.1 Name of course	Learning Theories. Modern approaches							
2.2 Course convenor	Voinea Mihaela							
2.3 Seminar/ laboratory/ project convenor	Voinea Mihaela							
2.4 Study year	I	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	
							Attendance type <sup>4)</sup>	

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					50
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					50
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		150			
3.8 Total number per semester		122			
3.9 Number of credits <sup>5)</sup>		5			

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Curriculum Theory</li> <li>Critical thinking</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Collaboration skills</li> <li>Communication skills</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Whiteboard, video projector, laptop, modular furniture, internet access</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Whiteboard, video projector, laptop, modular furniture, internet access</li> </ul>

## 6. Specific competences

Professional competences	<p><b>Competence 3: Applies teaching strategies</b></p> <p><b>Knowledge:</b></p> <p>R.Î.13. Graduates know and understand various modern teaching strategies and the principles of contemporary pedagogy.</p> <p>R.Î.14. Graduates know learning theories and their applicability in various educational contexts.</p> <p><b>Skills:</b></p> <p>R.Î.15. Graduates select and implement teaching strategies appropriate for different learning styles and cultural contexts.</p> <p>R.Î.16. Graduates adapt teaching methods to the specific characteristics and needs of learners.</p> <p><b>Responsibility and autonomy:</b></p> <p>R.Î.17. Graduates demonstrate autonomy in choosing and implementing optimal teaching strategies.</p> <p>R.Î.18. Graduates take responsibility for the effectiveness of the learning process they facilitate.</p>
Transversal competences	<ul style="list-style-type: none"> <li>•</li> </ul>

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>• Applying learning theory principles to improve teaching practices and curriculum materials for students in an intercultural context</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• Applying domain-specific concepts in the design of teaching-learning strategies in an intercultural context</li> <li>• Critically analysing teaching-learning strategies in an intercultural context</li> <li>• Engaging in informed and constructivist dialogue with colleagues about human learning, development, and educational practice.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Learning in the 21st Century: teachers, students and future	Reflection, debate	4	
2. The specifics of designing teaching activities in an intercultural context	Reflection, Case study	2	
3. Critical analysis of learning theories in an intercultural context. <ul style="list-style-type: none"> <li>- Social learning theory,</li> <li>- Constructivist theory,</li> <li>- Transformative learning theory</li> </ul>	Debate, reflection, case study	6	
4. Assessment and feedback in an intercultural context	Reflection, debate, self-assessment	2	
<p><b>Bibliography</b></p> <p>Al-Huneidi A., Schreurs J. (2013) Constructivism Based Blended Learning in Higher Education. In: Lytras M.D., Ruan D., Tennyson R.D., Ordonez De Pablos P., García Peñalvo F.J., Rusu L. (eds) Information Systems, E-learning, and Knowledge Management Research. WSKS 2011. Communications in Computer and Information Science, vol 278. Springer, Berlin, Heidelberg. <a href="https://doi.org/10.1007/978-3-642-35879-1_74">https://doi.org/10.1007/978-3-642-35879-1_74</a></p> <p>Flavell, J.H. (1979). Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. American Psychologist, 34(10), 906-911.</p>			

<p>Mayer, R 2014, 'Cognitive theory of multimedia learning', Richard Mayer, The Cambridge Handbook of Multimedia Learning, Cambridge University Press, Cambridge, UK, pp. 43-71</p> <p>Transformative Learning Theory (Mezirow) - Learning Theories. Learning Theories. (2021). Retrieved 10 June 2021, from <a href="https://www.learning-theories.com/transformative-learning-theory-mezirrow.html#_edn2">https://www.learning-theories.com/transformative-learning-theory-mezirrow.html#_edn2</a>.</p> <p>What Is The Transformative Learning Theory. Western Governors University. (2021). Retrieved 10 June 2021, from <a href="https://www.wgu.edu/blog/what-transformative-learning-theory2007.html">https://www.wgu.edu/blog/what-transformative-learning-theory2007.html</a>.</p> <p>Siemens, G. (2005) Connectivism: A Learning Theory for the Digital Age, International Journal of Instructional Technology and Distance Learning, Vol. 2 No. 1, Jan 2005 <a href="http://www.itdl.org/Journal/Jan_05/article01.htm">http://www.itdl.org/Journal/Jan_05/article01.htm</a></p> <p>Ryan, R. &amp; Deci, E. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. Contemporary educational psychology, 25(1), 54-67.</p> <p>National Academies of Sciences, Engineering, and Medicine. (2018). How People Learn II: Learners, Contexts, and Cultures. Washington, DC: The National Academies Press. doi: <a href="https://doi.org/10.17226/24783">https://doi.org/10.17226/24783</a> (Chapter 4 pp. 69-84)</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Students and teachers in the school of the future in an intercultural context	Reflection, problem solving	4	
2. Motivation for learning in the 21st century. How do we get people to commit to learning?	Reflection, problem solving	2	
3. Designing learning activities in an intercultural context—applications of learning theories (social, cognitive, constructivist)	Learning based project	6	
4. Assessment and self-assessment in an intercultural context	Case study	2	
<p><b>Bibliography</b></p> <p>Al-Huneidi A., Schreurs J. (2013) Constructivism Based Blended Learning in Higher Education. In: Lytras M.D., Ruan D., Tennyson R.D., Ordonez De Pablos P., García Peñalvo F.J., Rusu L. (eds) Information Systems, E-learning, and Knowledge Management Research. WSKS 2011. Communications in Computer and Information Science, vol 278. Springer, Berlin, Heidelberg. <a href="https://doi.org/10.1007/978-3-642-35879-1_74">https://doi.org/10.1007/978-3-642-35879-1_74</a></p> <p>Flavell, J.H. (1979). Metacognition and cognitive monitoring: A new area of cognitivedevelopmental inquiry. American Psychologist, 34(10), 906-911.</p> <p>Mayer, R 2014, 'Cognitive theory of multimedia learning', Richard Mayer, The Cambridge Handbook of Multimedia Learning, Cambridge University Press, Cambridge, UK, pp. 43-71</p> <p>Transformative Learning Theory (Mezirow) - Learning Theories. Learning Theories. (2021). Retrieved 10 June 2021, from <a href="https://www.learning-theories.com/transformative-learning-theory-mezirrow.html#_edn2">https://www.learning-theories.com/transformative-learning-theory-mezirrow.html#_edn2</a>.</p> <p>What Is The Transformative Learning Theory. Western Governors University. (2021). Retrieved 10 June 2021, from <a href="https://www.wgu.edu/blog/what-transformative-learning-theory2007.html">https://www.wgu.edu/blog/what-transformative-learning-theory2007.html</a>.</p> <p>Ryan, R. &amp; Deci, E. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. Contemporary educational psychology, 25(1), 54-67.</p>			

**9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)**

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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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10.4 Course	<ul style="list-style-type: none"> <li>- Ability to correctly apply the knowledge acquired in solving written tests;</li> <li>- Logical approach to answering tasks;</li> <li>- Correct use of specialized language</li> </ul>	Rubrics	30%
	Participation in class discussions, through responses to questions and reflections.	Behaviour Observation	10%
10.5 Seminar/ laboratory/ project	<p>The project presented during the seminar must meet the following criteria:</p> <ul style="list-style-type: none"> <li>- Topic relevant to the field</li> <li>- Presentation of the theoretical framework</li> <li>- Description of the educational intervention</li> <li>- Use of personal, creative presentation methods</li> </ul>	Project	50%
	Inter-evaluation forms completed during the course, referring to the evaluation criteria and containing personal observations/comments.	Completion of at least two inter-evaluations.	10%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>• To pass the course, master's students must achieve a minimum of 50% of the seminar score.</li> </ul>			

This course outline was certified in the Department Board meeting on 15.09.2025 and approved in the Faculty Board meeting on 15.09.2025.

<b>PROF. PhD. Ana-Maria CAZAN,</b> Dean	<b>Assoc. Prof. Mihaela VOINEA,</b> Head of Department
<b>Assoc. Prof. Mihaela VOINEA,</b> Course holder	<b>Assoc. Prof. Mihaela VOINEA,</b> Holder of seminar/ laboratory/ project

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Sciences of Education
1.3 Department	Psychology and Sciences of Education
1.4 Field of study <sup>1)</sup>	Sciences of Education
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

### 2. Data about the course

2.1 Name of course	Advanced theories in developmental psychology							
2.2 Course convenor	Assoc. Prof. Popa Daniela							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Popa Daniela							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup> Attendance type <sup>4)</sup>	FC CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, specialized electronic platforms, and field research					44
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					44
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	• General psychology, educational psychology
4.2 competences-related	• Communication skills, research skills

### 5. Conditions (if applicable)

5.1 for course development	• Laptop, video projector
5.2 for seminar/ laboratory/ project development	• Laptop, video projector

### 6. Specific competences and learning outcomes

Professional competences	<p><b>Competence 4:</b> Carries out educational activities</p> <p><b>Knowledge:</b> L.O.19. Graduates know the principles of planning and organizing educational activities for various categories of audiences. L.O.20. Graduates understand the specifics of educational activities in intercultural and inclusive environments. <b>Skills:</b> L.O.21. Graduates plan, carry out, and supervise educational activities adapted to a multicultural target audience. L.O.22. Graduates facilitate interactive and inclusive learning processes for participants from diverse cultural backgrounds. <b>Responsibility and autonomy:</b> L.O.23. Graduates take responsibility for the quality and relevance of the educational activities they organize. L.O.24. Graduates demonstrate autonomy in managing and adapting educational activities to various circumstances.</p> <p><b>Competence 6:</b> Develops individual learning plans</p> <p><b>Knowledge:</b> L.O.31. Graduates know the principles of personalizing learning and the methodologies for developing individual plans. L.O.32. Graduates understand the diversity of learning styles and individual educational needs in intercultural contexts. <b>Skills:</b> L.O.33. Graduates develop individual learning plans tailored to the needs, abilities, and cultural context of learners. L.O.34. Graduates monitor and adjust learning plans based on learner progress and feedback. <b>Responsibility and autonomy:</b> L.O.35. Graduates demonstrate autonomy in personalizing the learning process for each learner. L.O.36. Graduates take responsibility for the relevance and feasibility of the plans they develop.</p>
Transversal competences	

#### 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>In-depth study of the physical, emotional, cognitive, and behavioral changes that occur throughout life, from conception to death, in order to acquire the knowledge and skills necessary in the field of developmental psychology used in teaching</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Present the bio-psycho-social profile of ages at different stages of development.</li> <li>Present the main educational issues and major existential events for each age.</li> <li>Explain the theoretical perspectives and historical beginnings of developmental psychology.</li> <li>Describe research methodologies specific to developmental psychology</li> <li>Evaluate current and classical research on developmental stages.</li> <li>Critically analyze and synthesize topics in developmental psychology</li> </ul>

#### 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Evolutionary psychology of development	Lecture, case studies	1	
Concepts of change; Research methods	Lecture, debate	1	
Cognitive development. Theory of mind	Lecture, debate	1	
Language acquisition. Cultural influences.	Lecture, debate	1	
Risk and resilience. Resilience strategies in development.	Lecture, debate	1	
Early parenting. Types of attachment. Neurobiology of attachment. Emotional co-regulation	Lecture, case studies	1	

Development in the digital age: technological ecosystems and evolutionary transformations	Lecture, case studies	1	
Bibliography 1. Barry, J. A., Kingerlee, R., Seager, M., & Sullivan, L. (Eds.). (2019). The Palgrave handbook of male psychology and mental health. Cham: Palgrave Macmillan. 2. Baltes, P. B. (2019). Life-span developmental psychology: Observations on history and theory revisited. In Developmental psychology (pp. 79-112). Routledge. 3. Bronfenbrenner, U. (2019). The context of development and the development of context. In Developmental psychology (pp. 147-184). Routledge. 4. Corr, P. J., & Matthews, G. E. (2020). The Cambridge handbook of personality psychology. Cambridge University Press. 5. DeRobertis, E. M., & Bland, A. M. (2020). Lifespan human development and "the humanistic perspective": A contribution toward inclusion. The Humanistic Psychologist, 48(1), 3. 6. Lerner, R. M. (Ed.). (2019). Developmental psychology: Historical and philosophical perspectives. Routledge.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Developmental crises and transitions	Debate, case studies	1	
Dynamic systems theory. Bronfenbrenner's bioecological model	Debate, case studies	1	
Comparative cultural development models	Mosaic, concept maps	1	
Multilingualism and brain plasticity	Mosaic, concept maps	1	
"Stress epigenetics" and intergenerational transmission	Debate, case studies	1	
Emotional development and social skills: from co-regulation to self-regulation	Mosaic, concept maps	1	
Identity formation in hybrid online/offline worlds	Debate, case studies	1	
Bibliography 1. Bronfenbrenner, U. (2019). The context of development and the development of context. In Developmental psychology (pp. 147-184). Routledge. 2. Corr, P. J., & Matthews, G. E. (2020). The Cambridge handbook of personality psychology. Cambridge University Press. 3. DeRobertis, E. M., & Bland, A. M. (2020). Lifespan human development and "the humanistic perspective": A contribution toward inclusion. The Humanistic Psychologist, 48(1), 3. 4. Harris, M., & Butterworth, G. (2012). Developmental psychology: A student's handbook. Psychology Press. 5. Muldoon, O. T. (2024). <i>The social psychology of trauma: Connecting the personal and the political</i> . Cambridge University Press.			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The course supports the training of future professionals working with human resources.
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#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
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10.4 Course	Use of fundamental concepts and established theories in the field. Explanation and interpretation of states, phenomena, processes, and mechanisms	Written assessment	50%
10.5 Seminar/ laboratory/ project	Seminar materials must meet the same criteria as those for the course, taking into account the stage of learning. The course portfolio contains: - a synthesis project	Case studies, exercises Synthesis project	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>To calculate the final grade, students must obtain at least a 5 in the exam and seminar activity. Participation in the exam is conditional on obtaining a minimum grade of 5 in the seminar activity.</li> <li>The seminar grade consists of continuous assessment of the activity and portfolio assessment. Participation in the exam is conditional on attending at least 3 lectures and 4 seminars. The seminar grade consists of continuous assessment of the activity and portfolio assessment.</li> <li>For the rest session, students must meet the same requirements as those in the winter session.</li> </ul>			

This course outline was certified in the Department Board meeting on 15/09/2025 and approved in the Faculty Board meeting on 15/09/2025.

Professor dr. Ana – Maria CAZAN, Dean .....	Associated professor dr. Mihaela VOINEA, Head of Department .....
Assoc. prof. Daniela POPA, Course holder .....	Assoc. prof. Daniela POPA, Holder of seminar/ laboratory/ project .....



## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Sciences of Education
1.3 Department	Psychology and Sciences of Education
1.4 Field of study <sup>1)</sup>	Sciences of Education
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

### 2. Data about the course

2.1 Name of course	Quantitative Methods Research							
2.2 Course convenor	Lect. PhD. Adrian Alexandru Moşoi							
2.3 Seminar/ laboratory/ project convenor	Lect. PhD. Adrian Alexandru Moşoi							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	DF
							Attendance type <sup>4)</sup>	DI

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					50
Additional documentation in libraries, specialized electronic platforms, and field research					46
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					4
Tutorial					4
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	108				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Information and communication technology</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Computer skills</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Video projector, laptop</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Computerized data processing program</li> </ul>

## 6. Specific competences and learning outcomes

Professional competences	<p>C1. Working with fundamental concepts in the field of psychology</p> <p>R.Î. 1.2. Graduates have the basic knowledge to comparatively analyze and critically evaluate the main theoretical approaches in psychology from the perspective of their explanatory value</p> <p>R.Î. 1.4. Graduates have the ability to develop psychological interpretations of human behavior at the individual or group level, manifested in various educational, professional, or social contexts.</p> <p>C2 Designing and conducting a research project in psychology</p> <p>R.Î. 2.1. Graduates are familiar with the principles and descriptors of scientific research, as well as the methods and tools specific to scientific research in psychology</p> <p>R.Î. 2.2. Graduates have the ability to design and implement a research project of medium complexity based on the main paradigms and theories in the field of psychology.</p> <p>R.Î. 2.3. Graduates identify and use appropriate ways to collect, manage, analyze, and interpret empirical data.</p> <p>R.Î. 2.4. Graduates critically evaluate the quality, internal and external validity, and empirical value of research in the field of psychology</p> <p>C4 Psychological assessment of individuals, groups, and organizations</p> <p>R.Î. 4.1. Graduates are familiar with the principles and methods of psychological assessment</p>
Transversal competences	<p>CT1 Critically evaluates information and its sources</p> <p>R.Î.1.1. Graduates reflect on their own professional practices, adopting behaviors specific to continuous learning (seeking new learning opportunities; applying techniques to improve their own learning);</p> <p>R.Î.1.2. Graduates show sustained curiosity for documentation and continuous updating of lifelong learning practices.</p> <p>CT2 Takes responsibility</p> <p>R.Î.2.1. Graduates know and demonstrate understanding of the professional duties specific to the field of education;</p> <p>R.Î.2.2. Graduates know and responsibly apply the ethical standards involved in specific activities of assessment, psycho-pedagogical intervention, development and implementation of educational programs, and psycho-pedagogical research;</p>

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>Developing a functional system of knowledge, statistical reasoning, and general conceptual framework, as well as the practical skills necessary to perform data processing for completing scientific research.</li> <li>Using and operating with fundamental statistical concepts (case, variable, values, type of measurement, etc.)</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Developing the ability to determine and interpret the basic characteristics of univariate distributions and to make inferences by selecting appropriate working procedures.</li> <li>Developing the ability to test statistical hypotheses by analyzing the relationships between variables and differences.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Basic concepts of statistics	Lecture, didactic conversation	2	
2. Measurement. Organizing data collection Slide-based lecture	Slide-based lecture	2	
3. Distributions and frequencies. Central	Slide-based lecture, exercises,	2	

tendency indicators	didactic demonstration		
4. Indicators of distribution shape and dispersion	Slide-based lecture, exercises, didactic demonstration	2	
5. Statistical inference – significance threshold	Slide-based lecture, exercises, didactic demonstration	2	
6. T-tests Slide-based lecture, exercises, didactic demonstration	Slide-based lecture, exercises, didactic demonstration	2	
7. Rank correlation and correlation interpretation	Slide-based lecture, exercises, didactic demonstration	2	
Bibliography 1. Cazan, A-M. (2014). Aplicații computerizate de analiză a datelor. Curs în format ID. 2. Cazan, A-M. (2014). Statistică psihologică. Noțiuni teoretice, exemple și aplicații. Editura Universității Transilvania din Brașov. 3. Clinciu, A. I. (2013). Statistică aplicată în psihologie. Editura Universității Transilvania din Brașov. 4. Diaconu-Gherasim, L.R., Măirean, C., & Curelaru, M. (2022). <i>Metode cantitative de cercetare</i> . Polirom. 5. Field, A. (2013). <i>Discovering statistics using IBM SPSS Statistics</i> . Sage. 6. Howitt, D., & Cramer, D. (2010). <i>Introducere în SPSS pentru psihologie</i> . Polirom. 7. Labăr, V. A. (2008). <i>SPSS pentru științele educației. Metodologia analizei datelor în cercetarea pedagogică</i> . Polirom. 8. Popa, M. (2008). Statistică pentru psihologie. Teorie și aplicații SPSS. Polirom. 9. Popa, M. (2010). Statistici multivariate aplicate în psihologie. Polirom. 10. Sava, F. (2011). <i>Analiza datelor în cercetarea psihologică. Metode statistice complementare</i> . ASCR.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Overview of the program used for automatic data processing	Observation, demonstration, conversation	2	S1
2. Organization of the data collection	Exercises, teaching demonstration	2	S2
3. Distributions and frequencies	Exercises, teaching demonstration	2	S3
4. Central tendency indicators	Exercises, teaching demonstration	4	S4 S5
5. Measures of data variability	Exercises, teaching demonstration	4	S6 S7
6. Elements of statistical inference.	Exercises, teaching demonstration	4	S8 S9
7. Testing hypotheses by difference 1: parametric tests for a sample, for paired samples, and for independent samples	Exercises, teaching demonstration	4	S10 S11
8. Association of variables by correlation: the product method	Exercises, teaching demonstration	4	S12 S13
9. Review and consolidation	Exercises, teaching demonstration	2	S14
Bibliography The same bibliography like on the course.			

## 9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

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## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Theoretical exam	Written assessment with objective items	60%
10.5 Seminar/ laboratory/ project	Recapitulative summaries and applications, progress assessments Note: ■ Participation in the exam is conditional on obtaining a passing grade (4.5) in the seminar. Students who have not obtained a minimum grade of 4.5 in the seminar cannot take the exam. The grade implies the completion of the two assignments during the semester.	Portfolio of exercises and practical applications	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>• Ability to identify, calculate, and interpret typical descriptive statistics indicators</li> <li>• Ability to perform correlations using the rank and product methods</li> <li>• Ability to adequately test a statistical hypothesis (inferential statistics)</li> </ul>			

This course outline was certified in the Department Board meeting on 15/9/2025 and approved in the Faculty Board meeting on 15/9/2025.

Professor dr. Ana – Maria CAZAN, Dean	Associated professor dr. Mihaela VOINEA, Head of Department
Lect. dr Adrian Alexandru Moşoi, Course holder	Lect. dr Adrian Alexandru Moşoi, Holder of seminar/ laboratory/ project

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### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology and Education Sciences
1.4 Field of study <sup>1)</sup>	Education Sciences
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context

### 2. Data about the course

2.1 Name of course	Social justice and diversity in worldwide education							
2.2 Course convenor	Lecturer Alina TURCULEȚ, Ph.D.							
2.3 Seminar convenor	Lecturer Alina TURCULEȚ, Ph.D.							
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	PC
							Attendance type <sup>4)</sup>	CPC

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	1	3.3 seminar	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					36
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					30
Tutorial					10
Examinations					2
Other activities (desk research).....					
3.7 Total number of hours of student activity		108			
3.8 Total number per semester		150			
3.9 Number of credits <sup>5)</sup>		5			

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>the history of pedagogical ideas and paradigms</li> <li>curriculum theory</li> <li>educational management</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>understanding social issues from perspectives of others, separating fact from opinion and be willing to participate in public dialogs in an academic and thoughtful way</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>projector</li> <li>university platform</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>access to international detabases</li> </ul>

## 6. Specific competences

Professional competences	<ul style="list-style-type: none"> <li>• <b>Competence 2:</b> Identifies educational needs  <b>Knowledge:</b> R.Î.7. Graduates are familiar with methodologies for analyzing educational needs in multicultural contexts. R.Î.8. Graduates understand the specific educational needs of pupils and students from diverse cultural backgrounds. <b>Skills:</b> R.Î.9. Graduates apply tools and techniques for identifying educational needs in multicultural organizations and communities. R.Î.10. Graduates analyze and prioritize educational needs for the development of inclusive programs and policies. <b>Responsibility and autonomy:</b> R.Î.11. Graduates demonstrate autonomy in investigating and documenting complex educational needs. R.Î.12. Graduates take responsibility for the accuracy of needs analysis in diverse environments.</li> <li>• <b>Competence 7:</b> Applies intercultural teaching strategies  <b>Knowledge:</b> R.Î.37. Graduates are familiar with the principles of intercultural pedagogy and specific strategies for diverse educational environments. R.Î.38. Graduates understand the challenges and opportunities of learning in multicultural contexts. <b>Skills:</b> R.Î.39. Graduates implement teaching strategies that promote inclusion and respect for cultural diversity. R.Î.40. Graduates facilitate intercultural dialogue and build bridges between different cultural perspectives in the educational process. <b>Responsibility and autonomy:</b> R.Î.41. Graduates demonstrate autonomy in promoting intercultural values in educational practice. R.Î.42. Graduates take responsibility for creating an inclusive and equitable educational environment</li> </ul>
Transversal competences	

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>• Promoting the principles of social justice by respecting the specific diversity of educational systems in the world</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• Familiarization with contemporary approaches to the concept of diversity</li> <li>• Analyzing social inequities from the perspective of inclusion</li> <li>• Synthesizing governance models from the perspective of postmodern world education</li> <li>• Analyzing the concept of equity, diversity, and inclusion in educational management</li> <li>• Evaluation of university education as a vector for the promotion of social justice in world education</li> </ul>

## 8. Content

8.1 Course	Teaching methods	No of hours	Remarks
1. Equity, Diversity, and Inclusion Through a Social Justice Lens	Interactive debate	2	
2. Diversity from different perspectives	Debate with opponent	2	
3. Cultural dimensions and cultural differences	Lectures	2	
4. Resources to help schools and families engage in constructive dialogue and action regarding social justice that affect children's learning and well-being, including issues of poverty, race, privilege, violence, and economic isolation	Lectures	2	
5. Issues Around Diversity and Social Justice in Education	Interactive debate	2	

6. Social justice development	Lectures	2	
7. Aspects regarding social justice case for diversity	Interactive debate	2	
<p>Bibliography</p> <p>Brooks, J. S. (2008b). Freedom and justice: Conceptual and empirical possibilities for the study and practice of educational leadership. In I. Bogotch, F. Beachum, J. Blount, J. S. Brooks, &amp; F. W. English, <i>Radicalizing educational leadership: Toward a theory of social justice</i> (pp. 61–78). Netherlands: Sense.</p> <p>Evans, A. E. (2007). Horton, Highlander, and leadership education: Lessons for preparing educational leaders for social justice, <i>Journal of School Leadership</i>, 17, 250-275.</p> <p>Furman, G. C. (2003). The 2002 UCEA presidential address: Toward a new scholarship of educational leadership? <i>UCEA Review</i>, 45(1), 1-6.</p> <p>Furman, G. C. &amp; Gruenewald, D. A. (2004). Expanding the landscape of social justice: A critical ecological analysis. <i>Educational Administration Quarterly</i>, 40(1), 47-76.</p> <p>Jean-Marie, G., Normore, A. H., &amp; Brooks, J. S. (2009). Leadership for social justice: Preparing 21st century school leaders for a new social order. <i>Journal of Research on Leadership Education</i>, 4(1), 1-31.</p>			
8.2 Seminar	Teaching-learning methods	No of hours	Remarks
1. Overview on diversity as cultural and social differences, cultural competency as interaction of people with different backgrounds, and social justice as power dynamics acknowledging historical and institutional inequities	Case-study	4	
2. Contemporary facets of diversity	Flipped classroom	4	
3. Evaluation of cultural differences among societies	Crossover learning	4	
4. Social justice and wellness. Student and counselling services	Case-study	4	
5. Diversity, Social Justice and Curriculum Design	Flipped classroom	4	
6. Models of leadership for social justice	Case-study	4	
7. Social Awareness: Examples, Skills, and Meaning	Flipped classroom	4	
<p>Bibliography</p> <p>Adams, M et al. (2016). <i>Teaching for Diversity and Social Justice</i>. New York: Routledge. p. 1.</p> <p>Bell, L. (2013). Theoretical foundations. In M. Adams, W.J. Blumenfeld, C. Castañeda,, H.W. Hackman, M.L. Petrs, &amp; X. Zúñiga. (Eds.), <i>Readings for diversity and social justice</i>. New York: Routledge.</p> <p>Berger, P., T. Luckmann (1966). <i>The social construction of reality: A treatise in the sociology of knowledge</i>. Doubleday.</p> <p>Carter-Hicks, J. (2015). <i>Inclusive Education</i>. <i>Encyclopedia of Diversity and Social Justice</i>. Vol. 1. Rowman &amp; Littlefield.</p> <p>Cross, T., et al. (1989). <i>Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed</i>. Georgetown University Child Development Center. Vol. 1.</p> <p>Fuller, R. (2004). <i>Somebodies and Nobodies: Overcoming the abuse of rank</i>. New Society Publishers.</p> <p>Goodman, D. (2015). Oppression and privilege: Two sides of the same coin. <i>Journal of Intercultural Communication</i>, 18,1-14.</p> <p>Hardiman, R. and Jackson, B. (2007). Conceptual Foundations for Social Justice Education. In M. Adams, L. Bell, &amp; P. Griffin (Eds.), <i>Teaching for Diversity and Social Justice</i> (2 ed., pp. 35-66). New York: Routledge.</p> <p>Lyon, K. and Dhillon, M. (2015). "Heteronormativity." <i>Encyclopedia of Diversity and Social Justice</i>. Vol. 1. (Ed. S. Thompson). Lanham, MD: Rowman &amp; Littlefield. P. 383.</p> <p>Morton, B. and Fasching-Varner, K. (2015). "Equity." <i>Encyclopedia of Diversity and Social Justice</i>. Vol. 1. (Ed. S. Thompson). Lanham, MD: Rowman &amp; Littlefield. p. 303-4.</p> <p>Tribe, Rachel &amp; Bell, Deanne. (2018). Social justice, diversity and leadership. <i>The European Journal of Counselling Psychology</i>. 6. 111-125. 10.5964/ejcop.v6i1.145.</p> <p>Vaccaro, A. et al (2020, May). "Fostering allyship in ourselves and our students: Findings from a duo-ethnography on social justice in higher education." In <i>Handbook of Research on Diversity and Social Justice in Higher Education</i> (Ed.</p>			

**9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)**

The course addresses the current requests of the educational systems regarding the resources to help schools and families engage in constructive dialogue and action regarding social justice that affect children's learning and well-being, including issues of poverty, race, privilege, violence, and economic isolation.

**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	<ul style="list-style-type: none"> <li>the correct academic use of the concepts of equity, diversity, social justice</li> <li>the correct analysis of the resources to help schools and families engage in constructive dialogue and action regarding social justice that affect children's learning and well-being, including issues of poverty, race, privilege, violence, and economic isolation</li> </ul>	Project presentation	60%
10.5 Seminar	the correct implementation of the proposed seminar topics	Assessment portfolio	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Critical analysis of an aspect specific for social justice in educational settings</li> </ul>			

This course outline was certified in the Department Board meeting on 15.09.2025 and approved in the Faculty Board meeting on 15.09.2025.

