

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 ¹⁾	Sciences of Education
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

2. Data about the course

2.1 Name of course	Psychoeducational interventions for disadvantaged groups							
2.2 Course convenor	Assoc. Prof. Popa Daniela							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Popa Daniela							
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	PC
							Attendance type ⁴⁾	CPC

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

3.1 Number of hours per week	4	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					60
Additional documentation in libraries, specialized electronic platforms, and field research					40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					40
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		144			
3.8 Total number per semester		200			
3.9 Number of credits ⁵⁾		8			

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Critical thinking
4.2 competences-related	<ul style="list-style-type: none"> Collaboration skills

5. Conditions (if applicable)

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

6. Specific competences and learning outcomes

Professional competences	<p>C 4: Carries out educational activities</p> <p>Knowledge: L.O.19. The graduate knows the principles of planning and organizing educational activities for various categories of audiences. L.O.20. The graduate understands the specifics of educational activities in intercultural and inclusive environments. Skills: L.O. 21. The graduate plans, conducts, and supervises educational activities adapted to a multicultural target audience. L.O.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and autonomy: 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>C 6: Develops individual learning plans</p> <p>Knowledge: L.O.31. Graduates are familiar with the principles of personalised learning and methodologies for developing individual plans. L.O.32. Graduates understand the diversity of learning styles and individual educational needs in intercultural contexts. Skills: 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. Responsibility and autonomy: 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>

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

7.1 General course objective	<ul style="list-style-type: none"> Acquiring cognitive skills and the ability to work with specialized concepts in the field of psycho-educational interventions for disadvantaged groups
7.2 Specific objectives	<ul style="list-style-type: none"> Acquiring theoretical and practical knowledge and skills to design and implement psycho-educational interventions for disadvantaged groups and advocacy actions for vulnerable groups

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Disadvantaged groups – conceptual definitions	Lecture	2	
Access to education for disadvantaged groups	Reflection, debate	2	
EU policies for disadvantaged groups	Reflection, case study	2	
Equity in education	Reflection, debate, case study	4	
How names, titles, and pronouns can promote equity and inclusion in education	Reflection, debate	4	
School, education, and reducing early school leaving	Reflection, debate	2	
Projects to increase access to education for disadvantaged groups	Reflection, debate	4	
Psycho-educational interventions for disadvantaged groups. Best practices	Lecture	4	
New learning arrangements and pedagogies	Lecture	2	
Educational equity in times of crisis			
<p>Bibliography</p> <ol style="list-style-type: none"> OECD (2018), <i>Catching Up? Country Studies on Intergenerational Mobility and Children of Immigrants</i>, OECD Publishing, Paris, https://doi.org/10.1787/9789264301030-en. Phelps-Ward, R., & Kim, W. P. (Eds.). (2022). <i>The Power of Names in Identity and Oppression: Narratives for Equity in Higher Education and Student Affairs</i>. Taylor & Francis. Rudling, E. S., Emery, S., Shelley, B., te Riele, K., Woodroffe, J., & Brown, N. (2023). <i>Education and Equity in Times of</i> 			

Crisis: Learning, Engagement and Support. Springer Nature. 4. Scheffer, J. (2024). <i>Mirrored Spaces: Social Inequality in the Digital Age</i> (p. 166). Springer Nature.			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Social inclusion policies for vulnerable groups	Demonstration	2	
2. Discrimination and strategies to combat discrimination	Applications	2	
3. The importance of social skills in preventing risk situations and achieving academic success	Applications	2	
4. Provision systems and intersectional vulnerability	Applications	2	
5. Public perception of disadvantaged social groups and forms of intervention for social inclusion financed by European funds	Applications	2	
6. Guidelines for setting up social enterprises for disadvantaged groups	Demonstration, exercises	4	
Bibliography 1. Arpinte, D. (2017). Percepția populației cu privire la grupurile sociale dezavantajate și formele de intervenție pentru incluziunea socială finanțate din fondurile europene. <i>Calitatea vieții</i> , 28(1), 26-38. 2. Malik-Liévano, B., Álvarez-González, B., Sánchez-García, M. F., & Irving, B. A. (2020). International Perspectives on Research in Educational and Career Guidance. 3. Nieto, S. (2021). Intersectionality in education: Toward more equitable policy, research, and practice. Teachers College Press. 4. Broer, M., Bai, Y., & Fonseca, F. (2019). <i>Socioeconomic inequality and educational outcomes: Evidence from twenty years of TIMSS</i> (p. 83). Springer nature.			

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

The content of the course is in line with the recommendations of the professional association.
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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	Quality of arguments presented Scientific documentation Critical thinking Creativity	Oral exam - project presentation	60%
10.5 Seminar/ laboratory/ project	Accuracy and completeness of all portfolio assignments. Active participation in seminars	Portfolio; Submission of the portfolio is mandatory for passing the course	40 %
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Demonstration (in the final assessment) of mastery of the fundamental theoretical and practical aspects of the discipline. To pass the discipline, a minimum score of 50% of the final exam grade is required. 			

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 Brasov
1.2 Faculty	Psychology and educational sciences
1.3 Department	Psychology and educational sciences
1.4 Field of study ¹⁾	Educational Sciences
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Context

2. Data about the course

2.1 Name of course	Psychoeducational assessment							
2.2 Course convenor	Assoc. prof. David Laura Teodora, Ph.D.							
2.3 Seminar convenor	Assoc. prof. David Laura Teodora, Ph.D.							
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	PC
							Attendance type ⁴⁾	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	2	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					55
Additional documentation in libraries, specialized electronic platforms, and field research					38
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					36
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		133			
3.8 Total number per semester		175			
3.9 Number of credits ⁵⁾		7			

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Advanced theory in developmental psychology
4.2 competences-related	<ul style="list-style-type: none"> Applying advanced concepts in developmental and personality psychology

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none">
5.2 for seminar development	<ul style="list-style-type: none">

