

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	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					40
Additional documentation in libraries, specialized electronic platforms, and field research					20
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		108			
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"> 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	C2: Identifies educational needs 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.
	C5: Evaluates educational programs 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.
	C 6: Develops individual learning plans 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

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 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	
Observation and interviews as assessment methods	Lecture	2	
School readiness	Lecture, didactic demonstration	2	
Assessment of intelligence and cognitive skills	Lecture, didactic demonstration	2	
Psychological assessment through questionnaires and scales	Lecture, didactic demonstration	2	
Assessment in learning disorders	Lecture, didactic demonstration	2	
Psychodiagnosis of pervasive disorders	Lecture, didactic demonstration	2	

Bibliography			
1. Aiken, L.R. (1997). <i>Psychological Testing and Assessment</i> , Boston: Allyn and Bacon.			
2. Carter, P. (2007). <i>IQ and Psychometric tests</i> . London, Philadelphia: Kogan Page.			
3. Gregory, R.J. (2000). <i>Psychological Testing</i> . Boston: Allyn & Bacon, Inc.			
4. Kaplan, R.M., Saccuzzo, D.P. (2013). <i>Psychological Testing. Principles, Applications and Issues</i> , Wadsworth, Cengage Learning.			
5. Murphy, K.R., Davidshofer, C.O (2001). <i>Psychological Testing. Principles and applications</i> . New Jersey: Prentice Hall, Inc.			
6. Ramsay, M.C., Reynolds, C.R., Kamphaus, R. W. (2002). <i>Essential of Behavioral Assessment</i> . New York: John Wiley & Sons, Inc			
8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
1. Controversy in psychological assessment	Debate	6	
2. Intelligence assessment	Examples	2	
3. Equity and biases in psychological assessment	Debate	2	
4. Cultural adaptation of tests	Debate	2	
5. Achievement test	Debate	2	
6. Personality assessment	Examples	2	
7. School readiness	Examples	2	
8. Disorder assessment in educational context	Demonstration, exercises	6	
9. Emerging Trends in Assessment - digital and AI	Debate	2	
10. Multidisciplinary team in assessment	Debate	2	
Bibliography			
1. Aiken, L.R. (1997). <i>Psychological Testing and Assessment</i> , Boston: Allyn and Bacon.			
2. Gregory, R.J. (2000). <i>Psychological Testing</i> . Boston: Allyn & Bacon, Inc			
3. Gregory, R.J. (2000). <i>Psychological Testing</i> . Boston: Allyn & Bacon, Inc.			
4. Kaplan, R.M., Saccuzzo, D.P. (2013). <i>Psychological Testing. Principles, Applications and Issues</i> , Wadsworth, Cengage Learning.			
5. Murphy, K.R., Davidshofer, C.O (2001). <i>Psychological Testing. Principles and applications</i> . New Jersey: Prentice Hall, Inc.			
6. Ramsay, M.C., Reynolds, C.R., Kamphaus, R. W. (2002). <i>Essential of Behavioral Assessment</i> . New York: John Wiley & Sons, 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	40%

10.5 Seminar	Submission of 2 assignment	Assignment 1	20%
	Active participation in the seminar	Assignment 2	20%
		Inter-evaluation	20%
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 .09.2026 and approved in the Faculty Board meeting on .09.2026.

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	Psychoeducational interventions for disadvantaged groups							
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	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					30
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					30
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		94			
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"> 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 Knowledge: R.Î.19. The graduate knows the principles of planning and organizing educational activities for various categories of audiences. R.Î.20. The graduate understands the specifics of educational activities in intercultural and inclusive environments. Skills: R.Î.21. The graduate plans, conducts, and supervises educational activities adapted to a multicultural target audience. R.Î.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and autonomy: R.Î.23. Graduates take responsibility for the quality and relevance of the educational activities they organize. R.Î.24. Graduates demonstrate autonomy in managing and adapting educational activities to various circumstances.</p> <p>C 6: Develops individual learning plans Knowledge: R.Î.31. Graduates are familiar with the principles of personalised learning and methodologies for developing individual plans. R.Î.32. Graduates understand the diversity of learning styles and individual educational needs in intercultural contexts. Skills: R.Î.33. Graduates develop individual learning plans tailored to the needs, abilities, and cultural context of learners. R.Î.34. Graduates monitor and adjust learning plans based on learner progress and feedback. Responsibility and autonomy: R.Î.35. Graduates demonstrate autonomy in personalizing the learning process for each learner. R.Î.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 Educational equity in times of crisis	Lecture	2	
Bibliography 1. OECD (2018), Catching Up? Country Studies on Intergenerational Mobility and Children of Immigrants, OECD Publishing, Paris, https://doi.org/10.1787/9789264301030-en .			