Prof. Ana-Maria CAZAN, Ph.D. Dean	Assoc. Prof. Mihaela Voinea, Ph.D. Head of Department
Lecturer Alina TURCULEȚ, Ph.D. Course holder	Lecturer Alina TURCULEȚ, Ph.D. Seminar holder



## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology, Education and Teacher Training
1.4 Field of study <sup>1)</sup>	Education Sciences
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context

### 2. Data about the course

2.1 Name of course	Ethics, Integrity and Academic Writing							
2.2 Course convenor	PhD Ungureanu Elena							
2.3 Seminar/ laboratory/ project convenor	PhD Ungureanu Elena							
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	C	2.7 Course status	Content <sup>3)</sup>	AC
							Attendance type <sup>4)</sup>	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					ore
Study of textbooks, course support, bibliography and notes					34
Additional documentation in libraries, specialized electronic platforms, and field research					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					14
Tutorial					10
Examinations					10
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Knowledge of research methodology.</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>The ability to use online information, communicate using online platforms, create written content using text editing applications, and use email.</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Technical-material resources (video projector, laptop)</li> <li>Use of the UniTBv e-learning platform</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Technical-material resources (video projector, laptop)</li> <li>Use of the UniTBv e-learning platform</li> </ul>

### 6. Specific competences

Professional competences	<p>C1: Provides counseling to pupils and students</p> <p><b>Knowledge:</b></p> <p>L.O.2. The graduate is familiar with the principles of intercultural communication and the specifics of counseling individuals from diverse cultural backgrounds.</p> <p><b>Responsibility and autonomy</b></p> <p>L.O.6. The graduate respects ethical principles and confidentiality in the practice of intercultural counseling.</p> <p>C8: Cooperates with teaching staff</p> <p><b>Abilities:</b></p> <p>L.O.45. The graduate collaborates effectively with multicultural teaching teams to achieve common educational objectives.</p> <p>L.O.46. The graduate facilitates communication and coordination among members of educational teams in diverse environments.</p> <p><b>Responsibility and autonomy:</b></p> <p>L.O.47. The graduate demonstrates autonomy in establishing and maintaining constructive professional relationships.</p> <p>L.O.48. The graduate takes responsibility for their contribution to the success of the educational team.</p>
Transversal competences	<p>TC1 Critically evaluates information and its sources</p> <p>L.O. 1.1 The graduate engages in self-reflection regarding their own professional practices, adopting behaviors specific to continuous learning (seeks new learning opportunities; applies techniques to enhance their own learning efficiency).</p> <p>TC2 Takes responsibility</p> <p>L.O 2.2 The graduate knows and responsibly applies the ethical standards involved in activities specific to assessment, psychopedagogical intervention, the development and implementation of educational programs, and psychopedagogical research.</p>

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>Gaining knowledge about the ethical norms of scientific research.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Critical analysis of ethical issues applying concepts, theories and standards on which decisions are made</li> <li>Evaluation of the appliance of the norms of ethical conduct in the academic environment</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Fundamental Principles of Ethics and Academic Integrity	Lecture and debate	2	Explore the core principles that shape ethical and integral academic research, providing a solid foundation for academic practice.
Standards, Regulations, and Ethical Approval Procedures: Ensuring Integrity in Research	Lecture and debate	2	Understand international and national regulations in ethics, and learn the procedures for obtaining ethical approval, focusing on participants' rights and informed

			consent.
Types of Scientific Texts and Reading Strategies	Lecture and debate	2	Examine different types of academic texts and develop effective reading, synthesis, and analysis strategies to support research and writing.
Managing Bibliographic Resources: Scientific Databases and Search Engines	Lecture and debate	2	Master the tools for managing bibliographic resources, including how to effectively use scientific databases and search engines for research.
Academic Writing Styles: APA, Chicago, Harvard, and Romanian Academy Style	Lecture and debate	2	Learn the differences between major citation styles and how to use them accurately in academic writing and publishing
Copyright, Scientific Originality, and Plagiarism	Debate	2	Understand how to maintain scientific originality, respect copyright, and avoid plagiarism and self-plagiarism in academic work.
Publishing and Disseminating Scientific Research: Peer-Review and High-Impact Journals	Debate	2	Learn strategies for publishing research, navigating the peer-review process, and disseminating findings in high-impact academic journals.
<p>Bibliography</p> <p>American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <a href="https://doi.org/10.1037/0000165-000">https://doi.org/10.1037/0000165-000</a></p> <p>Dunn, D. (2011). A Short Guide to Writing about Psychology. Longman.</p> <p>Graff, G., &amp; Birkenstein, C. (2018). They say / I say: The moves that matter in academic writing. Norton.</p> <p>Kiley, M., Wisker, G. (2009). Threshold concepts in research education and evidence of threshold crossing. Higher Education Research &amp; Development, 28(4), 431-441.</p> <p>Koepsell, D. (2017). Scientific integrity and research ethics: An approach from the ethos of science. Springer.</p> <p>Levitt, H. (2020). Reporting qualitative research in psychology. American Psychological Association.</p> <p>Thomson, P., Kamler, B. (2012). Writing for peer reviewed journals: Strategies for getting published. Routledge.</p> <p>Wallace, M., Wray, A. (2021). Critical reading and writing for postgraduates (4th ed.). SAGE Publications.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Fundamental Principles of Ethics and Academic Integrity	Debate, dialog, exercises.	2	Explore the core principles that shape ethical and integral academic research, providing a solid foundation for academic practice.
Standards, Regulations, and Ethical Approval Procedures: Ensuring Integrity in Research	Debate, dialog, exercises.	2	Understand international and national regulations in ethics, and learn the procedures for obtaining ethical approval, focusing on participants' rights and informed consent.
Types of Scientific Texts and Reading	Debate, dialog,	2	Examine different types of academic

Strategies	exercises.		texts and develop effective reading, synthesis, and analysis strategies to support research and writing.
Managing Bibliographic Resources: Scientific Databases and Search Engines	Debate, dialog, exercises.	2	Master the tools for managing bibliographic resources, including how to effectively use scientific databases and search engines for research.
Academic Writing Styles: APA, Chicago, Harvard, and Romanian Academy Style	Debate, dialog, exercises.	2	Learn the differences between major citation styles and how to use them accurately in academic writing and publishing
Copyright, Scientific Originality, and Plagiarism	Debate, dialog, exercises.	2	Understand how to maintain scientific originality, respect copyright, and avoid plagiarism and self-plagiarism in academic work.
Publishing and Disseminating Scientific Research: Peer-Review and High-Impact Journals	Debate, dialog, exercises.	2	Learn strategies for publishing research, navigating the peer-review process, and disseminating findings in high-impact academic journals.
<p><b>Bibliography</b></p> <p>American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <a href="https://doi.org/10.1037/0000165-000">https://doi.org/10.1037/0000165-000</a></p> <p>Dunn, D. (2011). A Short Guide to Writing about Psychology. Longman.</p> <p>Graff, G., &amp; Birkenstein, C. (2018). They say / I say: The moves that matter in academic writing. Norton.</p> <p>Kiley, M., Wisker, G. (2009). Threshold concepts in research education and evidence of threshold crossing. Higher Education Research &amp; Development, 28(4), 431-441.</p> <p>Koepsell, D. (2017). Scientific integrity and research ethics: An approach from the ethos of science. Springer.</p> <p>Levitt, H. (2020). Reporting qualitative research in psychology. American Psychological Association.</p> <p>Thomson, P., Kamler, B. (2012). Writing for peer reviewed journals: Strategies for getting published. Routledge.</p> <p>Wallace, M., Wray, A. (2021). Critical reading and writing for postgraduates (4th ed.). SAGE Publications.</p>			

## 9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The aim of the course is to acknowledge the importance of ethics in scientific research. The course will focus on familiarizing students with the responsible assessment of ethical behaviour norms in the academic area and will allow students to attain a higher level of understanding and proficiency in writing an academic text.
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## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Writing abilities and analytical skills	Final paper	50%
	Active attendance	In-class evaluation	25%
10.5 Seminar/ laboratory/ project	Active attendance to activities, finishing papers on due time.	In-class evaluation	25%

10.6 Minimal performance standard			
Recognition of the fundamental concepts and theoretical assumptions studied.			

This course outline was certified in the Department Board meeting on 15.09.2025 and approved in the Faculty Board meeting on 15.09.2025.

<b>Prof. Ana Maria Cazan, PhD.</b> <b>Dean</b>	<b>Assoc. Prof, Mihaela VOINEA, PhD</b> <b>Head of Department</b>
<b>PhD Elena Ungureanu</b> <b>Course holder</b>	<b>PhD. Ungureanu Elena</b> <b>Holder of seminar</b>

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Sciences of Education
1.3 Department	Psychology and Sciences of Education
1.4 Field of study <sup>1)</sup>	Sciences of Education
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

### 2. Data about the course

2.1 Name of course	Well-being, mindfulness, and resilience (elective course)							
2.2 Course convenor	Assoc. Prof. Popa Daniela							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Popa Daniela							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	FC
							Attendance type <sup>4)</sup>	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, specialized electronic platforms, and field research					44
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					44
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>General psychology, educational psychology</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Communication skills, research skills</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Laptop, video projector</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Laptop, video projector</li> </ul>

### 6. Specific competences and learning outcomes

Professional competences	<p><b>Competency 1:</b> Provides counseling to pupils and students</p> <p><b>Knowledge:</b> R.Î.1. The graduate knows and understands the fundamental theories of educational counseling and intervention techniques in intercultural contexts. R.Î.2. The graduate knows the principles of intercultural communication and the specifics of counseling for people from diverse cultural backgrounds.</p> <p><b>Skills:</b> R.Î.3. The graduate provides individual and group counseling adapted to the needs of pupils and students from varied cultural backgrounds. R.Î.4. The graduate applies counseling techniques for academic, social adaptation and career problems in intercultural contexts.</p> <p><b>Responsibility and Autonomy:</b> R.Î.5. The graduate assumes responsibility for the quality of counseling services offered in multicultural educational settings. R.Î.6. The graduate respects ethical principles and confidentiality in intercultural counseling practice.</p>
Transversal competences	

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>Development of capacities to design and implement educational activities with the purpose of better emotion management and achieving well-being.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Defining the concepts of emotion, well-being, mindfulness and resilience.</li> <li>Identifying the most appropriate techniques for emotion management, adopting a healthy lifestyle and social interaction.</li> <li>Using the most appropriate techniques for emotion management, promoting a healthy lifestyle and social interaction in different educational and intercultural contexts.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Educational burnout and prevention techniques	Lecture, case studies	1	
Well-being and mental health in education	Lecture, debate	1	
Digital mindfulness and wellbeing in the technology era	Lecture, debate	1	
Self-compassion and self-care in the teaching profession	Lecture, debate	1	
Flow and positive engagement in educational activity	Lecture, debate	1	
Emotion management in intercultural context	Lecture, case studies	1	
Trauma and professional resilience in counseling	Lecture, case studies	1	
<p><b>Bibliography</b></p> <ol style="list-style-type: none"> <li>Baycan, T., &amp; Pinto, H. (2018). Resilience, crisis and innovation dynamics. Edward Elgar Publishing.</li> <li>Brackett, M. (2019). Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society thrive. Celadon Books.</li> <li>Galvin, K. (2018). Routledge handbook of wellbeing. Routledge.</li> <li>Ivtzan, I., &amp; Lomas, T. (2016). Mindfulness in positive psychology: The science of meditation and wellbeing. Routledge.</li> <li>Kabat-Zinn, J. (2013). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness. Bantam Books.</li> </ol>			

6. Oplatka, I., & Arar, K. (2019). Emotion management and feelings in teaching and educational leadership: A cultural perspective. Emerald Publishing Limited. 7. Plough, A. L. (2020). Well-being: Expanding the definition of progress. Oxford University Press. 8. Schonert-Reichl, K. A., & Roeser, R. W. (2016). Handbook of mindfulness in education: Integrating theory and research into practice. Springer. 9. Sirois, F. M., & Pychyl, T. A. (2016). Procrastination, health, and well-being. Elsevier. 10. Wosnitza, M., Peixoto, F., Beltman, S., & Mansfield, C. F. (2018). Resilience in education: Concepts, contexts and connections. Springer.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Well-being in school and professional context	Debate, case studies	1	
Emotion management techniques in educational activities	Debate, case studies	1	
Stress reduction through mindfulness techniques	Mosaic, concept maps	1	
Design thinking for wellbeing in schools	Mosaic, concept maps	1	
Gratitude journal and applied positive psychology techniques	Debate, case studies	1	
The 7C Model of resilience – appropriate techniques in educational and intercultural context	Mosaic, concept maps	1	
Personal mapping of resilience resources	Debate, case studies	1	
<b>Bibliography</b> 6. Brown, K. W., Creswell, J. D., & Ryan, R. M. (2015). Handbook of mindfulness: Theory, research, and practice. The Guilford Press. 7. Ivtzan, I., & Lomas, T. (2016). Mindfulness in positive psychology: The science of meditation and wellbeing. Routledge. 8. Patnaik, G. (2021). Positive psychology for improving mental health and well-being. Notion Press. 9. Roffey, S. (2017). Positive relationships: Evidence based practice across the world. Springer. 10. Schonert-Reichl, K. A., & Roeser, R. W. (2016). Handbook of mindfulness in education: Integrating theory and research into practice. Springer. 11. Southwick, S. M., & Charney, D. S. (2018). Resilience: The science of mastering life's greatest challenges. Cambridge University Press. 12. Tuhovsky, I. (2017). Mindfulness: The most effective techniques. Connect with your inner self to reach your goals easily and peacefully. Createspace Independent Publishing Platform.			

**9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)**

The course content has been selected in accordance with quality standards for study programs in the field of Educational Sciences and based on values promoted by County School Inspectorates and Inclusive Education School Centers.
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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Coherent and logical analysis, argumentation of the most appropriate mindfulness techniques and resilience building in educational context.	Written assessment	50%



10.5 Seminar/ laboratory/ project	Development of a "Personal Wellbeing Toolkit" portfolio that includes: ■ 5 mindfulness techniques adapted for different contexts (classroom, break, home) ■ 3 strategies for managing difficult emotions with concrete examples ■ Weekly self-care plan ■ Reflective journal (minimum 8 entries) with application of techniques ■ 2 case studies on applying techniques in intercultural context	Case studies, exercises Synthesis project	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>• Correct resolution of at least 50% of written examination items</li> <li>• Correct completion of at least 50% of portfolio tasks.</li> </ul>			

This course outline was certified in the Department Board meeting on 15/09/2025 and approved in the Faculty Board meeting on 15/09/2025.

Professor dr. Ana – Maria CAZAN, Dean .....	Associated professor dr. Mihaela VOINEA, Head of Department .....
Assoc. prof. Daniela POPA, Course holder .....	Assoc. prof. Daniela POPA, Holder of seminar/ laboratory/ project .....

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Sciences of Education
1.3 Department	Psychology and Sciences of Education
1.4 Field of study <sup>1)</sup>	Sciences of Education
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

### 2. Data about the course

2.1 Name of course	Qualitative Research Methods							
2.2 Course convenor	Phd. Ungureanu Elena							
2.3 Seminar/ laboratory/ project convenor	Phd. Ungureanu Elena							
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	FC
							Attendance type <sup>4)</sup>	CPC

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					20
Additional documentation in libraries, specialized electronic platforms, and field research					36
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					40
Tutorial					8
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity		108			
3.8 Total number per semester		150			
3.9 Number of credits <sup>5)</sup>		5			

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Basic knowledge in research methodology, acquired during undergraduate studies, through professional experience, and/or in non-formal contexts.</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Digital skills in using word processing software and accessing scientific databases/academic search engines.</li> <li>English language proficiency at B2–C1 level.</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Projector, computers with internet access, flipchart, markers.</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Projector, computers with internet access, flipchart, markers.</li> </ul>

## 6. Specific competences and learning outcomes

Professional competences	<p>CP2: Identifies educational needs</p> <p><b>Knowledge:</b> L.O.7. The graduate is familiar with methodologies for analyzing educational needs in multicultural contexts.</p> <p><b>Abilities:</b> L.O.9. The graduate applies tools and techniques for identifying educational needs in organizations and multicultural communities.</p> <p><b>Responsibility &amp; autonomy</b> L.O.11. The graduate demonstrates autonomy in investigating and documenting complex educational needs. L.O.12. The graduate takes responsibility for the accuracy of needs analysis in diverse environments.</p> <p>CP5: Evaluates educational programs</p> <p><b>Knowledge:</b> L.O.26. The graduate understands the principles of evaluation in intercultural contexts and the specific quality criteria.</p> <p><b>Abilities:</b> L.O.28. The graduate analyzes and interprets evaluation results to improve programs in multicultural settings.</p> <p><b>Responsibility &amp; autonomy</b> L.O.29. The graduate assumes responsibility for the objectivity and rigor of the evaluation process.</p>
Transversal competences	

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>The ability to design, conduct, and evaluate qualitative research endeavors in intercultural educational contexts, in accordance with ethical principles, interdisciplinary collaboration, and the critical-reflective integration of results.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Developing the competence to formulate and substantiate research problems relevant to early childhood and primary education, through the critical use of specialized literature and an appropriate theoretical framework.</li> <li>Enhancing the ability to correctly and thoughtfully apply qualitative research methods, to collaborate with professionals in the field of education, and to write research reports in accordance with academic standards.</li> <li>Cultivating ethical responsibility and reflexivity in the research process, by adhering to the code of conduct, evaluating the impact of studies, and developing individual plans for continuous learning.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1.Fundamentals of	Dialogue, Exercise,	2	Clarity and accuracy in definitions (what is