6. Specific competences

Professional competences	<p>C2: Identifies educational needs</p> <p>Knowledge: L.O.7. The graduate knows the methodologies for analyzing educational needs in multicultural contexts. L.O. 8. The graduate understands the specifics of the educational needs of pupils and students from diverse cultural backgrounds. Skills: L.O.9. The graduate applies tools and techniques for identifying educational needs in multicultural organizations and communities. L.O.10. The graduate analyzes and prioritizes educational needs for the development of inclusive programs and policies. Responsibility and autonomy: L.O.11. The graduate demonstrates autonomy in investigating and documenting complex educational needs. L.O.12. The graduate assumes responsibility for the accuracy of the needs analysis in diverse environments.</p>
	<p>C5: Evaluates educational programs</p> <p>Knowledge L.O.25. The graduate knows the methodologies for evaluating educational programs and relevant performance indicators. L.O.26. The graduate understands the principles of evaluation in intercultural contexts and specific quality criteria. Skills: L.O..27. The graduate applies evaluation tools and methods to measure the effectiveness of educational programs. L.O.28. The graduate analyzes and interprets evaluation results to improve programs in multicultural environments. Responsibility and autonomy: L.O. 29. The graduate assumes responsibility for the objectivity and rigor of the evaluation process. L.O.30. The graduate demonstrates autonomy in formulating recommendations for improving educational programs.</p>
	<p>C 6: Develops individual learning plans</p> <p>Knowledge: L.O.31. The graduate knows the principles of personalizing learning and the methodologies for developing individual plans. L.O.32. The graduate understands the diversity of learning styles and individual educational needs in intercultural contexts. Skills: L.O.33. The graduate develops individual learning plans adapted to the needs, abilities and cultural context of the learners. L.O.34. The graduate monitors and adjusts the learning plans based on the progress and feedback of the learners. Responsibility and autonomy: L.O.35. The graduate demonstrates autonomy in personalizing the learning process for each learner. L.O.36. The graduate assumes responsibility for the relevance and feasibility of the plans developed</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Acquiring cognitive skills and the ability to operate with specialized concepts in the field of psychology assessment
7.2 Specific objectives	<ul style="list-style-type: none"> To acquire theoretical and practical knowledge and skills necessary to use assessment tools in order evaluate children and adolescents in educational context To design a personalized psychoeducational intervention plan To communicate adequately in the multidisciplinary team

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The role of assessment in educational context	Lecture	2	
Psychological assessment of young ages.	Lecture	2	
Observation and interviews as assessment methods	Lecture, didactic demonstration	4	
Tests for the assessment of visual-motor coordination	Lecture, didactic demonstration	2	
Assessment of intelligence and cognitive skills	Lecture, didactic demonstration	4	
Behavioural assessment methods	Lecture, didactic demonstration	2	
Projective methods in assessment	Lecture, didactic	4	

	demonstration		
Psychological assessment through questionnaires and scales	Lecture, didactic demonstration	4	
Assessment in learning disorders	Lecture, didactic demonstration	2	
Psychodiagnosis of pervasive disorders	Lecture, didactic demonstration	2	

Bibliography

1. Aiken, L.R. (1997). *Psychological Testing and Assessment*, Boston: Allyn and Bacon.
2. Carter, P. (2007). *IQ and Psychometric tests*. London, Philadelphia: Kogan Page.
3. Gregory, R.J. (2000). *Psychological Testing*. Boston: Allyn & Bacon, Inc.
4. Kaplan, R.M., Saccuzzo, D.P. (2013). *Psychological Testing. Principles, Applications and Issues*, Wadsworth, Cengage Learning.
5. Murphy, K.R., Davidshofer, C.O (2001). *Psychological Testing. Principles and applications*. New Jersey: Prentice Hall, Inc.
6. Ramsay, M.C., Reynolds, C.R., Kamphaus, R. W. (2002). *Essential of Behavioral Assessment*. New York: John Wiley & Sons, Inc

8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
1. Psychometric scales and screening tests	Demonstration	2	
2. Intelligence assessment	Application, scoring, interpretation	2	
3. Memory and attention assessment	Application, scoring, interpretation	2	
4. Language assessment	Application, scoring, interpretation	2	
5. Personality assessment	Application, scoring, interpretation	2	
6. Disorder assessment in educational context	Demonstration, exercises	4	

Bibliography

1. Aiken, L.R. (1997). *Psychological Testing and Assessment*, Boston: Allyn and Bacon.
2. Gregory, R.J. (2000). *Psychological Testing*. Boston: Allyn & Bacon, Inc

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

The contents of the discipline are in accordance with the recommendations of the professional association

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The correct identification of a psychological test, depending on its applicability and the particularities of the client in his life context	Written exam	50%

10.5 Seminar	Submission of 2 assignment Active participation in the seminar	Assignment 1 Assignment 2 Active participation	50% 20% 20% 10%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Demonstration (in the final evaluation) of mastering the fundamental theoretical and practical aspects of the discipline. In order to pass the discipline is required to obtain a minimum of 50% of the final exam score. 			

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, PhD Dean	Assoc. Prof. Mihaela Voinea, PhD Head of department
Assoc. Prof. Laura Teodora David, PhD Course holder	Assoc. Prof. Laura Teodora David, PhD Holder of seminar

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 of..... ¹	Science of Education
1.5 Cycle of studii ²⁾	Master
1.6 Program of study/qualification	Education and counselling in an intercultural context (in English)

2. Data about the course

2.1 Name of discipline	Mentoring and coaching							
2.2 Title of the course	Lecturer Dr. Oana Alina BOTA							
2.3 Title of seminar/laboratory/project activities	Lecturer Dr. Oana Alina BOTA							
2.4 Year of study	2	2.5 semester	3	2.6 Type of assessment	E	2.7 the discipline	Content 3 ¹⁾	DAP
							Obligativitation ⁴⁾	DI

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

3.1 hours per week	3	of which: 3.2 course	2	3.3 workshop/ laboratory/ project	1
3.4 hours of the curriculum	42	of which: 3.5 course	28	3.6 workshop/ laboratory/ project	14
Distribution of the time fund					hours
Study by manual, course support, bibliography and notes					60
Additional documentation in the library, on specialized electronic platforms and on the field					60
Preparation of seminars/laboratories/projects, topics, reports, portfolios and essays					10
Tutored					
Examinations					2
Other activities.....					
3.7 hours of student activity	133				
3.8 total hours per semester	175				
3.9 Numărul de credite ⁵⁾	7				