2. Phelps-Ward, R., & Kim, W. P. (Eds.). (2022). The Power of Names in Identity and Oppression: Narratives for Equity in Higher Education and Student Affairs. Taylor & Francis. 3. 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. 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.
--

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 /09/2026. and approved in the Faculty Board meeting on /09/2026 .

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 EDUCATION SCIENCES
1.3 Department	Psychology and education sciences
1.4 field of study of..... ^{1.}	Science of Education
1.5 Ciclul de 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) Obligativitation 4)	DS DOB

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

3.1 hours per week	3	of which: 3.2 course	1	3.3 workshop/ laboratory/ project	2
3.4 hours of the curriculum	42	of which: 3.5 course	14	3.6 workshop/ laboratory/ project	28
Distribution of the time fund					hours
Study by manual, course support, bibliography and notes					50
Additional documentation in the library, on specialized electronic platforms and on the field					40
Preparation of seminars/laboratories/projects, topics, reports, portfolios and essays					16
Tutored					
Examinations					2
Other activities.....					
3.7 hours of student activity	108				
3.8 total hours per semester	150				
3.9 Numărul de credite ⁵⁾	5				

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 skills	Competency 1: Provides counseling to pupils and students
	Knowledge 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 individuals from diverse cultural backgrounds.
	Skills R.Î.3. The graduate provides individual and group counseling adapted to the needs of pupils and students from various cultural environments. R.Î.4. The graduate applies counseling techniques for academic, social, and career adjustment issues in intercultural contexts.
	Responsibility and Autonomy R.Î.5. The graduate assumes responsibility for the quality of counseling services offered in multicultural educational environments. R.Î.6. The graduate respects ethical principles and confidentiality in intercultural counseling practice.
	Competency 8: Cooperates with teaching staff
	Knowledge R.Î.43. The graduate knows the principles of professional collaboration and teamwork techniques in educational settings. R.Î.44. The graduate understands the roles and responsibilities of different categories of teaching staff in intercultural contexts.
	Skills R.Î.45. The graduate collaborates effectively with multicultural teaching teams to achieve common educational objectives. R.Î.46. The graduate facilitates communication and coordination among members of educational teams in diverse environments.
	Responsibility and Autonomy R.Î.47. The graduate demonstrates autonomy in establishing and maintaining constructive professional relationships. R.Î.48. The graduate assumes responsibility for their contribution to the success of the educational team.

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	Understanding and applying knowledge in the field of mentoring and coaching Identifying and analyzing the main models of mentoring and coaching Practicing the ability to apply various mentoring and coaching strategies in different professional contexts

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to Mentoring and Coaching Mentoring vs. Coaching	Lecturing Description	2	
Key Competencies of Mentors and Coaches	Case study Explaining	2	
Coaching Models (GROW, CLEAR, OSKAR, FUEL)	Reflecting 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	
Mentoring and Coaching in Intercultural Counseling		2	