Qualitative Research	Project Method		<p>qualitative research / difference from quantitative)</p> <p>Understanding relevant epistemological paradigms (positivism, post-positivism, constructivism, etc.)</p> <p>Justifying the choice of qualitative research in a given context</p> <p>Ethical discourse: role of ethics, credibility, rigor</p>
2.Applications of Qualitative Research in Education	Dialogue, Exercise, Project Method	2	<p>Concrete exemplification – educational domains/situations where qualitative research is applied</p> <p>Relevance of student applications – their own ideas for applications</p> <p>Ability to discuss limits and advantages in educational contexts (time, resources, access to participants, etc.)</p> <p>Ethics in application (participants, consent, confidentiality)</p>
3.Methods of Generating Qualitative Data	Dialogue, Exercise, Project Method	2	<p>Knowledge and description of data collection methods (observation, interview, focus group, etc.)</p> <p>Ability to construct/propose data collection tools (interview guide, field journal, etc.)</p> <p>Adapting methods to the context of early childhood education</p> <p>Attention to the ethics of data collection (confidentiality, consent, role of the observer)</p>
4.Qualitative Research Design	Dialogue, Exercise, Project Method	2	<p>Clarity in defining the research problem, questions/objectives</p> <p>Choice of strategies/types of design (case study, ethnography, action research, etc.)</p> <p>Coherence between design, data collection methods, and analysis methods</p> <p>Selecting an appropriate theoretical framework and integrating it coherently with questions and design</p> <p>Ethical aspects and researcher responsibility in design (including sustainability/long-term impact)</p>
5.Methods of Qualitative Data Analysis	Dialogue, Exercise, Project Method	2	<p>Knowledge of analysis methods: coding, thematic analysis</p> <p>Correct application of an analysis process (e.g., initial coding, categories, subthemes)</p> <p>Relationship between theory and perspectives emerging from data</p> <p>Reflexivity and positionality</p>

			Ethics in data reporting (anonymization, truthfulness, responsibility in interpretation)
6. Writing and Presenting Qualitative Research	Dialogue, Exercise, Project Method	2	Structure of the report/article (introduction, methodology, results, discussion, conclusions) Clarity and rigor of expression/argumentation Observing ethics in publishing/presenting: citation, acknowledging contributions, transparency, avoiding plagiarism Visual/oral presentation
<p><b>Bibliography</b></p> <p>Atkins, L., &amp; Wallace, S. (2012). <i>Qualitative research in education</i>. SAGE.</p> <p>Borș, O. M. (2018). Discursuri competitive despre rolul profesorului, într-un liceu teoretic. <i>Revista de Pedagogie</i>, 66(1), 135–157.</p> <p>Borș, O. M. (2020). Poziționarea elevilor cu status socio-economic scăzut față de învățarea școlară—studiu de caz. <i>Revista de Pedagogie</i>, 68(1), 51–70.</p> <p>Charmaz, K. (2014). <i>Constructing grounded theory: A practical guide through qualitative analysis</i> (2nd ed.). SAGE.</p> <p>Corbin, J. M., &amp; Strauss, A. L. (2008). <i>Basics of qualitative research: Techniques and procedures for developing grounded theory</i> (3rd ed.). SAGE.</p> <p>Creswell, J. W. (2018). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (4th ed.). SAGE.</p> <p>Flewitt, R., Ang, L., et al. (2020). <i>Research methods for early childhood education</i>. Bloomsbury Academic.</p> <p>Graue, M. E., &amp; Walsh, D. J. (1998). <i>Studying children in context: Theories, methods, and ethics</i>. SAGE.</p> <p>Hygum, C. U., &amp; Hygum, E. (2023). Young Children's agency in nurseries: Premise for learning for life. <i>Journal of Pedagogy</i>, 2, 33–53.</p> <p>Hygum, E., &amp; Ulrich Hygum, C. (2025). Beyond the rules, behind a smile: Children's oppositional actions in nurseries. <i>Early Years</i>, 45(1), 163–176.</p> <p>Mueller, J. J., File, N., Stremmel, A., Iruka, I., &amp; Whyte, K. (2024). <i>Understanding research in early childhood education: Quantitative and qualitative methods</i> (2nd ed.). Routledge.</p> <p>Mitescu-Manea, M., Safta-Zecheria, L., Neumann, E., Bodrug-Lungu, V., Milenkova, V., &amp; Lendzhova, V. (2021). Inequities in first education policy responses to the COVID-19 crisis: A comparative analysis in four Central and East European countries. <i>European Educational Research Journal</i>, 20(5), 543–563.</p> <p><b>SAGE Journals</b></p> <p>Saldaña, J. (2016). <i>The coding manual for qualitative researchers</i> (3rd ed.). SAGE.</p> <p>Saldaña, J. (2021). <i>Qualitative research: Analyzing life</i> (2nd ed.). SAGE.</p> <p>Ritchie, J., &amp; Lewis, J. (Eds.). (2013). <i>Qualitative research practice: A guide for social science students and researchers</i> (2nd ed.). SAGE.</p> <p>Ungureanu, E. (2020). O analiză de discurs a interacțiunilor din clasa de elevi. <i>Revista de Pedagogie</i>, 68(2), 49–69.</p> <p>Ungureanu, E. (2024). Constructing ability in the classroom: A descriptive analysis of pedagogical practices in primary education. <i>Journal of Educational Sciences</i>, 25(1). <a href="https://doi.org/10.3592/JES.2024.1.11">https://doi.org/10.3592/JES.2024.1.11</a></p> <p>Ungureanu, E. (2024). Literacy as a social practice: Exploring teacher representations. <i>Journal of Educational Sciences</i>, 25(2). <a href="https://doi.org/10.35923/JES.2024.2.06">https://doi.org/10.35923/JES.2024.2.06</a></p> <p>Ungureanu, E. (2025). First-year students' knowledge understandings during the transition from high school to university. <i>Revista de Pedagogie</i>, 2025(1).</p> <p>Ulrich Hygum, C., &amp; Hygum, E. (2021). Crèche and cry, here and there: exploring children's agency in Romanian and Danish nurseries. <i>Ethnography and Education</i>, 16(3), 327–342.</p> <p>Ulrich Hygum, C., &amp; Hygum, E. (2023). Mind the crèche! Controversial perspectives on the educational quality of Romanian crèches. <i>European Early Childhood Education Research Journal</i>, 31(5), 739–751.</p>			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1.Fundamentals of Qualitative Research	Dialogue, Exercise, Project Method	2	Clarity and accuracy in definitions (what is qualitative research / difference from quantitative) Understanding relevant epistemological paradigms (positivism, post-positivism, constructivism, etc.) Justifying the choice of qualitative research in a given context Ethical discourse: role of ethics, credibility, rigor
2.Applications of Qualitative Research in Education	Dialogue, Exercise, Project Method	2	Concrete exemplification – educational domains/situations where qualitative research is applied Relevance of student applications – their own ideas for applications Ability to discuss limits and advantages in educational contexts (time, resources, access to participants, etc.) Ethics in application (participants, consent, confidentiality)
3.Methods of Generating Qualitative Data	Dialogue, Exercise, Project Method	2	Knowledge and description of data collection methods (observation, interview, focus group, etc.) Ability to construct/propose data collection tools (interview guide, field journal, etc.) Adapting methods to the context of early childhood education Attention to the ethics of data collection (confidentiality, consent, role of the observer)
4.Qualitative Research Design	Dialogue, Exercise, Project Method	2	Clarity in defining the research problem, questions/objectives Choice of strategies/types of design (case study, ethnography, action research, etc.) Coherence between design, data collection methods, and analysis methods Selecting an appropriate theoretical framework and integrating it coherently with questions and design Ethical aspects and researcher responsibility in design (including sustainability/long-term impact)
5.Methods of Qualitative Data Analysis	Dialogue, Exercise, Project Method	2	Knowledge of analysis methods: coding, thematic analysis Correct application of an analysis process (e.g., initial coding, categories, subthemes) Relationship between theory and perspectives

			emerging from data  Reflexivity and positionality Ethics in data reporting (anonymization, truthfulness, responsibility in interpretation)
6. Writing and Presenting Qualitative Research	Dialogue, Exercise, Project Method	2	Structure of the report/article (introduction, methodology, results, discussion, conclusions) Clarity and rigor of expression/argumentation Observing ethics in publishing/presenting: citation, acknowledging contributions, transparency, avoiding plagiarism Visual/oral presentation
<p><b>Bibliography</b></p> <p>Atkins, L., &amp; Wallace, S. (2012). <i>Qualitative research in education</i>. SAGE.</p> <p>Borș, O. M. (2018). Discursuri competitive despre rolul profesorului, într-un liceu teoretic. <i>Revista de Pedagogie</i>, 66(1), 135–157.</p> <p>Borș, O. M. (2020). Poziționarea elevilor cu status socio-economic scăzut față de învățarea școlară—studiu de caz. <i>Revista de Pedagogie</i>, 68(1), 51–70.</p> <p>Charmaz, K. (2014). <i>Constructing grounded theory: A practical guide through qualitative analysis</i> (2nd ed.). SAGE.</p> <p>Corbin, J. M., &amp; Strauss, A. L. (2008). <i>Basics of qualitative research: Techniques and procedures for developing grounded theory</i> (3rd ed.). SAGE.</p> <p>Creswell, J. W. (2018). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (4th ed.). SAGE.</p> <p>Flewitt, R., Ang, L., et al. (2020). <i>Research methods for early childhood education</i>. Bloomsbury Academic.</p> <p>Graue, M. E., &amp; Walsh, D. J. (1998). <i>Studying children in context: Theories, methods, and ethics</i>. SAGE.</p> <p>Hygum, C. U., &amp; Hygum, E. (2023). Young Children's agency in nurseries: Premise for learning for life. <i>Journal of Pedagogy</i>, 2, 33–53.</p> <p>Hygum, E., &amp; Ulrich Hygum, C. (2025). Beyond the rules, behind a smile: Children's oppositional actions in nurseries. <i>Early Years</i>, 45(1), 163–176.</p> <p>Mueller, J. J., File, N., Stremmel, A., Iruka, I., &amp; Whyte, K. (2024). <i>Understanding research in early childhood education: Quantitative and qualitative methods</i> (2nd ed.). Routledge.</p> <p>Mitescu-Manea, M., Safta-Zecheria, L., Neumann, E., Bodrug-Lungu, V., Milenkova, V., &amp; Lendzhova, V. (2021). Inequities in first education policy responses to the COVID-19 crisis: A comparative analysis in four Central and East European countries. <i>European Educational Research Journal</i>, 20(5), 543–563.</p> <p><b>SAGE Journals</b></p> <p>Saldaña, J. (2016). <i>The coding manual for qualitative researchers</i> (3rd ed.). SAGE.</p> <p>Saldaña, J. (2021). <i>Qualitative research: Analyzing life</i> (2nd ed.). SAGE.</p> <p>Ritchie, J., &amp; Lewis, J. (Eds.). (2013). <i>Qualitative research practice: A guide for social science students and researchers</i> (2nd ed.). SAGE.</p> <p>Ungureanu, E. (2020). O analiză de discurs a interacțiunilor din clasa de elevi. <i>Revista de Pedagogie</i>, 68(2), 49–69.</p> <p>Ungureanu, E. (2024). Constructing ability in the classroom: A descriptive analysis of pedagogical practices in primary education. <i>Journal of Educational Sciences</i>, 25(1). <a href="https://doi.org/10.3592/JES.2024.1.11">https://doi.org/10.3592/JES.2024.1.11</a></p> <p>Ungureanu, E. (2024). Literacy as a social practice: Exploring teacher representations. <i>Journal of Educational Sciences</i>, 25(2). <a href="https://doi.org/10.35923/JES.2024.2.06">https://doi.org/10.35923/JES.2024.2.06</a></p> <p>Ungureanu, E. (2025). First-year students' knowledge understandings during the transition from high school to university. <i>Revista de Pedagogie</i>, 2025(1).</p> <p>Ulrich Hygum, C., &amp; Hygum, E. (2021). Crèche and cry, here and there: exploring children's agency in Romanian and Danish nurseries. <i>Ethnography and Education</i>, 16(3), 327–342.</p>			

Ulrich Hygum, C., & Hygum, E. (2023). Mind the crèche! Controversial perspectives on the educational quality of Romanian crèches. *European Early Childhood Education Research Journal*, 31(5), 739–751.

**9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)**

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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Writing and analytical skills. Analysis and analytical reflections	Final Project	30%
	Active participation in activities	Continuous Assessment	20%
10.5 Seminar/ laboratory/ project	Use of concepts	Final Multiple-Choice Test	30%
	Active participation in activities	Continuous Assessment	20%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Achieving 50% of the course-related activities</li> <li>Achieving the maximum percentage for seminar activities</li> </ul>			

This course outline was certified in the Department Board meeting on 15.09.2025 and approved in the Faculty Board meeting on 15.09.2025.

Professor dr. Ana – Maria CAZAN, Dean	Associated professor dr. Mihaela VOINEA, Head of Department
Lect. dr. Elena UNGUREANU Course holder	Lect. dr. Elena UNGUREANU Holder of seminar/ laboratory/ project



## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology and Education Sciences
1.4 Field of study <sup>1)</sup>	Education Sciences
1.5 Study level <sup>2)</sup>	Master`s degree
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context.

### 2. Data about the course

2.1 Name of course	Design and management of educational programs						
2.2 Course convenor	Astrid Hamberger						
2.3 Seminar/ laboratory/ project convenor	Astrid Hamberger						
2.4 Study year	I	2.5 Semester	2	2.6 Evaluation type	V	2.7 Course status	Content <sup>3)</sup>
							Attendance type <sup>4)</sup>

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					35
Additional documentation in libraries, specialized electronic platforms, and field research					63
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					14
Tutorial					10
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Fundamentals of pedagogy</li> <li>Critical thinking</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Collaboration and team work skills</li> <li>Communication skills</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Classroom configured for use with a video projector and the PowerPoint (.ppt) application</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Seminar room configured for use with a video projector and the PowerPoint (.ppt) application</li> </ul>

### 6. Specific competences

F03.1-PS7.2-01/ed.3, rev.6

Professional competences	<b>Competence 10: Provides information related to study programs</b>
	<b>Knowledge:</b>
	<ul style="list-style-type: none"> <li>R.I.55. The graduate knows the structure and content of study programs in national and international educational systems.</li> <li>R.I.56. The graduate understands study requirements, access modalities, and employment prospects for various educational fields in intercultural contexts.</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>R.I.57. The graduate provides complete and up-to-date information about study programs tailored to the needs of pupils and students from diverse cultural backgrounds.</li> <li>R.I.58. The graduate guides and advises on the choice of study programs according to the interests, abilities, and cultural context of the beneficiaries.</li> </ul> <b>Responsibility and Autonomy:</b> <ul style="list-style-type: none"> <li>R.I.59. The graduate assumes responsibility for the accuracy and usefulness of the information provided about educational programs.</li> <li>R.I.60. The graduate demonstrates autonomy in updating knowledge on developments in educational systems and in adapting information to various cultural contexts.</li> </ul>

#### 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>Development of competences in the analysis, design, implementation, and evaluation of educational programs in intercultural contexts, through the integration of knowledge about national and international educational systems, as well as counseling and educational guidance strategies adapted to cultural diversity.</li> </ul>
7.2 Specific objectives	<b>At the end of the course, students will be able to:</b> <ul style="list-style-type: none"> <li>Explain the structure and characteristics of educational programs in different educational systems (national and international).</li> <li>Analyze study requirements, access modalities, and employment prospects in the educational field within intercultural contexts.</li> <li>Apply concepts and tools of educational management in the design, implementation, and evaluation of intercultural educational programs.</li> <li>Provide accurate, up-to-date, and relevant information about study programs, adapted to the needs and profiles of beneficiaries from diverse cultural backgrounds.</li> <li>Develop skills in educational counseling and academic guidance, taking into account the interests, abilities, and cultural context of pupils and students.</li> <li>Demonstrate responsibility and autonomy in the continuous updating of knowledge regarding educational policies and practices at national and international levels.</li> </ul>

#### 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
<b>Course 1.</b> Fundamentals of Educational Management in an Intercultural Context	Lecture based on the .ppt presentation	2	
<b>Course 2.</b> National and International Educational Policies	Lecture based on the .ppt presentation, and debate	2	
<b>Course 3.</b> Education in Multicultural Contexts: Challenges and Opportunities	Lecture based on the .ppt presentation, with case analysis	2	
<b>Course 4.</b> Management of Educational Programs: Theories and Models	Lecture based on the .ppt presentation, with case analysis and debate	2	