4. Preconditions (where applicable)

4.1 of curriculum	Knowledge in pedagogy, curriculum, educational management and educational policies
4.2 skills	Ability to analyze different concepts in the educational sphere Reflexive attitude toward exploring the educational phenomenon

5. Conditions (where applicable)

5.1 of course	Laptop, video projector
5.2 of the seminar/laboratory/project	Laptop, video projector

6. Specific competences and learning outcomes

Professional competences	<p>Competency 1: Provides counselling and guidance to pupils and students</p> <p>Knowledge: L.O.1. The graduate knows and understands the fundamental theories of educational counselling and intervention techniques in intercultural contexts. L.O.2. The graduate is familiar with the principles of intercultural communication and the specific features of counselling for individuals from diverse cultural backgrounds. Skills: L.O.3. The graduate provides individual and group counselling adapted to the needs of pupils and students from various cultural environments. L.O.4. The graduate applies counselling techniques for issues related to academic, social, and career adaptation in intercultural contexts. Responsibility and autonomy: L.O.5. The graduate takes responsibility for the quality of counselling services provided in multicultural educational settings. L.O.6. The graduate respects ethical principles and confidentiality in intercultural counselling practice.</p>
	<p>Competency 8: Cooperates with teaching staff</p> <p>Knowledge: L.O.43. The graduate is familiar with the principles of professional collaboration and teamwork techniques within educational environments. L.O.44. The graduate understands the roles and responsibilities of different categories of teaching staff in intercultural contexts. Skills: L.O.45. The graduate collaborates effectively with multicultural teaching teams to achieve shared educational objectives. L.O.46. The graduate facilitates communication and coordination among members of educational teams in diverse environments. Responsibility and autonomy: L.O.47. The graduate demonstrates autonomy in establishing and maintaining constructive professional relationships. L.O.48. The graduate takes responsibility for his or her contribution to the success of the educational team.</p>

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

7.1 General course objective	Applying pedagogical concepts, theories, and principles across diverse educational contexts
7.2 Specific objectives	<p>Understanding and applying knowledge in the field of mentoring and coaching</p> <p>Identifying and analyzing the main models of mentoring and coaching</p> <p>Practicing the ability to apply various mentoring and coaching strategies in different professional contexts</p>

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to Mentoring and Coaching	Lecturing	2	
Mentoring vs. Coaching	Description	2	
Key Competencies of the Mentor and the Coach	Case study	2	
Coaching Models (GROW, CLEAR, OSKAR, FUEL)	Explaining	2	
Mentoring Models	Reflecting	2	
The Mentoring and Coaching Process	Heuristic conversation	2	
Mentoring in the Training of Novice Teachers		2	
Coaching for Career Development in Education		2	
Mentoring and Coaching for Pupils and Students		2	
Intercultural Models (Berry, Deardorff, Hall, Hofstede)		2	
Mentoring and Coaching in Intercultural Counselling		2	
Mentoring and Coaching in Organizations		2	

Mentoring and Coaching in Educational Communities and NGOs		2	
Evaluation and Sustainability of Mentoring and Coaching Programs		2	
<p>Bibliography</p> <p>Catalano, H. (2023). Teaching practice mentors – analiza nevoilor de dezvoltare profesională. Revista de Pedagogie.</p> <p>Runcan, R. (2022). Consiliere și mentorare cu impact. Capitolul 2: Coaching și/sau mentorare?. ResearchGate.</p> <p>Universitatea Lucian Blaga din Sibiu. (2021). Ghidul Mentorului – PROF. Sibiu: ULBS.</p> <p>Universitatea Lucian Blaga din Sibiu. (2021). Mentorat în cariera didactică – PROF. Sibiu: ULBS.</p> <p>Centrul Județean de Resurse și Asistență Educațională Neamț. (2024). Rolul profesorului mentor în educația viitorului. CCD Neamț.</p> <p>Universitatea Transilvania din Brașov. (2021). Ghid UniCulture privind comunicarea interculturală și incluziunea socială. Erasmus+ UniCulture.</p> <p>iTeach. (2022). Educația interculturală – resurse pentru profesori. iTeach.ro.</p> <p>Revista de Pedagogie. (2022). Educația interculturală în România: analiză de conținut a manualelor de Educație socială.</p> <p>Revista de Pedagogie. (2021). Dosar tematic Educația interculturală (Număr special).</p> <p>Agenția de Dezvoltare Comunitară „Împreună”. (2021). Educația interculturală: de la teorie la practică în școli multietnice din România.</p> <p>EuroEd Iași. (2019). Manualul Mentorului. Iași: EuroEd.</p> <p>Revista Educația 21. (2023). Mentorship for Teacher Induction. UBB Cluj-Napoca.</p> <p>Patel, N., Calhoun, D. W., & Tolman, S. (2024). Understanding the role of cultural competence in peer mentorship programs for international students: A student development theory perspective. Georgia Journal of College Student Affairs, 40(1), 62–80. https://files.eric.ed.gov/fulltext/EJ1416733.pdf ERIC</p> <p>Brown, M., & Chartier, N. (2025). A mixed methods evaluation of a peer mentoring programme (PASS) for international postgraduate students: Mentee and mentor perspectives. Journal of Learning Development in Higher Education, (36). https://files.eric.ed.gov/fulltext/EJ1480558.pdfERIC</p> <p>Adebayo, B., & Sunderman, H. M. (2023). Intercultural mentoring in higher education. Journal of Leadership Studies, 17(3), 66–73. https://doi.org/10.1002/jls.21868 (acces liber pe Wiley „Full”) Wiley Online Library</p> <p>Adebayo, B., & Sunderman, H. M. (2025). Investigating the perceived link between intercultural mentoring and cultural competence among graduate students and faculty. New Directions for Student Leadership, 2025(186), 11–18. https://doi.org/10.1002/yl.20669 (OA via PubMed/PMC) PubMed</p> <p>Atenas, J., Havemann, L., Timmermann, C., & Dimitriadis, Y. (2023). A conceptual approach to transform and enhance academic mentorship: Through open educational practices. Open Praxis, 15(4), 271–287. https://doi.org/10.55982/openpraxis.15.4.595 (OA) Open Praxis</p> <p>Smith, E. P., & Desimone, L. M. (2025). Coach and teacher alignment in the context of educational change. Journal of Educational Change, 26(2), 373–396. https://link.springer.com/journal/10833/articles (articol marcat Open Access) SpringerLink</p> <p>Le, H. G., Sok, P., & Heng, K. (2024). The benefits of peer mentoring in higher education: Findings from a systematic review. Journal of Learning Development in Higher Education, (31). https://files.eric.ed.gov/fulltext/EJ1447398.pdfERIC</p> <p>Weiland, S. (2024). Impact of coaching on teacher development and student achievement (Master’s capstone). Concordia University, St. Paul. https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1125&context=teacher-education_masters (OA) digitalcommons.csp.edu</p> <p>Miller, B. (2024). Developing inclusive practices through peer coaching in college science teaching (Doctoral dissertation). University of North Dakota. https://commons.und.edu/cgi/viewcontent.cgi?article=7481&context=theses</p> <p>Ayala, G., & Hains, B. J. (2025). Impact of cognitive functioning on the mentoring relationship for international graduate students. Journal of International Agricultural and Extension Education, 32(2). https://newprairiepress.org/jiaee/vol32/iss2/3/ (OA) New Prairie Press</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning	Number of	Remarks