Bibliography

- Catalano, H. (2023). Teaching practice mentors – analiza nevoilor de dezvoltare profesională. Revista de Pedagogie.
- Runcan, R. (2022). Consiliere și mentorare cu impact. Capitolul 2: Coaching și/sau mentorare?. ResearchGate.
- Universitatea Lucian Blaga din Sibiu. (2021). Ghidul Mentorului – PROF. Sibiu: ULBS.
- Universitatea Lucian Blaga din Sibiu. (2021). Mentorat în cariera didactică – PROF. Sibiu: ULBS.
- Centrul Județean de Resurse și Asistență Educațională Neamț. (2024). Rolul profesorului mentor în educația viitorului. CCD Neamț.
- Universitatea Transilvania din Brașov. (2021). Ghid UniCulture privind comunicarea interculturală și incluziunea socială. Erasmus+ UniCulture.
- iTeach. (2022). Educația interculturală – resurse pentru profesori. iTeach.ro.
- Revista de Pedagogie. (2022). Educația interculturală în România: analiză de conținut a manualelor de Educație socială.
- Revista de Pedagogie. (2021). Dosar tematic Educația interculturală (Număr special).
- Agenția de Dezvoltare Comunitară „Împreună”. (2021). Educația interculturală: de la teorie la practică în școli multietnice din România.
- EuroEd Iași. (2019). Manualul Mentorului. Iași: EuroEd.
- Revista Educația 21. (2023). Mentorship for Teacher Induction. UBB Cluj-Napoca.
- 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
- 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.pdf>ERIC
- 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
- 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
- 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
- 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
- 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.pdf>ERIC
- 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
- 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>
- 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

8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
Self-Exploration and Personal Styles	Description	4	
Active Listening and Powerful	Case study	2	

Questioning	Explaining		
Intercultural Case Studies	Reflecting	4	
Designing a Mentoring/Coaching Plan	Heuristic conversation	8	
Coaching Session Simulation		4	
Observation and Analysis of Existing Programs		2	
Final Presentations and Reflections		4	
<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.pdf ERIC</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.pdf ERIC</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>			

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](#)

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 .09.2026 and approved in the Faculty Board meeting on .09.2026.

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, Education and Teacher Training
1.4 Field of study ¹⁾	Education 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	Sustainable Pedagogies in Intercultural Contexts (PSFIC)							
2.2 Course convenor	PhD Ungureanu Elena							
2.3 Seminar/ laboratory/ project convenor	PhD Ungureanu Elena							
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	V	2.7 Course status	Content ³⁾	DS
							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					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 ⁵⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> • Basic knowledge of educational theories and concepts, such as learning processes, pedagogical models, or curriculum structures. • Introductory understanding of global or intercultural perspectives in education (e.g., diversity, communication, social justice). • Foundational knowledge of sustainability-related themes, such as environmental challenges, social equity, or global citizenship (not advanced, only general familiarity).
4.2 competences-related	<ul style="list-style-type: none"> • Foundational ability to use digital tools for reading, collaboration, and producing assignments. • Ability to read, interpret, and critically analyse academic texts in English.

5. Conditions (if applicable)

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

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

6. Specific competences

Professional competences	<p>C2: Identifies educational needs</p> <p>Knowledge LO7. The graduate knows the methodologies for analysing educational needs in multicultural contexts. LO8. The graduate understands the specific educational needs of pupils and students from culturally diverse backgrounds. Skills LO9. The graduate applies tools and techniques for identifying educational needs in multicultural organisations and communities. LO10. The graduate analyses and prioritises educational needs for the development of inclusive programmes and policies. Responsibility and Autonomy LO11. The graduate demonstrates autonomy in investigating and documenting complex educational needs. LO12. The graduate assumes responsibility for the accuracy of needs analysis in diverse environments.</p> <p>C3: Applies didactic strategies</p> <p>Knowledge LO13. The graduate knows and understands various modern teaching strategies and the principles of contemporary pedagogy. LO14. The graduate knows learning theories and their applicability in different educational contexts. Skills LO15. The graduate selects and implements appropriate teaching strategies for different learning styles and cultural contexts. LO16. The graduate adapts teaching methods to the specific characteristics and needs of learners. Responsibility and Autonomy LO17. The graduate demonstrates autonomy in choosing and implementing optimal teaching strategies. LO18. The graduate assumes responsibility for the effectiveness of the facilitated learning process.</p> <p>C4: Conducts educational activities</p> <p>Knowledge LO.19. The graduate knows the principles of planning and organising educational activities for diverse target groups. LO.20. The graduate understands the specific nature of educational activities in intercultural and inclusive environments. Skills LO.21. The graduate plans, conducts, and supervises educational activities tailored to a multicultural target audience. LO.22. The graduate facilitates interactive and inclusive learning processes for participants from culturally diverse backgrounds. Responsibility and Autonomy LO.23. The graduate assumes responsibility for the quality and relevance of the educational activities organised. LO.24. The graduate demonstrates autonomy in managing and adapting educational activities to varied circumstances.</p> <p>C7: Applies intercultural didactic strategies</p> <p>Knowledge LO.37. The graduate knows the principles of intercultural pedagogy and the specific strategies used in diverse educational environments. LO.38. The graduate understands the challenges and opportunities of learning in multicultural contexts. Skills LO.39. The graduate implements teaching strategies that promote inclusion and respect for cultural diversity. LO.40. The graduate facilitates intercultural dialogue and builds bridges between different cultural perspectives within the educational process. Responsibility and Autonomy LO. 41. The graduate demonstrates autonomy in promoting intercultural values in educational practice. LO. 42. The graduate assumes responsibility for creating an inclusive and equitable educational environment.</p>
--------------------------	---