<b>Course 5.</b> Strategies for Inclusion and Equity in Education	Lecture based on the .ppt presentation, with case analysis and debate	2	
<b>Course 6.</b> Educational Counseling and Academic Guidance in an Intercultural Context	Lecture based on the .ppt presentation, with case analysis and debate	2	
<b>Course 7.</b> Evaluation and Sustainability of Intercultural Educational Programs	Lecture based on the .ppt presentation, with case analysis and debate	2	
Bibliography <ul style="list-style-type: none"> <li>Banks, J. A. (2019). <i>Multicultural Education: Issues and Perspectives</i>. Wiley</li> <li>Nieto, S., &amp; Bode, P. (2018). <i>Affirming Diversity: The Sociopolitical Context of Multicultural Education</i>. Pearson</li> <li>Gundara, J. (2000). <i>Interculturalism, Education and Inclusion</i>. SAGE</li> <li>Heckmann, F. (2008). <i>Education and Migration: Strategies for Integrating Migrant Children in European School Societies</i>. NESSE Report</li> <li>Tarozzi, M., &amp; Torres, C. A. (2016). <i>Global Citizenship Education and the Crises of Multiculturalism: Comparative Perspectives</i>. Bloomsbury</li> <li>Politici și rapoarte instituționale</li> <li>European Commission (2020). <i>Action Plan on Integration and Inclusion 2021–2027</i></li> <li>OECD (2018). <i>The Resilience of Students with an Immigrant Background: Factors that Shape Well-Being</i>. OECD Publications</li> <li>UNESCO (2017). <i>A Guide for Ensuring Inclusion and Equity in Education</i></li> <li>Council of Europe (2016). <i>Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democracies</i></li> </ul>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Introduction to the Management of Intercultural Educational Programs	Case study, brainstorming	2	
2. National and International Educational Policies	Debate	2	
3. Challenges of Education in Multicultural Contexts	Case study, group exercise	2	
4. Management of Educational Programs – Models and Theories	Guided discussion, project exercise (draft of objectives + target audience), collective feedback on proposed plans	2	
5. Strategies for Inclusion and Equity in Education	Strategy project exercise, role-play	2	
6. Educational Counseling and Academic Guidance in Intercultural Contexts	Project exercise, discussion	2	
7. Evaluation of Intercultural Educational Programs	Case study, group exercise	2	
8. Final Project – Simulation of Managing an Intercultural Educational Program	Practical team activity, group presentations, final reflection	2	
Bibliography <ul style="list-style-type: none"> <li>Banks, J. A. (2019). <i>Multicultural Education: Issues and Perspectives</i>. Wiley</li> <li>Nieto, S., &amp; Bode, P. (2018). <i>Affirming Diversity: The Sociopolitical Context of Multicultural Education</i>. Pearson</li> </ul>			

- Gundara, J. (2000). *Interculturalism, Education and Inclusion*. SAGE
- Heckmann, F. (2008). *Education and Migration: Strategies for Integrating Migrant Children in European School Societies*. NESSE Report
- Tarozzi, M., & Torres, C. A. (2016). *Global Citizenship Education and the Crises of Multiculturalism: Comparative Perspectives*. Bloomsbury
- Politici și rapoarte instituționale
- European Commission (2020). *Action Plan on Integration and Inclusion 2021–2027*
- OECD (2018). *The Resilience of Students with an Immigrant Background: Factors that Shape Well-Being*. OECD Publications
- UNESCO (2017). *A Guide for Ensuring Inclusion and Equity in Education*
- Council of Europe (2016). *Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies*

#### 9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The course develops the basic competences required for carrying out educational activities, cooperating with teaching staff, and providing information related to study programs.

#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The correct definition of concepts, theories, and perspectives from the standpoint of the specific field.	Project presentation	60%
10.5 Seminar/ laboratory/ project	Correct and complete of all portfolio assignments.	Portfolio	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>• Creating a competence profile of the teacher /counsellor from the perspective of intercultural education.</li> </ul>			

This course outline was certified in the Department Board meeting on 15/09/2025 and approved in the Faculty Board meeting on 15/09/2025.

Prof.dr. Ana Maria Cazan Dean	Conf.dr. Mihaela VOINEA Head of the department
Hamberger Astrid Course holder	Hamberger Astrid, Holder of seminar

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Sciences of Education
1.3 Department	Psychology and Sciences of Education
1.4 Field of study <sup>1)</sup>	Sciences of Education
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

### 2. Data about the course

2.1 Name of course	European Educational Systems and Policies							
2.2 Course convenor	Lecturer Oana Alina BOTA, <b>Ph.D.</b>							
2.3 Seminar convenor	Lecturer Oana Alina BOTA, <b>Ph.D.</b>							
2.4 Study year	I	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	PC
							Attendance type <sup>4)</sup>	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					40
Additional documentation in libraries, specialized electronic platforms, and field research					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					42
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		122			
3.8 Total number per semester		150			
3.9 Number of credits <sup>5)</sup>		5			

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Knowledge in fields such as Pedagogy, Curriculum, Educational Management, and Educational policies</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Ability to analyse different educational concepts</li> <li>Exploratory spirit and motivation, creative and reflective attitude to explore the educational phenomena</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Technical and material equipments (laptop, video projector)</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Technical and material equipments (laptop, video projector)</li> </ul>

## 6. Specific competences and learning outcomes

Professional competences	<p>C2: Identifies educational needs</p> <p>Knowledge: R.Î.7. The graduate is familiar with methodologies for analyzing educational needs in multicultural contexts. R.Î.8. The graduate understands the specific educational needs of pupils and students from diverse cultural backgrounds. Skills: R.Î.9. Graduates apply tools and techniques for identifying educational needs in multicultural organizations and communities. R.Î.10. Graduates analyze and prioritize educational needs for the development of inclusive programs and policies. Responsibility and autonomy: R.Î.11. Graduates demonstrate autonomy in investigating and documenting complex educational needs. R.Î.12. Graduates take responsibility for the accuracy of needs analysis in diverse environments.</p> <p>C 5: Evaluates educational programs</p> <p>Knowledge: R.Î.25. Graduates are familiar with methodologies for evaluating educational programs and relevant performance indicators. R.Î.26. Graduates understand the principles of evaluation in intercultural contexts and specific quality criteria. Skills: R.Î.27. The graduate applies evaluation tools and methods to measure the effectiveness of educational programs. R.Î.28. The graduate analyzes and interprets evaluation results to improve programs in multicultural environments. Responsibility and autonomy: R.Î.29. Graduates take responsibility for the objectivity and rigor of the evaluation process. R.Î.30. Graduates demonstrate autonomy in formulating recommendations for improving educational programs.</p>
Transversal competences	

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>Using the concepts, theories, and pedagogical principles in different context</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Understanding and applying knowledge about educational policy trends in Europe</li> <li>Identifying and analysing value issues in educational policy and educational goals</li> <li>Identifying and describing the important contemporary political issues in Europe and analysing their implications for schools and students</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Architecture of European Union Educational Policies	Lecturing Description	2	
Key Competences, Qualifications, and Micro-Credentials	Case study Explaining	2	
Governance and Funding in European Education Systems	Reflecting Heuristic conversation	2	
Inclusion and School Success in Europe		2	
Interculturality, Democracy, and Counseling		2	
Plurilingualism, CLIL, and Linguistic Integration		2	
Digitalisation, Wellbeing, and Ethics in Education		2	
Bibliography Banks, J. (2017). Diversity and citizenship education: Global perspectives. Jossey-Bass. - Barrett, M. (2016). Competences for democratic culture. Council of Europe.			

- Barroso, J. (2017). Decentralization and recentralization in education. *European Educational Research Journal*, 16(3), 455–473.
- Beacco, J. C., & Little, D. (2017). *Thematic Studies on Plurilingual Education*. ECML.
- Booth, T., & Ainscow, M. (2016). *The Index for Inclusion: A guide to school development*.
- Colardyn, D., & Bjornavold, J. (2004). Validation of formal, non-formal and informal learning. *European Journal of Education*, 39(1), 69–89.
- Council of Europe. (2018). *Reference Framework of Competences for Democratic Culture (RFCDC)*. Strasbourg.
- Council of Europe. (2020). *Linguistic Integration of Adult Migrants (LIAM) – Toolkit*.
- Council of the European Union. (2023). *Pathways to School Success Recommendation*.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
- EUA. (2022). *Micro-credentials and the future of higher education in Europe*.
- European Commission. (2019). *Council Recommendation on a comprehensive approach to the teaching and learning of languages*.
- European Commission. (2020). *Digital Education Action Plan 2021–2027*.
- European Commission. (2021). *European Education Area – Building bridges for a stronger Europe*.
- European Commission. (2022). *A European approach to micro-credentials for lifelong learning and employability*.
- European Commission. (2022). *Integration of Ukrainian students in EU education systems – Country fiches*.
- European Council. (2018). *Council Recommendation on Key Competences for Lifelong Learning*.
- European Council. (2021). *Strategic framework for European cooperation in education and training (2021–2030)*.
- European Parliament & Council. (2017). *Recommendation on the European Qualifications Framework for lifelong learning (EQF)*.
- Eurydice Network. (2023). *Key Data on Education in Europe*.
- Eurydice. (2017). *Key Data on Teaching Languages at School in Europe*.
- Eurydice. (2022). *Supporting refugee learners in Europe*.
- Eurydice. (2023). *Key Data on Education in Europe*. Brussels: Publications Office.
- Hanushek, E., & Woessmann, L. (2020). *The Economics of Education: Major Themes*. Academic Press.
- Hoskins, B., & Janmaat, J. G. (2019). *Education, democracy and inequality*. Palgrave Macmillan.
- Lawn, M., & Grek, S. (2012). *Europeanizing Education: Governing a New Policy Space*.
- Livingstone, S., & Blum-Ross, A. (2020). *Parenting for a Digital Future*. Oxford University Press.
- OECD. (2024). *Education at a Glance 2024*.
- OECD. (2024). *Education at a Glance 2024*. Paris: OECD Publishing.
- OECD. (2024). *TALIS 2024 Insights: Teachers' well-being and diversity*.
- Selwyn, N. (2016). *Education and Technology: Key Issues and Debates*. Bloomsbury.
- UNESCO. (2021). *Ensuring inclusive and equitable quality education*.
- UNESCO. (2023). *AI and Education: Guidance for policy-makers*.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Analysis of the main educational systems from Europe	Description Case study	7	
European school organizations – various case studies	Explaining Reflecting Heuristic conversation	7	
Bibliography Banks, J. (2017). <i>Diversity and citizenship education: Global perspectives</i> . Jossey-Bass. - Barrett, M. (2016). <i>Competences for democratic culture</i> . Council of Europe. - Barroso, J. (2017). Decentralization and recentralization in education. <i>European Educational Research Journal</i> , 16(3), 455–473. - Beacco, J. C., & Little, D. (2017). <i>Thematic Studies on Plurilingual Education</i> . ECML.			

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- Council of Europe. (2020). Linguistic Integration of Adult Migrants (LIAM) – Toolkit.
- Council of the European Union. (2023). Pathways to School Success Recommendation.
- Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.
- EUA. (2022). Micro-credentials and the future of higher education in Europe.
- European Commission. (2019). Council Recommendation on a comprehensive approach to the teaching and learning of languages.
- European Commission. (2020). Digital Education Action Plan 2021–2027.
- European Commission. (2021). European Education Area – Building bridges for a stronger Europe.
- European Commission. (2022). A European approach to micro-credentials for lifelong learning and employability.
- European Commission. (2022). Integration of Ukrainian students in EU education systems – Country fiches.
- European Council. (2018). Council Recommendation on Key Competences for Lifelong Learning.
- European Council. (2021). Strategic framework for European cooperation in education and training (2021–2030).
- European Parliament & Council. (2017). Recommendation on the European Qualifications Framework for lifelong learning (EQF).
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- Eurydice. (2023). Key Data on Education in Europe. Brussels: Publications Office.
- Hanushek, E., & Woessmann, L. (2020). The Economics of Education: Major Themes. Academic Press.
- Hoskins, B., & Janmaat, J. G. (2019). Education, democracy and inequality. Palgrave Macmillan.
- Lawn, M., & Grek, S. (2012). Europeanizing Education: Governing a New Policy Space.
- Livingstone, S., & Blum-Ross, A. (2020). Parenting for a Digital Future. Oxford University Press.
- OECD. (2024). Education at a Glance 2024.
- OECD. (2024). Education at a Glance 2024. Paris: OECD Publishing.
- OECD. (2024). TALIS 2024 Insights: Teachers' well-being and diversity.
- Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury.
- UNESCO. (2021). Ensuring inclusive and equitable quality education.
- UNESCO. (2023). AI and Education: Guidance for policy-makers.

## 9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of
10.4 Course	Scientific content	Team project	70%
10.5 Seminar	Bibliographic documentation Logical, fluent, and coherent expression	Individual project – analysis and presentation of a specialized article based on pre-established criteria	30%
10.6 Minimal performance standard			



- Preparation of the team project and the presentation of a specialized article

This course outline was certified in the Department Board meeting on 15.09.2025 and approved in the Faculty Board meeting on 15.09.2025.

<b>Professor dr. Ana – Maria CAZAN, Dean</b>	<b>Associated professor dr. Mihaela VOINEA, Head of Department</b>
<b>Lecturer PhD. Oana Alina BOTA Course holder</b>	<b>Lecturer PhD. Oana Alina BOTA Holder of seminar/ laboratory/ project</b>

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Sciences of Education
1.3 Department	Psychology and Sciences of Education
1.4 Field of study <sup>1)</sup>	Sciences of Education
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

### 2. Data about the course

2.1 Name of course	Educational counselling							
2.2 Course convenor	Lect.dr Adrian Alexandru Moşoi							
2.3 Seminar/ laboratory/ project convenor	Lect.Dr Adrian Alexandru Moşoi							
2.4 Study year	I	2.5 Semester	II	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	DS
							Attendance type <sup>4)</sup>	DI

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					60
Additional documentation in libraries, specialized electronic platforms, and field research					36
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					4
Tutorial					4
Examinations					2
Other activities.....					2
3.7 Total number of hours of student activity	108				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Educational psychology</li> <li>Psychology of age groups</li> <li>Psychology of personality</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Critical assessment of problematic situations in the educational environment</li> <li>Psychological analysis of processes, behaviours, states, and relationships in the school environment</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Video projector, laptop</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Seminar room, projector, flexible furniture that allows for small group activities</li> </ul>

## 6. Specific competences and learning outcomes

Professional competences	<p>C1. Working with fundamental concepts in the field of educational science</p> <p>R.Î. 1.2. Graduates have the basic knowledge to comparatively analyze and critically evaluate the main theoretical approaches in educational/psychology from the perspective of their explanatory value</p> <p>R.Î. 1.4. Graduates have the ability to develop /educational psychological interpretations of human behavior at the individual or group level, manifested in various educational, professional, or social contexts.</p> <p>C2 Designing and conducting a research project in education</p> <p>R.Î. 2.1. Graduates are familiar with the principles and descriptors of scientific research, as well as the methods and tools specific to scientific research in education</p> <p>R.Î. 2.2. Graduates have the ability to design and implement a research project of medium complexity based on the main paradigms and theories in the field of education.</p> <p>R.Î. 2.3. Graduates critically evaluate the quality, internal and external validity, and empirical value of research in the field of education</p> <p>C4 Educational assessment of individuals, groups, and organizations</p> <p>R.Î. 4.1. Graduates are familiar with the principles and methods of educational assessment</p>
Transversal competences	<p>CT1 Critically evaluates information and its sources</p> <p>R.Î.1.1. Graduates reflect on their own professional practices, adopting behaviors specific to continuous learning (seeking new learning opportunities; applying techniques to improve their own learning);</p> <p>R.Î.1.2. Graduates show sustained curiosity for documentation and continuous updating of lifelong learning practices.</p> <p>CT2 Takes responsibility</p> <p>R.Î.2.1. Graduates know and demonstrate understanding of the professional duties specific to the field of education;</p> <p>R.Î.2.2. Graduates know and responsibly apply the ethical standards involved in specific activities of assessment, psycho-pedagogical intervention, development and implementation of educational programs, and psycho-pedagogical research;</p>