	methods	hours	
Self-Exploration and Personal Styles	Description	2	
Active Listening and Powerful Questioning	Case study	2	
Intercultural Case Studies	Explaining	2	
Designing a Mentoring/Coaching Plan	Reflecting	2	
Coaching Session Simulation	Heuristic conversation	2	
Observation and Analysis of Existing Programs		2	
Final Presentations and Reflections		2	
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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 the final grade
10.4 Course	Scientific content Bibliographic documentation Logical, fluent, and coherent expression	Oral exam	70%
10.5 Seminar		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.

Professor dr. Ana – Maria CAZAN, Dean	Associated professor dr. Mihaela VOINEA, Head of Department
Lecturer PhD. Oana Alina BOTA Course holder	Lecturer PhD. Oana Alina BOTA 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 ¹⁾	Education Sciences
1.5 Study level ²⁾	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			Specialized practice					
2.2 Course convenor			Astrid Hamberger					
2.3 Seminar/ laboratory/ project convenor			Astrid Hamberger					
2.4 Study year	II	2.5 Semester	4	2.6 Evaluation type	P	2.7 Course status	Content ³⁾	SP
							Attendance type ⁴⁾	DOB

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

3.1 Number of hours per week	4	out of which: 3.2 lecture	-	3.3 seminar/ laboratory/ project	4
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	-	3.6 seminar/ laboratory/ project	56
Time allocation					hours
Study of textbooks, course support, bibliography and notes					12
Additional documentation in libraries, specialized electronic platforms, and field research					75
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					45
Tutorial					8
Examinations					4
Other activities.....					-
3.7 Total number of hours of student activity	144				
3.8 Total number per semester	200				
3.9 Number of credits ⁵⁾	8				

4. Prerequisites (if applicable)

4.1 curriculum-related	-
4.2 competences-related	• Analytical, synthesis, and argumentation skills

5. Conditions (if applicable)

5.1 for course development	• -
5.2 for seminar/ laboratory/ project development	• -

6. Specific competences

Professional competences	Competence 5: Evaluates educational programs Knowledge: L.O.25. Graduates are familiar with the methodologies for evaluating educational programs and the relevant performance indicators. L.O.26. Graduates understand the principles of evaluation in intercultural contexts and the specific quality criteria. Skills: L.O.27. Graduates apply assessment tools and methods to measure the effectiveness of educational programs. L.O.28. Graduates analyze and interpret assessment results to improve programs in multicultural environments. Responsibility and autonomy: L.O.29. Graduates take responsibility for the objectivity and rigor of the evaluation process. L.O.30. Graduates demonstrate autonomy in formulating recommendations for improving educational programs.
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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"> Developing the ability to apply knowledge in the field of Educational Sciences
7.2 Specific objectives	<ul style="list-style-type: none"> Developing the ability to identify and define an educational problem that requires an empirical approach Developing the ability to design, carry out, and evaluate activities in an intercultural context Critical analysis of intercultural/inclusive educational policy documents Developing programs aimed at facilitating intercultural inclusion

8. Content

8.1 Course

Not applicable

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Organization of working groups: establishing groups and practice locations		4	
Study of educational policy documents in intercultural and inclusive contexts		8	
Observational practice		20	
Planning educational/counseling activities		10	
Conducting educational/counseling activities		8	
Evaluation of practice activities		6	
Bibliography Rudling, E. S., Emery, S., Shelley, B., te Riele, K., Woodroffe, J., & Brown, N. (2023). Education and Equity in Times of Crisis: Learning, Engagement and Support. Springer Nature. Brigman, G., Villares, E., Mullis, F., Webb, L. D., & White, J. F. (2021). School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel. John Wiley and Sons. Bosio, E., (2021). Conversations on Global Citizenship Education: Perspectives on Research, Teaching, and Learning in Higher Education. Routledge. Pasian, B. L., & Williams, N. L. (Eds.) (2023). De Gruyter Handbook of Responsible Project Management. Walter de Gruyter GmbH & Co KG.			

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

The content of the course is in accordance with the recommendations of the professional association.
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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	-	-	-
10.5 Seminar/ laboratory/ project	Presentation and evaluation of educational/ counselling programs by group	Colloquium, group project	100%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Accuracy of the design and implementation of educational/counselling programs • Minimum grade of 5 in the group project 			

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 the seminar

COURSE OUTLINE

1. Data about the study programme

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

2. Data about the course

2.1 Name of course	Health Education							
2.2 Course convenor	Assoc. prof. David Laura Teodora							
2.3 Seminar/ laboratory/ project convenor	Assoc. prof. David Laura Teodora							
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	PC
							Attendance type ⁴⁾	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					50
Additional documentation in libraries, specialized electronic platforms, and field research					35
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					40
Tutorial					8
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	1				
3.8 Total number per semester	175				
3.9 Number of credits ⁵⁾	7				

4. Prerequisites (if applicable)

4.1 curriculum-related	• Advanced theory in developmental psychology
4.2 competences-related	• Applying advanced concepts in developmental and personality psychology

5. Conditions (if applicable)

5.1 for course development	•
5.2 for seminar/ laboratory/ project development	•

6. Specific competences

Professional competences	C1: Provides counselling to students Knowledge: L.O.1. The graduate knows and understands the fundamental theories of educational counselling and intervention techniques in intercultural contexts. L.O.2. The graduate knows the principles of intercultural communication and the specifics of counselling for people from diverse cultural backgrounds. Skills: L.O.3. The graduate offers individual and group counselling adapted to the needs of students from diverse cultural backgrounds. L.O.4. The graduate applies counselling techniques for academic, social and career adaptation problems in intercultural contexts. Responsibility and autonomy: L.O.5. The graduate assumes responsibility for the quality of counselling services provided in multicultural educational environments. L.O.6. The graduate respects ethical principles and confidentiality in the practice of intercultural counselling.
	C2: Identifies educational needs Knowledge: L.O.7. The graduate knows the methodologies for analysing educational needs in multicultural contexts. L.O.8. The graduate understands the specifics of the educational needs of pupils and students from diverse cultural backgrounds. Skills: L.O.9. The graduate applies tools and techniques for identifying educational needs in multicultural organizations and communities. L.O.10. The graduate analyses and prioritizes educational needs for the development of inclusive programs and policies. Responsibility and autonomy: L.O.11. The graduate demonstrates autonomy in investigating and documenting complex educational needs. L.O.12. The graduate assumes responsibility for the accuracy of the needs analysis in diverse environments.

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

7.1 General course objective	The use of psychological knowledge to explain and interpret processes, states, relationships, individual psychological mechanisms in relation to health and illness
7.2 Specific objectives	<ul style="list-style-type: none"> Planning the steps of an intervention program for health promotion Adequate communication and relationship with the participants involved in the intervention process

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Health and illness. Concepts and delimitation	Lecture	2	
Prevention and life style	Lecture, didactic demonstration	2	
Psychological and social factor in health and illness	Lecture, didactic demonstration	2	
Health promotion in addictive behaviour (alcohol, tobacco, drugs)	Lecture, didactic demonstration	2	
Educational programs in mental health	Lecture, didactic demonstration	2	
Public health issues and educational programs (obesity, physical exercise, health monitoring, sexual education)	Lecture, didactic demonstration	2	
Stress: evolution of the concept, definition, methods of intervention	Lecture, didactic demonstration	2	
Bibliography Bennett, P. (2000). Introduction to clinical health psychology. Philadelphia: Open University Press. Plante, T.G. (2005). <i>Contemporary clinical psychology</i> . New-Jersey: John Wiley & Sons, Inc. Roberts, M.C., Ilardi, S.S. (2005). <i>Handbook of research methods in clinical psychology</i> . New-York: Blackwell Pbl.			

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
7. Health and illness: psychological correlates from the perspective of health psychology	Lecture	2	
8. Assessing life style	Demonstration	2	
9. The psychological assessment of risk behaviours	Demonstration	2	
10. Smoking: Risk assessment; Intervention and prevention techniques	Conversation, small group activity (triad technique)	4	
11. Alcohol: Risk assessment; Intervention and prevention techniques	Conversation, small group activity (triad technique)	4	
12. Drug use: Risk assessment; Intervention and prevention techniques	Conversation, small group activity (triad technique)	2	
13. Awareness and education in public health – obesity, sexual life, physical activity	Conversation, small group activity (triad technique)	4	
14. Awareness and education in mental health	Conversation, small group activity (triad technique)	2	
15. Prevention techniques and individual stress therapy: autogenic training, progressive relaxation, bio-feedback, meditation	Demonstration, exercises	2	
16. Bio-psycho-social model in chronic illness	Demonstration, exercises	2	
Bibliography Bennett, P. (2000). Introduction to clinical health psychology. Philadelphia: Open University Press. Plante, T.G. (2005). <i>Contemporary clinical psychology</i> . New-Jersey: John Wiley & Sons, Inc. Roberts, M.C., Ilardi, S.S. (2005). <i>Handbook of research methods in clinical psychology</i> . New-York: Blackwell Pbl.			

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

The contents of the discipline are in accordance with the recommendations of the professional association

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	The correct explanation of a process, state, situation, behaviour in the field of health psychology	Written exam	20
	Designing and analysing intervention stages specific to the field of health psychology	Written exam	30
10.5 Seminar/ laboratory/ project	Designing intervention methods for health promotion	Portfolio; Submitting the portfolio is mandatory for passing the discipline	50
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Demonstration (in the final evaluation) of mastering the fundamental theoretical and practical aspects of the 			

discipline. In order to pass the discipline is required to obtain a minimum of 50% of the final exam score.

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, PhD Dean	Assoc. Prof. Mihaela Voinea, PhD Head of department
Assoc. Prof. Laura Teodora David, PhD Course holder	Assoc. Prof. Laura Teodora David, PhD 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 ¹⁾	Sciences of Education
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

2. Data about the course

2.1 Name of course	Digitization of education							
2.2 Course convenor	Assoc. Prof. Popa Daniela							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Popa Daniela							
2.4 Study year	2	2.5 Semester	4	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	SC
							Attendance type ⁴⁾	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					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					35
Tutorial					
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity	97				
3.8 Total number per semester	125				
3.9 Number of credits ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Theories of learning. Modern developments
4.2 competences-related	<ul style="list-style-type: none"> Communication skills Teamwork skills