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>• Diagnosis and intervention in simple situations of educational counselling in primary and lower secondary education</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• Appropriate use of psychological language specific to school group counselling</li> <li>• Development of intervention strategies appropriate for solving student group problems</li> <li>• Effective use of methods and tools specific to educational counselling in primary interventions in primary and lower secondary education</li> <li>• Application of effective teamwork techniques in the learning team</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Educational counselling – conceptual distinctions	Lecture, didactic conversation	2	
2. The educational counselling process. The skills of the school counsellor	Slide-based lecture	2	
3. The place and role of school counselling in the current education system. Counselling objectives in primary and lower secondary education	Slide-based lecture, exercises, didactic demonstration	2	
4. Counselling lesson sequences, development of	Slide-based lecture,	2	

materials	exercises, didactic demonstration		
5. Methods and techniques for counselling and guidance	Slide-based lecture, exercises, didactic demonstration	2	
6. Planning educational counselling activities	Slide-based lecture, exercises, didactic demonstration	2	
7. Roles and responsibilities of the school counsellor. Ethical and deontological principles involved in the work of the school counsellor	Slide-based lecture, exercises, didactic demonstration	2	
Bibliography 1. Axinte, R., Tiron, E. (2018). Consilierea elevilor pentru carieră. Ed. Universitatea "Alexandru Ioan Cuza". Iași. 2. Băban, A. coord. (1999). Consiliere educațională. Cluj-Napoca. 3. Brown, N. (1994). Group counseling for elementary and middle school children. Westport, Connecticut, London: Greenwood Publishing Group. 4. Cocoradă, E. coord. (2004). Consilierea în școală. O abordare psihopedagogică. Sibiu: Ed. Psihomedica. 5. Cocoradă, E., Cazan, A.M., Tru a C.M. (2014). Consiliere educațională. Curs ID. Brasov: ed. Univ. Transilvania din Brasov. 6. Dimitriu Tiron, E. (2005). Consiliere educationala. Iasi: Institutul European 7. Jigău, M. (2001). Consilierea carierei, București: Editura Sigma. 8. Lemeni, G., Miclea, M. (2010). Consiliere și orientare. Ghid de educație pentru carieră. Ed. Asociația de Științe Cognitive din România. Cluj. 9. Lines, D. (2006). Brief Counselling in Schools. Working with Young People from 11 to 18. London: SAGE Pub. 10. Sederholm, G. H. (2003). Counselling Young People in School. London, Philadelphia: Jessica Kingsley Publishers.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Theoretical educational counselling models I	Observation, demonstration, conversation	2	S1
2. Theoretical educational counselling models II	Exercises, teaching demonstration	2	S2
3. Theoretical educational counselling models III	Exercises, teaching demonstration	2	S3
4. Social factors in educational counselling development	Exercises, teaching demonstration	4	S4 S5
6. Planning educational counselling activities I	Exercises, teaching demonstration	4	S6 S7
7. Planning educational counselling activities II	Exercises, teaching demonstration	4	S8 S9
7. Implementing educational counselling activities II	Exercises, teaching demonstration	4	S10 S11
8. Evaluating counselling activities	Exercises, teaching demonstration	4	S12 S13
9. Ethical and deontological principles involved in the work of the school counsellor	Exercises, teaching demonstration	2	S14
Bibliography The same bibliography like on the course.			

**9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)**

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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Knowledge and correct use of concepts specific to the discipline	Written assessment with objective items	50%
10.5 Seminar/ laboratory/ project	Planning and supporting educational counselling activities on specific topics, aimed at primary and lower secondary school students	Portfolio of exercises and practical applications individual	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>■ Knowledge of concepts specific to the discipline</li> <li>■ Planning and conducting at least one counselling activity in accordance with methodological standards</li> </ul>			

This course outline was certified in the Department Board meeting on 15/9/2025 and approved in the Faculty Board meeting on 15/9/2025.

<b>Professor dr. Ana – Maria CAZAN, Dean</b>	<b>Associated professor dr. Mihaela VOINEA, Head of Department</b>
<b>Lect. dr Adrian Alexandru Moşoi, Course holder</b>	<b>Lect.dr Adrian Alexandru Moşoi, Holder of seminar/ laboratory/ project</b>

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology and Education Sciences
1.4 Field of study <sup>1)</sup>	Education Sciences
1.5 Study level <sup>2)</sup>	Master`s degree
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context.

### 2. Data about the course

2.1 Name of course	Global Citizen Education						
2.2 Course convenor	Voinea Mihaela						
2.3 Seminar/ laboratory/ project convenor	UNGUREANU Elena						
2.4 Study year	I	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>
							Attendance type <sup>4)</sup>

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					50
Additional documentation in libraries, specialized electronic platforms, and field research					20
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					50
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		150			
3.8 Total number per semester		122			
3.9 Number of credits <sup>5)</sup>		5			

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Curriculum Theory</li> <li>Critical thinking</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Collaboration skills</li> <li>Communication skills</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Whiteboard, video projector, laptop, modular furniture, internet access</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Whiteboard, video projector, laptop, modular furniture, internet access</li> </ul>

## 6. Specific competences

Professional competences	<p><b>Competence 4: Carries out educational activities</b></p> <p><b>Knowledge:</b></p> <p>R.Î.19. The graduate knows the principles of planning and organizing educational activities for various categories of audiences.</p> <p>R.Î.20. Graduates understand the specifics of educational activities in intercultural and inclusive environments.</p> <p><b>Skills:</b></p> <p>R.Î.21. Graduates plan, carry out, and supervise educational activities adapted to a multicultural target audience.</p> <p>R.Î.22. Graduates facilitate interactive and inclusive learning processes for participants from diverse cultural backgrounds.</p> <p><b>Responsibility and autonomy:</b></p> <p>R.Î.23. Graduates take responsibility for the quality and relevance of the educational activities they organize.</p> <p>R.Î.24. Graduates demonstrate autonomy in managing and adapting educational activities to various circumstances.</p> <p><b>Competence 7: Apply intercultural teaching strategies</b></p> <p><b>Knowledge:</b></p> <p>R.Î.37. Graduates are familiar with the principles of intercultural pedagogy and specific strategies for diverse educational environments.</p> <p>R.Î.38. Graduates understand the challenges and opportunities of learning in multicultural contexts.</p> <p><b>Skills:</b></p> <p>R.Î.39. Graduates implement teaching strategies that promote inclusion and respect for cultural diversity.</p> <p>R.Î.40. Graduates facilitate intercultural dialogue and build bridges between different cultural perspectives in the educational process.</p> <p><b>Responsibility and autonomy:</b></p> <p>R.Î.41. Graduates demonstrate autonomy in promoting intercultural values in educational practice.</p> <p>R.Î.42. Graduates take responsibility for creating an inclusive and equitable educational environment.</p>
Transversal competences	<ul style="list-style-type: none"> <li></li> </ul>

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>Applying the principles of global education in optimizing educational materials and practices in an intercultural context</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Applying the concepts of global citizenship in different contexts</li> <li>Implementing educational interventions using theories and values specific to global citizenship</li> <li>Developing social and civic skills for sustainable education</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. What global citizenship means?	Reflection, debate	2	
2. Identity literacy. Understanding people and functioning in a global society	Reflection, Case study	4	
3. Education for global citizenship—awareness, responsibility, and participation	Debate, reflection, case study	4	

4. Current teaching approaches/methods for developing global citizenship skills	Reflection, debate, self-assessment	2	
5. The profile of the global citizen—self-assessment and peer assessment of global citizenship skills	Reflection, self-assessment	2	
Bibliography <ul style="list-style-type: none"> <li>• Biesta G. (2011). Learning democracy in school and society: education, lifelong learning, and the politics of citizenship, Sense Publishers, Rotterdam</li> <li>• Deardorff D. K. (ed.) (2009), The SAGE handbook of intercultural competence, Sage, Thousand Oaks, CA.</li> <li>• European Comision (2017). Citizenship Education at School in Europe – 2017.</li> <li>• Ritzer, G. (2003). The globalization of nothing. SAIS Review vol. XXIII no. 2 (Summer–Fall 2003)</li> <li>• UNESCO (2014), Global citizenship education: preparing learners for the challenges of the 21st century, UNESCO, Paris, available at <a href="http://unesdoc.unesco.org">http://unesdoc.unesco.org</a></li> <li>• United Nations (2015), Transforming our world: the 2030 agenda for sustainable development, available at <a href="http://www.un.org/pga/wp-content/uploads/sites/3/2015/08/120815_outcome-document-of-Summit-for-adoption-of-the-post-2015-development-agenda.pdf">www.un.org/pga/wp-content/uploads/sites/3/2015/08/120815_outcome-document-of-Summit-for-adoption-of-the-post-2015-development-agenda.pdf</a></li> <li>• Tarozzi, M. and Mallon, B. (2019) 'Educating teachers towards global citizenship: A comparative study in four European countries'. London Review of Education, 17 (2): 112–125. DOI <a href="https://doi.org/10.18546/LRE.17.2.02">https://doi.org/10.18546/LRE.17.2.02</a></li> </ul>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Citizenship in the 21st century. The globalization of nothingness. The McDonaldization of society – a critical analysis	Reflection, debate, Learning based project	4	
2. Personal/social/digital identity	Reflection, problem solving	2	
3. Global citizenship and sustainable development. Global trends – critical analysis: migration, ecology, labor market dynamics, financial education	Learning based project	6	
4. The teacher – a model for global citizenship.	Reflection; Self assessment	2	
Bibliography <ul style="list-style-type: none"> <li>• Biesta G. (2011). Learning democracy in school and society: education, lifelong learning, and the politics of citizenship, Sense Publishers, Rotterdam</li> <li>• Deardorff D. K. (ed.) (2009), The SAGE handbook of intercultural competence, Sage, Thousand Oaks, CA.</li> <li>• European Comision (2017). Citizenship Education at School in Europe – 2017.</li> <li>• Ritzer, G. (2003). The globalization of nothing. SAIS Review vol. XXIII no. 2 (Summer–Fall 2003)</li> <li>• UNESCO (2014), Global citizenship education: preparing learners for the challenges of the 21st century, UNESCO, Paris, available at <a href="http://unesdoc.unesco.org">http://unesdoc.unesco.org</a></li> <li>• United Nations (2015), Transforming our world: the 2030 agenda for sustainable development, available at <a href="http://www.un.org/pga/wp-content/uploads/sites/3/2015/08/120815_outcome-document-of-Summit-for-adoption-of-the-post-2015-development-agenda.pdf">www.un.org/pga/wp-content/uploads/sites/3/2015/08/120815_outcome-document-of-Summit-for-adoption-of-the-post-2015-development-agenda.pdf</a></li> <li>• Tarozzi, M. and Mallon, B. (2019) 'Educating teachers towards global citizenship: A comparative study in four European countries'. London Review of Education, 17 (2): 112–125. DOI <a href="https://doi.org/10.18546/LRE.17.2.02">https://doi.org/10.18546/LRE.17.2.02</a></li> </ul>			

## 9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)



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## 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	<ul style="list-style-type: none"> <li>- Ability to correctly apply the knowledge acquired in solving written tests;</li> <li>- Logical approach to answering tasks;</li> <li>-Correct use of specialized language</li> </ul>	Rubrics	30%
	Participation in class discussions, through responses to questions and reflections.	Behaviour Observation	10%
10.5 Seminar/ laboratory/ project	The project presented during the seminar must meet the following criteria: <ul style="list-style-type: none"> <li>- Topic relevant to the field</li> <li>- Presentation of the theoretical framework</li> <li>- Description of the educational intervention</li> <li>- Use of personal, creative presentation methods</li> </ul>	Project	50%
	Inter-evaluation forms completed during the course, referring to the evaluation criteria and containing personal observations/comments.	Completion of at least two inter-evaluations.	10%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>• To pass the course, master's students must achieve a minimum of 50% of the seminar score.</li> </ul>			

This course outline was certified in the Department Board meeting on 15.09.2025 and approved in the Faculty Board meeting on 15.09.2025.

<b>PROF. PhD. Ana-Maria CAZAN,</b> Dean	<b>Assoc. Prof. Mihaela VOINEA,</b> Head of Department
<b>Assoc. Prof. Mihaela VOINEA,</b> Course holder	<b>Lecturer dr. Elena UNGUREANU,</b> Holder of seminar/ laboratory/ project

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology and Education Sciences
1.4 Field of study <sup>1)</sup>	Education Sciences
1.5 Study level <sup>2)</sup>	Master`s degree
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context.

### 2. Data about the course

2.1 Name of course	Migration in Europe							
2.2 Course convenor	Astrid Hamberger							
2.3 Seminar/ laboratory/ project convenor	Astrid Hamberger							
2.4 Study year	I	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	DS
							Attendance type <sup>4)</sup>	DOP

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, specialized electronic platforms, and field research					44
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					44
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Curriculum Theory</li> <li>Critical thinking</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Collaboration skills</li> <li>Communication skills</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Classroom configured for use with a video projector and the PowerPoint (.ppt) application</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Seminar room configured for use with a video projector and the PowerPoint (.ppt) application</li> </ul>

## 6. Specific competences

Professional competences	<p><b>Competence 7: Applies intercultural teaching strategies</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>R.I.37. The graduate knows the principles of intercultural pedagogy and the specific strategies for diverse educational settings</li> <li>R.I.38. The graduate understands the challenges and opportunities of learning in multicultural contexts</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>R.I.39. The graduate implements teaching strategies that promote inclusion and respect for cultural diversity</li> <li>R.I.40. The graduate facilitates intercultural dialogue and builds bridges between different cultural perspectives in the educational process</li> </ul> <p><b>Responsibility and autonomy:</b></p> <ul style="list-style-type: none"> <li>R.I.41. The graduate demonstrates autonomy in promoting intercultural values in educational practice</li> <li>R.I.42. The graduate takes responsibility for creating an inclusive and equitable educational environment</li> </ul>
Transversal competences	<p>■ Knowledge of the concepts of racism, ethnic relations, class, gender, prejudice, discrimination, inequality, Islamophobia, human rights, hate crimes (hate speech/crimes), and other related concepts</p>

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>The course introduces students to fundamental texts and theories of migration studies, providing them with access to academic works that have contributed to developing the understanding of how and why international migration occurs.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Understanding various theories about international migration</li> <li>Understanding and correct usage of the specific concepts in the field of international migration</li> <li>Understanding and development of integration/social intervention programs</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to the field of international migration: Who is a migrant? Types of migrants.	Lecture based on the .ppt presentation	1	
Introduction to migration theories	Lecture based on the .ppt presentation, and debate	1	
International migration before 1945	Lecture based on the .ppt presentation, with case analysis	1	
The evolution of an international regime for refugees	Lecture based on the .ppt presentation, with case analysis and debate	1	
International migration in developed countries after 1945	Lecture based on the .ppt presentation, with case analysis and debate	1	
Immigration and emigration in Romania	Lecture based on the .ppt	1	

	presentation, with case analysis and debate		
Theories of immigrant incorporation	Lecture based on the .ppt presentation, with case analysis and debate	1	
Bibliography <ul style="list-style-type: none"> <li>• Khoser, Khalid. 2016 International Migration: A very short Introduction</li> <li>• Castles, Stephen., Miller J. Mark, 2003 The Age of Migration. International Population Movements in the Modern World</li> <li>• Messina M. Anthony., Lahav Gallya. 2006 The migration reader. Exploring Politics and Policies</li> <li>• The text of the Convention relating to the Status of Refugees, Geneva, 28 July 1951, and the Protocol relating to the Status of Refugees, concluded in New York on 31 January 1967</li> <li>• Declaration of Human Rights</li> <li>• Astrid Hamberger, Immigrant Integration: Acculturation and Social Integration, Journal of Identity and Migration Studies, University of Oradea Publishing House Volume 3, number 2, 2009</li> <li>• Alexander Betts, The Wealth of Refugees, how displaced people can build economies, Oxford 2021</li> <li>• Edwidge Danticat, Dohra Ahmad, The Penguin Book of Migration Literature, 2019</li> <li>• Issa Watanabe, Migrants, Gecko Press, 2024 (silent book)</li> </ul>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Introduction to the field of international migration: Who is a migrant? Types of migrants.	Role play, simulation, analysis of small group activities	1	
Introduction to migration theories	Debate, role play	1	
International migration before 1945	Debate, role play	1	
The evolution of an international regime for refugees	Case study, practical application, exercises	1	
International migration in developed countries after 1945	Case study, practical application, exercises	1	
Immigration and emigration in Romania	Case study, practical application, exercises	1	
Theories of immigrant incorporation	Debate, role play	1	
Bibliography <ul style="list-style-type: none"> <li>• Khoser, Khalid. 2016 International Migration: A very short Introduction</li> <li>• Castles, Stephen., Miller J. Mark, 2003 The Age of Migration. International Population Movements in the Modern World</li> <li>• Messina M. Anthony., Lahav Gallya. 2006 The migration reader. Exploring Politics and Policies</li> <li>• The text of the Convention relating to the Status of Refugees, Geneva, 28 July 1951, and the Protocol relating to the Status of Refugees, concluded in New York on 31 January 1967</li> <li>• Astrid Hamberger, Immigrant Integration: Acculturation and Social Integration, Journal of Identity and Migration Studies, University of Oradea Publishing House Volume 3, number 2, 2009</li> <li>• Alexander Betts, The Wealth of Refugees, how displaced people can build economies, Oxford 2021</li> <li>• Rathgeber, Theodor. Human Rights Council in Troubled Water. The EU as a stabilizing factor, European Yearbook on Human Rights 2018, Intersentia, Cambridge University Press</li> <li>• Edwidge Danticat, Dohra Ahmad, The Penguin Book of Migration Literature, 2019</li> <li>• Issa Watanabe, Migrants, Gecko Press, 2024 (silent book)</li> </ul>			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

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#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The quality of the arguments presented Scientific documentation Critical thinking Creativity	Oral exam -project presentation	60%
10.5 Seminar/ laboratory/ project	Correct and complete of all portfolio assignments.	Portofolio	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"><li>Creating a competence profile of the teacher /counsellor from the perspective of intercultural education.</li></ul>			

This course outline was certified in the Department Board meeting on 15/09/2025 and approved in the Faculty Board meeting on 15/09/2025.