5. Conditions (if applicable)

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

6. Specific competences and learning outcomes

Professional competences	<p>C 9: Develops digital educational materials</p> <p>Knowledge: L.O.49. The graduate knows the principles of digital instructional design and modern educational technologies. L.O.50. The graduate understands the specifics of developing educational materials for intercultural and inclusive environments. Skills: L.O.51. Graduates create and adapt interactive and accessible digital educational materials for diverse audiences. L.O.52. Graduates use digital technologies to develop culturally responsive educational resources. Responsibility and autonomy: L.O.53. Graduates demonstrate autonomy in choosing and using technologies for the development of educational materials. L.O.54. Graduates take responsibility for the quality and accessibility of the digital materials they create.</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"> Applying the principles of digital education in optimizing educational materials and practices in an intercultural context
7.2 Specific objectives	<ul style="list-style-type: none"> Applying the concepts of digital education in an intercultural context Implementing educational interventions using digital tools that have an impact on life, learning, and human relationships Developing social skills for sustainable education in different contexts.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Lecture 1: The Psychology of Digital Learning	Interactive Lecture with Think-Pair-Share, Concept Mapping	2	
Lecture 2: Pedagogical Foundations of Digital Education	Jigsaw Method Case Study Analysis	2	
Lecture 3: Digital Instructional Design & Content Creation	Model Comparison, Station Rotation, Exercise	2	
Lecture 4: Digital Tools for Educational Content Development	"Try It Now" Micro-Workshops Selection Decision Matrix	2	
Lecture 5: Intercultural Communication in Digital Learning Environments Case studies: global online learning initiatives	Individual reflection Small group sharing Case Study	2	
Lecture 6: Inclusive Design & Accessibility Accessibility standards and assistive technologies	Station rotations UDL Principle Workshop	2	
Lecture 7: Assessment, Ethics & Future Trends	Ethical Dilemma Debates Fishbowl, Reflection	2	

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Associates Ltd. Retrieved from <https://pressbooks.bccampus.ca/teachinginadigitalagev2/>

Bates, A.W. (2019). Teaching in a Digital Age – Second Edition. Vancouver, B.C.: Tony Bates

Beetham, H., & Sharpe, R. (Eds.). (2019). *Rethinking pedagogy for a digital age: Principles and practices of design*. Routledge.

Dobson, S., Svoen, B., Agrusti, G., & Hardy, P. (2024). Learning Inclusion in a Digital Age: Belonging and Finding a Voice with the Disadvantaged (p. 184). Springer Nature.

Li, M., Han, X., & Cheng, J. (2024). *Handbook of educational reform through blended learning* (p. 418). Springer Nature.

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1.Digital Literacy Audit & Needs Analysis	Context analysis using case studies Reflective writing for portfolio	2	
2. Storyboarding & Scripting	Storytelling circle, Scaffolded practice, Think-aloud modeling, Writing workshop approach for scripts	2	
3-4. Creating Interactive Content	Flipped lab, Learning stations Pair programming approach for digital creation	4	
5. Cross-Cultural Projects	Design thinking, Role-play	2	
6. Accessibility Workshop	Remediation practice, Pair testing	2	
7. Portfolio Presentations	Panel format: Rotating evaluators Q&A sessions: Defending design choices Reflection circle	2	
Bibliography <ol style="list-style-type: none"> 1. "Digital Learning" - Microsoft Educator Center, https://education.microsoft.com/ 2. Bates, A.W. (2019). Teaching in a Digital Age – Second Edition. Vancouver, B.C.: Tony Bates Associates Ltd. Retrieved from https://pressbooks.bccampus.ca/teachinginadigitalagev2/ 3. https://calibr.ai/blogs/addie-vs-sam-model 4. https://edtechbooks.org/ 5. https://thelearningcoach.com/podcasts/ 6. https://www.shiftelearning.com/blog/top-instructional-design-models-explained 7. Wiggins, G., & McTighe, J. (2011). The understanding by design guide to creating high-quality units. ASCD. 			

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

The content of the course is in line with the recommendations of the professional association.
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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	Quality of arguments presented; Scientific documentation; Critical thinking; Creativity.	Oral exam - project presentation A complete digital lesson/unit for a specific subject	60%
10.5 Seminar/ laboratory/ project	Active participation in seminars Peer evaluation using quality criteria Reflection on professional development	Digital storytelling projects	40 %
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Demonstration (in the final assessment) of mastery of the fundamental theoretical and practical aspects of the discipline. 			

- To pass the discipline, a minimum score of 50% of the final exam grade is required.

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 ¹⁾	Sciences of Education
1.5 Study level ²⁾	Master
1.6 Study programme/ Qualification	Teaching, Learning and Counselling in Intercultural Contexts

2. Data about the course

2.1 Name of course	Training for personal and professional development							
2.2 Course convenor								
2.3 Seminar/ laboratory/ project convenor	HENTER RAMONA							
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	DSI
							Attendance type ⁴⁾	DI

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

3.1 Number of hours per week	2	out of which: 3.2 lecture	0	3.3 seminar/ laboratory/ project	2
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	0	3.6 seminar/ laboratory/ project	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					40
Additional documentation in libraries, specialized electronic platforms, and field research					50
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					28
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 ⁵⁾		5			

4. Prerequisites (if applicable)

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

5. Conditions (if applicable)

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

6. Specific competences and learning outcomes

Professional competences	<p>Competence 3: Applies teaching strategies</p> <p>Knowledge: L.O.13. The graduate knows and understands various modern teaching strategies and the principles of contemporary pedagogy. L.O.14. The graduate knows learning theories and their applicability in various educational contexts. Skills: L.O.15. Graduates select and implement teaching strategies appropriate for different learning styles and cultural contexts. L.O.16. Graduates adapt teaching methods to the specific characteristics and needs of learners. Responsibility and autonomy: L.O.17. Graduates demonstrate autonomy in choosing and implementing optimal teaching strategies. L.O. 18. Graduates take responsibility for the effectiveness of the learning process they facilitate.</p>
	<p>Competence 4: Carries out educational activities</p> <p>Knowledge: 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. Skills: L.O.21. The graduate plans, conducts, and supervises educational activities adapted to the multicultural target audience. L.O.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and autonomy: 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>Competence 6: Develops individual learning plans</p> <p>Knowledge: L.O.31. Graduates are familiar with the principles of personalised learning and methodologies for developing individual plans. L.O.32. Graduates understand the diversity of learning styles and individual educational needs in intercultural contexts. Skills: 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. Responsibility and autonomy: 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>

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

7.1 General course objective	<ul style="list-style-type: none"> Developing the skills necessary for managing one's own personal and professional development
7.2 Specific objectives	<ul style="list-style-type: none"> Evaluating current and classic research in areas related to personal and professional development. Using concepts appropriate to theories regarding personal development Developing self-evaluation and inter-evaluation abilities Identifying and using techniques and procedures specific to the personal development process Forming a responsible attitude towards oneself and others Participating in one's own personal development

8. Content

8.2 Seminar/ laboratory/ project	Teaching methods	Number of hours	Remarks
1. Personal and professional development planning. Monitoring and evaluation in personal development	Small group activity	2	
2. Relevant personal and professional objectives	Exercise	2	
3. Self-knowledge strategies	Exercise	4	
4. Expressive skills (non-verbal and verbal) in increasing personal awareness	Small group activity	2	

5. Relational, emotional and cultural intelligence	Exercise	2	
6. Stress management	Case study	2	
7. Mindfulness	Independent work	2	
8. Mental health and well-being	Case study	4	
9. Motivation and self-determination	Small group activity	2	
10. Tools, methods and means to increase productivity	Small group activity	4	
11. Self-assessment	Independent work	2	
<p>Bibliography</p> <ol style="list-style-type: none"> 1. Ariely, D. (2009). <i>Predictably Irrational: The Hidden Forces that Shape Our Decisions</i>: HarperCollins Publishers 2. Clegg, S., & Bradley, S. (2006). Models of personal development planning: Practice and processes. <i>British Educational Research Journal</i>, 32(1), 57-76. 3. Ionescu, Ș., Jacquet M-M., (2007). <i>Mecanisme de apărare. Teorie și aspecte clinice</i>. Editura Polirom 4. Ireland, B., Cure, R., & Hopkins, L. (2009). <i>Perfecting your personal development plan</i>. Vital, 6(2), 40-41. 5. Nelson-Jones, R. (2009). <i>Manual de consiliere. Învăță ce să spui ca să ajuți</i>. Editura Trei 6. Opre (Coord) (2021). <i>Dezvoltare personală și coaching: ghid pentru universități</i>. Editura ASCR 7. Percival, M. (2023). <i>The Psychology of Counselling</i>. Routledge 8. Riedesser, P., Fischer, G.(2007). <i>Tratat de psihotraumatologie. Fundamentele unui nou domeniu</i>. Editura Trei 9. Rujoiu, O. (2012). <i>Psihosociologia emoțiilor. Ce, când și cum simțim</i>. Editura A.S.E. București 10. Seligman, M. E. (2011). <i>Learned Optimism: How to Change Your Mind and Your Life</i>. Knopf Doubleday Publishing Group 			

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 preparation of future professionals for lifelong learning.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.5 Seminar/ laboratory/ project	Using specialized language, supporting a decision/point of view with arguments in writing an evaluative essay regarding one's own personal development activity, using the basic concepts regarding personal development, based on the exercises in the seminar	Colloquium, Summative and continuous assessment - Writing an evaluative essay on one's own personal development activity, using the basic concepts of personal development, techniques and procedures specific to the personal development process in the activities within the seminar. The portfolio will be based on at least 8 activities carried out in class, it is individual and will be uploaded to the platform by the end of the semester	100%
<p>10.6 Minimal performance standard</p> <ul style="list-style-type: none"> ■ Operating with fundamental concepts specific to the discipline ■ Critically evaluating problematic situations and possible solutions using concepts and theoretical models specific to the discipline ■ Designing, implementing and evaluating a personal development program during seminar activities. Writing an evaluative essay on one's own personal development activity based on at least 8 activities carried out in class and will be uploaded to the platform by the end of the semester ■ In developing projects, as well as during participation in the exam, students must comply with the provisions of the university code of ethics, part of the Transilvania University Charter. Evading these provisions is sanctioned 			

according to the regulations in force.

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
	Associated professor dr. Ramona HENTER 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 ¹⁾	Education Sciences
1.5 Study level ²⁾	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	Applied Research in the field of specialization							
2.2 Course convenor	Astrid Hamberger							
2.3 Seminar/ laboratory/ project convenor	Astrid Hamberger							
2.4 Study year	II	2.5 Semester	4	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	PS
							Attendance type ⁴⁾	DOB

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

3.1 Number of hours per week	4	out of which: 3.2 lecture	-	3.3 seminar/ laboratory/ project	4
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	-	3.6 seminar/ laboratory/ project	56
Time allocation					hours
Study of textbooks, course support, bibliography and notes					12
Additional documentation in libraries, specialized electronic platforms, and field research					67
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	119				
3.8 Total number per semester	175				
3.9 Number of credits ⁵⁾	7				

4. Prerequisites (if applicable)

4.1 curriculum-related	
4.2 competences-related	<ul style="list-style-type: none"> • Communication competencies • Teamwork competencies

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> • Use of UniTBv e-learning platform
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • Use of UniTBv e-learning platform

6. Specific competences

Professional competences	<p>Competence 4: Carries out educational activities</p> <p>Knowledge: L.O.19. The graduate knows the principles of planning and organizing educational activities for various categories of audience. L.O.20. The graduate understands the specifics of educational activities in intercultural and inclusive environments. Skills: L.O.21. The graduate plans, conducts, and supervises educational activities adapted to a multicultural target audience. L.O.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and autonomy: 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>Competence 5: Evaluates educational programs</p> <p>Knowledge: L.O.25. The graduate is familiar with the methodologies for evaluating educational programs and the relevant performance indicators. L.O.26. The graduate understands the principles of evaluation in intercultural contexts and the specific quality criteria. Skills: L.O.27. Graduates apply evaluation tools and methods to measure the effectiveness of educational programs. L.O.28. Graduates analyze and interpret evaluation results to improve programs in multicultural environments. Responsibility and autonomy: L.O.29. Graduates take responsibility for the objectivity and rigor of the evaluation process. L.O.30. Graduates demonstrate autonomy in formulating recommendations for improving educational programs.</p>

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

7.1 General course objective	Development of the ability to design, conduct and evaluate applied research in the field of Educational Sciences.
7.2 Specific objectives	<p>Develop skills to identify and define an educational problem that requires an empirical approach.</p> <p>Develop skills to collect, process and interpret data from a variety of sources.</p> <p>Training of ethical attitudes in the exercise of professional activities and research in the field.</p> <p>Development of research report writing skills addressed to the beneficiary of the applied research.</p>