Prof. dr. Ana-Maria CAZAN, Dean	Conf. dr. Mihaela VOINEA, Head of department
Hamberger Astrid, Course holder	Hamberger Astrid, Holder of seminar

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Sciences of Education
1.3 Department	Psychology and Sciences of Education
1.4 Field of study <sup>1)</sup>	Sciences of Education
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

### 2. Data about the course

2.1 Name of course	Well-being, mindfulness, and resilience (elective course)							
2.2 Course convenor	Assoc. Prof. Popa Daniela							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Popa Daniela							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	FC
							Attendance type <sup>4)</sup>	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, specialized electronic platforms, and field research					44
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					44
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	• General psychology, educational psychology
4.2 competences-related	• Communication skills, research skills

### 5. Conditions (if applicable)

5.1 for course development	• Laptop, video projector
5.2 for seminar/ laboratory/ project development	• Laptop, video projector

### 6. Specific competences and learning outcomes

Professional competences	<p><b>Competency 1:</b> Provides counseling to pupils and students</p> <p><b>Knowledge:</b> R.Î.1. The graduate knows and understands the fundamental theories of educational counseling and intervention techniques in intercultural contexts. R.Î.2. The graduate knows the principles of intercultural communication and the specifics of counseling for people from diverse cultural backgrounds.</p> <p><b>Skills:</b> R.Î.3. The graduate provides individual and group counseling adapted to the needs of pupils and students from varied cultural backgrounds. R.Î.4. The graduate applies counseling techniques for academic, social adaptation and career problems in intercultural contexts.</p> <p><b>Responsibility and Autonomy:</b> R.Î.5. The graduate assumes responsibility for the quality of counseling services offered in multicultural educational settings. R.Î.6. The graduate respects ethical principles and confidentiality in intercultural counseling practice.</p>
Transversal competences	

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>Development of capacities to design and implement educational activities with the purpose of better emotion management and achieving well-being.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>Defining the concepts of emotion, well-being, mindfulness and resilience.</li> <li>Identifying the most appropriate techniques for emotion management, adopting a healthy lifestyle and social interaction.</li> <li>Using the most appropriate techniques for emotion management, promoting a healthy lifestyle and social interaction in different educational and intercultural contexts.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Educational burnout and prevention techniques	Lecture, case studies	1	
Well-being and mental health in education	Lecture, debate	1	
Digital mindfulness and wellbeing in the technology era	Lecture, debate	1	
Self-compassion and self-care in the teaching profession	Lecture, debate	1	
Flow and positive engagement in educational activity	Lecture, debate	1	
Emotion management in intercultural context	Lecture, case studies	1	
Trauma and professional resilience in counseling	Lecture, case studies	1	
<p><b>Bibliography</b></p> <ol style="list-style-type: none"> <li>Baycan, T., &amp; Pinto, H. (2018). Resilience, crisis and innovation dynamics. Edward Elgar Publishing.</li> <li>Brackett, M. (2019). Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society thrive. Celadon Books.</li> <li>Galvin, K. (2018). Routledge handbook of wellbeing. Routledge.</li> <li>Ivtzan, I., &amp; Lomas, T. (2016). Mindfulness in positive psychology: The science of meditation and wellbeing. Routledge.</li> <li>Kabat-Zinn, J. (2013). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness. Bantam Books.</li> </ol>			

6. Oplatka, I., & Arar, K. (2019). Emotion management and feelings in teaching and educational leadership: A cultural perspective. Emerald Publishing Limited. 7. Plough, A. L. (2020). Well-being: Expanding the definition of progress. Oxford University Press. 8. Schonert-Reichl, K. A., & Roeser, R. W. (2016). Handbook of mindfulness in education: Integrating theory and research into practice. Springer. 9. Sirois, F. M., & Pychyl, T. A. (2016). Procrastination, health, and well-being. Elsevier. 10. Wosnitza, M., Peixoto, F., Beltman, S., & Mansfield, C. F. (2018). Resilience in education: Concepts, contexts and connections. Springer.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Well-being in school and professional context	Debate, case studies	1	
Emotion management techniques in educational activities	Debate, case studies	1	
Stress reduction through mindfulness techniques	Mosaic, concept maps	1	
Design thinking for wellbeing in schools	Mosaic, concept maps	1	
Gratitude journal and applied positive psychology techniques	Debate, case studies	1	
The 7C Model of resilience – appropriate techniques in educational and intercultural context	Mosaic, concept maps	1	
Personal mapping of resilience resources	Debate, case studies	1	
<b>Bibliography</b> 1. Brown, K. W., Creswell, J. D., & Ryan, R. M. (2015). Handbook of mindfulness: Theory, research, and practice. The Guilford Press. 2. Ivtzan, I., & Lomas, T. (2016). Mindfulness in positive psychology: The science of meditation and wellbeing. Routledge. 3. Patnaik, G. (2021). Positive psychology for improving mental health and well-being. Notion Press. 4. Roffey, S. (2017). Positive relationships: Evidence based practice across the world. Springer. 5. Schonert-Reichl, K. A., & Roeser, R. W. (2016). Handbook of mindfulness in education: Integrating theory and research into practice. Springer. 6. Southwick, S. M., & Charney, D. S. (2018). Resilience: The science of mastering life's greatest challenges. Cambridge University Press. 7. Tuhovsky, I. (2017). Mindfulness: The most effective techniques. Connect with your inner self to reach your goals easily and peacefully. Createspace Independent Publishing Platform.			

**9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)**

The course content has been selected in accordance with quality standards for study programs in the field of Educational Sciences and based on values promoted by County School Inspectorates and Inclusive Education School Centers.
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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Coherent and logical analysis, argumentation of the most appropriate mindfulness techniques and resilience building in educational context.	Written assessment	50%



10.5 Seminar/ laboratory/ project	Development of a "Personal Wellbeing Toolkit" portfolio that includes: ■ 5 mindfulness techniques adapted for different contexts (classroom, break, home) ■ 3 strategies for managing difficult emotions with concrete examples ■ Weekly self-care plan ■ Reflective journal (minimum 8 entries) with application of techniques ■ 2 case studies on applying techniques in intercultural context	Case studies, exercises Synthesis project	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>• Correct resolution of at least 50% of written examination items</li> <li>• Correct completion of at least 50% of portfolio tasks.</li> </ul>			

This course outline was certified in the Department Board meeting on 15/09/2025 and approved in the Faculty Board meeting on 15/09/2025.

<b>Professor dr. Ana – Maria CAZAN, Dean</b>	<b>Associated professor dr. Mihaela VOINEA, Head of Department</b>
<b>Assoc. prof. Daniela POPA, Course holder</b>	<b>Assoc. prof. Daniela POPA, Holder of seminar/ laboratory/ project</b>

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology and Education Sciences
1.4 Field of study <sup>1)</sup>	Education Sciences
1.5 Study level <sup>2)</sup>	Master`s degree
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context.

### 2. Data about the course

2.1 Name of course	Design and management of educational programs							
2.2 Course convenor	Astrid Hamberger							
2.3 Seminar/ laboratory/ project convenor	Astrid Hamberger							
2.4 Study year	I	2.5 Semester	2	2.6 Evaluation type	V	2.7 Course status	Content <sup>3)</sup>	
							Attendance type <sup>4)</sup>	

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					35
Additional documentation in libraries, specialized electronic platforms, and field research					63
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					14
Tutorial					10
Examinations					4
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> <li>Fundamentals of pedagogy</li> <li>Critical thinking</li> </ul>
4.2 competences-related	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Collaboration and team work skills</li> <li>Communication skills</li> </ul>

### 5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> <li>Classroom configured for use with a video projector and the PowerPoint (.ppt) application</li> </ul>
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> <li>Seminar room configured for use with a video projector and the PowerPoint (.ppt) application</li> </ul>

## 6. Specific competences

Professional competences	<b>Competence 10: Provides information related to study programs</b>
	<b>Knowledge:</b>
	<ul style="list-style-type: none"> <li>R.I.55. The graduate knows the structure and content of study programs in national and international educational systems.</li> <li>R.I.56. The graduate understands study requirements, access modalities, and employment prospects for various educational fields in intercultural contexts.</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>R.I.57. The graduate provides complete and up-to-date information about study programs tailored to the needs of pupils and students from diverse cultural backgrounds.</li> <li>R.I.58. The graduate guides and advises on the choice of study programs according to the interests, abilities, and cultural context of the beneficiaries.</li> </ul> <b>Responsibility and Autonomy:</b> <ul style="list-style-type: none"> <li>R.I.59. The graduate assumes responsibility for the accuracy and usefulness of the information provided about educational programs.</li> <li>R.I.60. The graduate demonstrates autonomy in updating knowledge on developments in educational systems and in adapting information to various cultural contexts.</li> </ul>

## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>Development of competences in the analysis, design, implementation, and evaluation of educational programs in intercultural contexts, through the integration of knowledge about national and international educational systems, as well as counseling and educational guidance strategies adapted to cultural diversity.</li> </ul>
7.2 Specific objectives	<p><b>At the end of the course, students will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain the structure and characteristics of educational programs in different educational systems (national and international).</li> <li>Analyze study requirements, access modalities, and employment prospects in the educational field within intercultural contexts.</li> <li>Apply concepts and tools of educational management in the design, implementation, and evaluation of intercultural educational programs.</li> <li>Provide accurate, up-to-date, and relevant information about study programs, adapted to the needs and profiles of beneficiaries from diverse cultural backgrounds.</li> <li>Develop skills in educational counseling and academic guidance, taking into account the interests, abilities, and cultural context of pupils and students.</li> <li>Demonstrate responsibility and autonomy in the continuous updating of knowledge regarding educational policies and practices at national and international levels.</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
<b>Course 1.</b> Fundamentals of Educational Management in an Intercultural Context	Lecture based on the .ppt presentation	2	
<b>Course 2.</b> National and International Educational Policies	Lecture based on the .ppt presentation, and debate	2	

<b>Course 3.</b> Education in Multicultural Contexts: Challenges and Opportunities	Lecture based on the .ppt presentation, with case analysis	2	
<b>Course 4.</b> Management of Educational Programs: Theories and Models	Lecture based on the .ppt presentation, with case analysis and debate	2	
<b>Course 5.</b> Strategies for Inclusion and Equity in Education	Lecture based on the .ppt presentation, with case analysis and debate	2	
<b>Course 6.</b> Educational Counseling and Academic Guidance in an Intercultural Context	Lecture based on the .ppt presentation, with case analysis and debate	2	
<b>Course 7.</b> Evaluation and Sustainability of Intercultural Educational Programs	Lecture based on the .ppt presentation, with case analysis and debate	2	
Bibliography <ul style="list-style-type: none"> <li>• Banks, J. A. (2019). <i>Multicultural Education: Issues and Perspectives</i>. Wiley</li> <li>• Nieto, S., &amp; Bode, P. (2018). <i>Affirming Diversity: The Sociopolitical Context of Multicultural Education</i>. Pearson</li> <li>• Gundara, J. (2000). <i>Interculturalism, Education and Inclusion</i>. SAGE</li> <li>• Heckmann, F. (2008). <i>Education and Migration: Strategies for Integrating Migrant Children in European School Societies</i>. NESSE Report</li> <li>• Tarozzi, M., &amp; Torres, C. A. (2016). <i>Global Citizenship Education and the Crises of Multiculturalism: Comparative Perspectives</i>. Bloomsbury</li> <li>• Politici și rapoarte instituționale</li> <li>• European Commission (2020). <i>Action Plan on Integration and Inclusion 2021–2027</i></li> <li>• OECD (2018). <i>The Resilience of Students with an Immigrant Background: Factors that Shape Well-Being</i>. Publishing</li> <li>• UNESCO (2017). <i>A Guide for Ensuring Inclusion and Equity in Education</i></li> <li>• Council of Europe (2016). <i>Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies</i></li> <li>•</li> </ul>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Introduction to the Management of Intercultural Educational Programs	Case study, brainstorming	2	
2. National and International Educational Policies	Debate	2	
3. Challenges of Education in Multicultural Contexts	Case study, group exercise	2	
4. Management of Educational Programs – Models and Theories	Guided discussion, project exercise (draft of objectives + target audience), collective feedback on proposed plans	2	
5. Strategies for Inclusion and Equity in Education	Strategy project exercise, role-play	2	
6. Educational Counseling and Academic Guidance in Intercultural Contexts	Project exercise, discussion	2	

7. Evaluation of Intercultural Educational Programs	Case study, group exercise	2	
8. Final Project – Simulation of Managing an Intercultural Educational Program	Practical team activity, group presentations, final reflection	2	
<b>Bibliography</b> <ul style="list-style-type: none"> <li>Banks, J. A. (2019). <i>Multicultural Education: Issues and Perspectives</i>. Wiley</li> <li>Nieto, S., &amp; Bode, P. (2018). <i>Affirming Diversity: The Sociopolitical Context of Multicultural Education</i>. Pearson</li> <li>Gundara, J. (2000). <i>Interculturalism, Education and Inclusion</i>. SAGE</li> <li>Heckmann, F. (2008). <i>Education and Migration: Strategies for Integrating Migrant Children in European School Societies</i>. NESSE Report</li> <li>Tarozzi, M., &amp; Torres, C. A. (2016). <i>Global Citizenship Education and the Crises of Multiculturalism: Comparative Perspectives</i>. Bloomsbury</li> <li>Politici și rapoarte instituționale</li> <li>European Commission (2020). <i>Action Plan on Integration and Inclusion 2021–2027</i></li> <li>OECD (2018). <i>The Resilience of Students with an Immigrant Background: Factors that Shape Well-Being</i>. Publishing</li> <li>UNESCO (2017). <i>A Guide for Ensuring Inclusion and Equity in Education</i></li> <li>Council of Europe (2016). <i>Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies</i></li> </ul>			

**9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)**

The course develops the basic competences required for carrying out educational activities, cooperating with teaching staff, and providing information related to study programs.
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**10. Evaluation**

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The correct definition of concepts, theories, and perspectives from the standpoint of the specific field.	Project presentation	60%
10.5 Seminar/ laboratory/ project	Correct and complete of all portfolio assignments.	Portfolio	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Creating a competence profile of the teacher /counsellor from the perspective of intercultural education.</li> </ul>			

This course outline was certified in the Department Board meeting on 15/09/2025 and approved in the Faculty Board meeting on 15/09/2025.

Prof.dr. Ana Maria Cazan, Dean	Assoc. prof. dr. Mihaela VOINEA Head of department
Hamberger Astrid Course holder	Hamberger Astrid, Holder of seminar

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	Psychology and Sciences of Education
1.3 Department	Psychology and Sciences of Education
1.4 Field of study <sup>1)</sup>	Sciences of Education
1.5 Study level <sup>2)</sup>	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

### 2. Data about the course

2.1 Name of course	Psychopedagogy of Persons with SEN (elective course)							
2.2 Course convenor	Assoc. Prof. Popa Daniela							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Popa Daniela							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	FC
							Attendance type <sup>4)</sup>	CPC

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, specialized electronic platforms, and field research					44
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					44
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	• General psychology, educational psychology
4.2 competences-related	• Communication skills, research skills

### 5. Conditions (if applicable)

5.1 for course development	• Laptop, video projector
5.2 for seminar/ laboratory/ project development	• Laptop, video projector

### 6. Specific competences and learning outcomes

Professional competences	<p><b>Competency 6: Develops individual learning plans</b></p> <p><b>Knowledge:</b> The graduate knows the principles of personalized learning and methodologies for developing individual plans. The graduate understands the diversity of learning styles and individual educational needs in intercultural contexts.</p> <p><b>Skills:</b> The graduate develops individual learning plans adapted to the needs, abilities, and cultural context of learners. The graduate monitors and adjusts learning plans based on learners' progress and feedback.</p> <p><b>Responsibility and autonomy:</b> The graduate demonstrates autonomy in personalizing the learning process for each learner. The graduate assumes responsibility for the relevance and feasibility of the developed plans.</p>
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## 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>To develop competencies for identifying, assessing, and providing psycho-pedagogical intervention for persons with special educational needs in intercultural contexts, promoting an inclusive approach centered on the individual needs of each learner.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>■ To define concepts of special educational needs, inclusive education, and personalization in intercultural contexts</li> <li>■ To identify developmental and learning characteristics of persons with different types of SEN (learning disabilities, ADHD, autism, sensory and motor disabilities, emotional and behavioral disorders)</li> <li>■ To use instruments and methods of psycho-pedagogical assessment adapted for identifying SEN in intercultural contexts</li> <li>■ To develop and implement individualized education plans (IEPs) that address the specific needs of learners from diverse cultural backgrounds</li> <li>■ To apply differentiated and culturally adapted psycho-pedagogical intervention strategies and methods</li> <li>■ To develop counseling and collaboration competencies with families from intercultural backgrounds and with specialists in multidisciplinary teams</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introduction to special psychopedagogy: fundamental concepts (SEN, inclusive education, diversity)	Lecture, case studies	1	
2. Learning disabilities: dyslexia, dysgraphia, dyscalculia in intercultural contexts	Lecture, debate	1	
3. ADHD and behavioral disorders: identification and classroom management strategies	Lecture, debate	1	
4. Autism spectrum disorders: characteristics and educational approaches	Lecture, debate	1	
5. Sensory and motor disabilities: curricular adaptations and assistive technologies	Lecture, debate	1	
6. Psycho-pedagogical assessment: instruments and methods in intercultural contexts	Lecture, case studies	1	
7. Individualized Education Plan (IEP): development and implementation	Lecture, case studies	1	

<p><b>Bibliography</b></p> <ol style="list-style-type: none"> <li>1. Mitchell, D. (2014). What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies (2nd ed.). Routledge.</li> <li>2. Westwood, P. (2018). Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom (2nd ed.). Routledge.</li> <li>3. Florian, L., &amp; Pantić, N. (Eds.). (2017). Teacher Education for the Changing Demographics of Schooling: Issues for Research and Practice. Springer.</li> <li>4. Tomlinson, C. A., &amp; Moon, T. R. (2013). Assessment and Student Success in a Differentiated Classroom. ASCD.</li> <li>5. Rose, D. H., &amp; Meyer, A. (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. ASCD.</li> <li>6. Harry, B., &amp; Klingner, J. (2014). Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools (2nd ed.). Teachers College Press.</li> <li>7. Friend, M., &amp; Cook, L. (2017). Interactions: Collaboration Skills for School Professionals (8th ed.). Pearson.</li> <li>8. Ministry of Education. (2016). Methodology on Inclusive Education and Home Schooling for Children with Special Educational Needs. OMEN 4183/2016.</li> </ol>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Analysis of national and international legislation on inclusive education	Debate, case studies	1	
2. Case studies: identifying learning disabilities in multicultural contexts	Debate, case studies	1	
3. Workshop: behavior management strategies for students with ADHD	Mosaic, concept maps	1	
4. Application of ABA and TEACCH principles for students with autism	Mosaic, concept maps	1	
5. Exploring assistive technologies and digital resources for inclusive education	Debate, case studies	1	
6. Practical exercises: applying psycho-pedagogical assessment instruments	Mosaic, concept maps	1	
7. Workshop: developing an IEP for a specific intercultural case	Debate, case studies	1	
<p><b>Bibliography</b></p> <ol style="list-style-type: none"> <li>1. Villa, R. A., &amp; Thousand, J. S. (2016). Leading an Inclusive School: Access and Success for ALL Students. ASCD.</li> <li>2. Kern, L. (2015). Addressing the Needs of Students with Emotional and Behavioral Disorders. Guilford Press.</li> <li>3. Mesibov, G. B., Shea, V., &amp; Schopler, E. (2005). The TEACCH Approach to Autism Spectrum Disorders. Springer.</li> <li>4. Cooper, P. (Ed.). (2015). ADHD: Research, Practice and Opinion. Wiley-Blackwell.</li> <li>5. Turnbull, A., Turnbull, R., Erwin, E. J., Soodak, L. C., &amp; Shogren, K. A. (2015). Families, Professionals, and Exceptionality: Positive Outcomes through Partnerships and Trust (7th ed.). Pearson.</li> <li>6. UNESCO. (2020). Global Education Monitoring Report 2020: Inclusion and Education - All Means All. UNESCO Publishing.</li> </ol>			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

<p><b>The course content has been selected in accordance with quality standards for study programs in the field of Educational Sciences and based on values promoted by County School Inspectorates and Inclusive Education School Centers.</b></p>
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#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage
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			of the final grade
10.4 Course	Knowledge and understanding of fundamental concepts; Coherent and logical analysis; Argumentation of most appropriate intervention strategies; Ability to integrate knowledge in intercultural contexts	Written assessment (mixed test: short answer questions, multiple choice items, case studies)	50%
10.5 Seminar/ laboratory/ project	Active participation in seminars; Quality of case analyses; Creativity and applicability in developing materials; Relevance and scientific foundation; Compliance with deadlines and formal requirements	Individual portfolio	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>• Correct resolution of at least 50% of written examination items</li> <li>• Correct completion of at least 50% of portfolio tasks.</li> </ul>			

This course outline was certified in the Department Board meeting on 15/09/2025 and approved in the Faculty Board meeting on 15/09/2025.

<b>Professor dr. Ana – Maria CAZAN,</b> Dean	<b>Associated professor dr. Mihaela VOINEA,</b> Head of Department
<b>Assoc. prof. Daniela POPA,</b> Course holder	<b>Assoc. prof. Daniela POPA,</b> Holder of seminar/ laboratory/ project

## COURSE OUTLINE

### 1. Data about the study programme

1.1 Higher education institution	Transilvania University of Brasov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology and Education Sciences
1.4 Field of study <sup>1)</sup>	Education Sciences
1.5 Study level <sup>2)</sup>	Master`s degree
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context.

### 2. Data about the course

2.1 Name of course	Intercultural Education							
2.2 Course convenor	Assoc. Prof. Dr. Daniela Popa							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Dr. Daniela Popa							
2.4 Study year	I	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content <sup>3)</sup>	DS
							Attendance type <sup>4)</sup>	DOP

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					30
Additional documentation in libraries, specialized electronic platforms, and field research					44
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					44
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	122				
3.8 Total number per semester	150				
3.9 Number of credits <sup>5)</sup>	5				

### 4. Prerequisites (if applicable)

4.1 curriculum-related	• -
4.2 competences-related	• Critical thinking, communication skills, teamwork competencies

### 5. Conditions (if applicable)

5.1 for course development	• Classroom configured for using digital technologies
5.2 for seminar/ laboratory/ project development	• Classroom configured for using digital technologies

### 6. Specific competences

Professional competences	<p><b>Competence 1: Provides counseling to students</b></p> <p><b>Knowledge:</b> The graduate knows and understands fundamental theories of educational counseling and intervention techniques in intercultural contexts. The graduate knows the principles of intercultural communication and specifics of counseling for persons from diverse cultural backgrounds.</p> <p><b>Skills:</b> The graduate provides individual and group counseling adapted to the needs of students from various cultural backgrounds. The graduate applies counseling techniques for academic, social, and career adaptation issues in intercultural contexts.</p> <p><b>Responsibility and autonomy:</b> The graduate assumes responsibility for the quality of counseling services provided in multicultural educational settings. The graduate respects ethical principles and confidentiality in intercultural counseling practice.</p>
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#### 7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> <li>To develop competencies for understanding, analyzing, and intervening in intercultural educational contexts, promoting principles of inclusive education and intercultural dialogue in multicultural societies and in the context of international migration.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>■ To define and differentiate fundamental concepts: culture, interculturality, multiculturalism, transculturality, cultural diversity, and intercultural education</li> <li>■ To critically analyze theories and models of intercultural education (Bennett, Banks, Byram, Deardorff)</li> <li>■ To identify and understand educational challenges generated by international migration and cultural diversity in schools</li> <li>■ To develop personal and professional intercultural competence through self-reflection and cultural awareness</li> <li>■ To design and implement intercultural teaching strategies for multicultural classrooms</li> <li>■ To apply methods for managing intercultural conflicts and promoting social cohesion in educational settings</li> <li>■ To develop educational projects for integrating migrant students and promoting intercultural dialogue</li> </ul>

#### 8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Fundamental concepts in intercultural education: culture, cultural identity, diversity, multi/inter/transculturality	Lecture based on the .ppt presentation	1	
2. Theories and models of intercultural education: Bennett (DMIS), Banks (dimensions of multicultural education), Byram (intercultural competence)	Lecture based on the .ppt presentation, and debate	1	
3. International migration and educational challenges: language barriers, culture shock, adaptation, integration	Lecture based on the .ppt presentation, with case analysis	1	
4. Stereotypes, prejudices, and discrimination in educational contexts: psychosocial mechanisms and combating strategies	Lecture based on the .ppt presentation, with case analysis and debate	1	
5. Intercultural communication: communication styles, verbal and nonverbal communication, managing cultural misunderstandings	Lecture based on the .ppt presentation, with case analysis and debate	1	

6. Intercultural curriculum and intercultural pedagogies: teaching strategies, collaborative learning, multiple perspectives	Lecture based on the .ppt presentation, with case analysis and debate	1	
7. School-family-community partnership in intercultural contexts: collaboration with migrant parents, cultural mediation	Lecture based on the .ppt presentation, with case analysis and debate	1	
Bibliography 1. Banks, J. A., & Banks, C. A. M. (Eds.). (2019). <i>Multicultural Education: Issues and Perspectives</i> (10th ed.). Wiley. 2. Bennett, M. J. (2017). Development Model of Intercultural Sensitivity. In K. L. Seidel & D. K. Deardorff (Eds.), <i>The International Encyclopedia of Intercultural Communication</i> . Wiley-Blackwell. 3. Byram, M., Gribkova, B., & Starkey, H. (2002). <i>Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers</i> . Council of Europe. 4. Deardorff, D. K. (2020). <i>Manual for Developing Intercultural Competencies: Story Circles</i> . Routledge. 5. Nieto, S., & Bode, P. (2018). <i>Affirming Diversity: The Sociopolitical Context of Multicultural Education</i> (7th ed.). Pearson. 6. Portera, A. (2020). <i>Intercultural and Multicultural Education: Epistemological and Semantic Aspects</i> . Palgrave Macmillan. 7. Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2008). <i>Learning a New Land: Immigrant Students in American Society</i> . Harvard University Press. 8. UNESCO. (2013). <i>Intercultural Competences: Conceptual and Operational Framework</i> . UNESCO. 9. Hammer, M. R. (2012). The Intercultural Development Inventory: A New Frontier in Assessment and Development of Intercultural Competence. In M. Vande Berg et al. (Eds.), <i>Student Learning Abroad</i> . Stylus Publishing. 10. Abdallah-Pretceille, M. (2006). Interculturalism as a Paradigm for Thinking about Diversity. <i>Intercultural Education</i> , 17(5), 475-483.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Self-assessment of intercultural competence: applying the IDI questionnaire (Intercultural Development Inventory) and personal reflection	Role play, simulation, analysis of small group activities	1	
2. Case analysis: experiences of migrant students in the Romanian educational system	Debate, role play	1	
3. Workshop: identifying and deconstructing cultural stereotypes through experiential exercises	Debate, role play	1	
4. Simulation: managing intercultural conflicts in the classroom - scenarios and resolutions	Case study, practical application, exercises	1	
5. Developing intercultural teaching activities: lessons, projects, materials for diverse classrooms	Case study, practical application, exercises	1	
6. Analysis of international best practices: migrant student integration programs (Canada, Germany, Sweden)	Case study, practical application, exercises	1	
7. Presentation and evaluation of intercultural intervention projects developed by students	Debate, role play	1	
Bibliography 1. Gorski, P. C. (2016). Rethinking the Role of Critique in Transformative Professional Development for Multicultural Teacher Education. <i>Race Ethnicity and Education</i> , 19(4), 805-822. 2. Landis, D., Bennett, J. M., & Bennett, M. J. (Eds.). (2004). <i>Handbook of Intercultural Training</i> (3rd ed.). Sage Publications. 3. Cushner, K., & Mahon, J. (2009). Intercultural Competence in Teacher Education. In D. K. Deardorff (Ed.), <i>The SAGE</i>			

Handbook of Intercultural Competence. Sage Publications.

4. Gay, G. (2018). Culturally Responsive Teaching: Theory, Research, and Practice (3rd ed.). Teachers College Press.

5. Sleeter, C. E. (Ed.). (2011). Professional Development for Culturally Responsive and Relationship-Based Pedagogy. Peter Lang.

6. Parekh, B. (2006). Rethinking Multiculturalism: Cultural Diversity and Political Theory (2nd ed.). Palgrave Macmillan.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The course develops fundamental competencies for exercising professional roles in the field of international migration at the specialist level. The course develops skills necessary for understanding, analyzing, and interacting with migrants.

#### 10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct definition of concepts, theories, and perspectives in intercultural education; Capacity for critical analysis of intercultural phenomena; Coherent and scientifically grounded argumentation; Application of theories to practical situations	Oral assessment (individual oral exam with preparation)	60%
10.5 Seminar/ laboratory/ project	Active participation in seminars; Quality and depth of analyses; Creativity and applicability in intercultural project; Self-reflection and cultural awareness; Compliance with deadlines and formal requirements	Individual portfolio	40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> <li>Creating a competence profile of the teacher /counsellor from the perspective of intercultural education.</li> </ul>			

This course outline was certified in the Department Board meeting on 15/09/2025 and approved in the Faculty Board meeting on 15/09/2025.

<b>Prof. dr. Ana-Maria CAZAN,</b> Dean	<b>Conf. dr. Mihaela VOINEA,</b> Head of department
<b>Assoc. Prof. Dr. Daniela Popa</b> Course holder	<b>Assoc. Prof. Dr. Daniela Popa</b> Holder of the seminar