8. Content

8.1 Course

Not applicable

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Elaboration of work plan: research contract, ethical rules in research with human subjects	Conversation	5	
Identification of practical problems in field of Educational Sciences. Formulation of research questions	Small group activity	4	
Research design: choosing the type of design. Establishing research methods	Small group activity Project-based learning	4	
Selection/development of research instruments	Small group activity	6	
Preparation for research: choosing location, managing time and resources	Small group activity	6	
Data collection; design and management of collected data	Small group activity	8	
Analysis of collected data according to beneficiaries'	Small group activity	10	

requirements / problem identified at community level			
Research report: structure, content, form	Small group activity	6	
Presentation of research report	Small group activity	8	
Bibliography Creswell, J. W. (2014). Research design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Sage Publications. Rudling, E. S., Emery, S., Shelley, B., te Riele, K., Woodroffe, J., & Brown, N. (2023). Education and Equity in Times of Crisis: Learning Engagement and Support. Springer Nature. Brigman, G., Villares, E., Mullis, F., Webb, L. D., & White, J. F. (2021). School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel. John Wiley and Sons. Bosio, E. (2021). Conversations on Global Citizenship Education: Perspectives on Research, Teaching, and Learning in Higher Education. Routledge. Pasian, B. L., & Williams, N. L. (Eds.) (2023). De Gruyter Handbook of Responsible Project Management. Walter de Gruyter GmbH & Co.			

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

The content of the course is in accordance with the recommendations of the professional association.
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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	-	-	-
10.5 Seminar/ laboratory/ project	Presentation and evaluation of research conducted in groups (use of specialized language, argumentation of research decisions)	Colloquium, group project	100%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Correctness of research design Minimum grade of 5 in the group project 			

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 Brasov
1.2 Faculty	Psychology and Education Sciences
1.3 Department	Psychology and Education Sciences
1.4 Field of study ¹⁾	Education Sciences
1.5 Study level ²⁾	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			Practice for elaborating the dissertation paper					
2.2 Course convenor			Assoc. prof. Daniela Popa, Ph.D					
2.3 Seminar/ laboratory/ project convenor			Assoc. prof. Daniela Popa, Ph.D					
2.4 Study year	II	2.5 Semester	4	2.6 Evaluation type	C	2.7 Course status	Content ³⁾	PS
							Attendance type ⁴⁾	DOB

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

3.1 Number of hours per week	3	out of which: 3.2 lecture	-	3.3 seminar/ laboratory/ project	3
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	-	3.6 seminar/ laboratory/ project	42
Time allocation					hours
Study of textbooks, course support, bibliography and notes					
Additional documentation in libraries, specialized electronic platforms, and field research					56
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 ⁵⁾	6				

4. Prerequisites (if applicable)

4.1 curriculum-related	
4.2 competences-related	<ul style="list-style-type: none"> • Communication competencies • Teamwork competencies

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> • Use of UniTBv e-learning platform
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> • Use of UniTBv e-learning platform

6. Specific competences

Professional competences	<p>Competence 4: Carries out educational activities</p> <p>Knowledge: L.O.19. The graduate knows the principles of planning and organizing educational activities for various categories of audience. L.O.20. The graduate understands the specifics of educational activities in intercultural and inclusive environments. Skills: L.O.21. The graduate plans, conducts, and supervises educational activities adapted to a multicultural target audience. L.O.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and autonomy: 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>Competence 5: Evaluates educational programs</p> <p>Knowledge: L.O.25. The graduate is familiar with the methodologies for evaluating educational programs and the relevant performance indicators. L.O.26. The graduate understands the principles of evaluation in intercultural contexts and the specific quality criteria. Skills: L.O.27. Graduates apply evaluation tools and methods to measure the effectiveness of educational programs. L.O.28. Graduates analyze and interpret evaluation results to improve programs in multicultural environments. Responsibility and autonomy: L.O.29. Graduates take responsibility for the objectivity and rigor of the evaluation process. L.O.30. Graduates demonstrate autonomy in formulating recommendations for improving educational programs.</p>

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

7.1 General course objective	Development of the ability to design, conduct and evaluate applied research in the field of Educational Sciences.
7.2 Specific objectives	<ul style="list-style-type: none"> ■ Develop skills to identify and define an educational problem that requires an empirical approach. ■ Develop skills to collect, process and interpret data from a variety of sources. ■ Training of ethical attitudes in the exercise of professional activities and research in the field. ■ Development of research report writing skills addressed to the beneficiary of the applied research.

8. Content

8.1 Course

Not applicable

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Identifying and defining the research topic	Conversation	5	
Critical analysis of the literature	Small group activity	4	
Formulating research questions and hypotheses	Small group activity Project-based learning	4	
Developing the methodological framework	Small group activity	6	
Designing the structure of the paper	Small group activity	6	
Collecting and processing data	Small group activity	8	
Analyzing and interpreting results	Small group activity	10	
Academic writing and proper citation	Small group activity	6	
Presenting and visualizing research results	Small group activity	8	
Bibliography			
Creswell, J. W. (2014). Research design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Sage Publications			

Rudling, E. S., Emery, S., Shelley, B., te Riele, K., Woodroffe, J., & Brown, N. (2023). Education and Equity in Times of Learning, Engagement and Support. Springer Nature.

Brigman, G., Villares, E., Mullis, F., Webb, L. D., & White, J. F. (2021). School counsellor consultation: Skills for w effectively with parents, teachers, and other school personnel. John Wiley and Sons.

Bosio, E. (2021). Conversations on Global Citizenship Education: Perspectives on Research, Teaching, and Learning in Education. Routledge.

Pasian, B. L., & Williams, N. L. (Eds.) (2023). De Gruyter Handbook of Responsible Project Management. Walter de Gruyter GmbH & Co KG.

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

The content of the course is in accordance with the recommendations of the professional association.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	-	-	-
10.5 Seminar/ laboratory/ project	Presentation and evaluation of research conducted (use of specialized language, argumentation of research decisions)	Colloquium. Summative and continuous assessment.	100%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Correctness of research design 			

This course outline was certified in the Department Board meeting on /09/2026 and approved in the Faculty Board meeting on /09/2026.

Prof. dr. Ana Maria CAZAN, Dean	Assoc prof. PhD Mihaela VOINEA Head of department
	Daniela Popa, Holder of seminar/ project