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

7.1 General course objective	<ul style="list-style-type: none"> • The general objective of the course is to enable students to design, implement, and critically evaluate pedagogical approaches that support sustainable futures in culturally diverse educational contexts, by integrating intercultural understanding, needs analysis, and reflective, community-engaged practice.
7.2 Specific objectives	<ul style="list-style-type: none"> • Analyse and identify educational needs

	<ul style="list-style-type: none"> ● Apply sustainability-oriented didactic strategies in intercultural contexts. ● Conduct inclusive and intercultural educational activities ● Demonstrate autonomy and professional responsibility
--	--

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Sustainability Education: Concepts, Frameworks, and Pedagogical Orientations	Lecture and debate, dialogue, brainstorming.	2	UNESCO ESD, futures literacy, ecological and ethical foundations, critical and posthumanist lenses.
2. Intercultural Pedagogy and Culturally Responsive Teaching	Lecture and debate, dialogue, brainstorming.	2	Interculturality, diversity, cultural perspectives on learning, equity and inclusion.
3. Understanding Educational Needs in Diverse and Multicultural Contexts	Lecture and debate, dialogue, brainstorming.	2	Needs analysis methodologies, community profiles, learner characteristics.
4. Pedagogical Strategies for Sustainable Futures	Lecture and debate, dialogue, brainstorming.	2	Inquiry-based learning, experiential learning, transformative pedagogy, ecopedagogy.
5. Service-Learning as a Transformative Pedagogical Approach	Lecture and debate, dialogue, brainstorming.	2	Principles of SL, reciprocity, ethics, community engagement, reflective practice.
6. Imagining and Co-Creating Sustainable Futures: Creativity, Reflection, and Action	Lecture and debate, dialogue, brainstorming.	2	futures thinking, speculative pedagogy, participatory foresight, socio-material imaginaries.
7. Designing and Facilitating Educational Activities in Intercultural Contexts	Lecture and debate, dialogue, brainstorming.	2	Inclusive facilitation, interactive learning, mediation of perspectives, classroom dynamics.
<p>Bibliography</p> <p>Amsler, S., & Facer, K. (2017). Contesting anticipatory regimes in education: exploring alternative educational orientations to the future. <i>Futures</i>, 94, 6-14.</p> <p>Andreotti, V. (2011). <i>Actionable postcolonial theory in education</i>. Springer.</p> <p>Braidotti, R., Bozalek, V., Shefer, T., & Zembylas, M. (Eds.). (2018). <i>Socially just pedagogies: Posthumanist, feminist and materialist perspectives in higher education</i>. Bloomsbury Publishing.</p> <p>Braidotti, R. (2013). <i>The posthuman</i>. Polity Press.</p> <p>Biesta, G. (2022). <i>World-centred education: A view for the present</i>. Routledge.</p> <p>Biesta, G. J. (2015). <i>Beautiful risk of education</i>. Routledge.</p> <p>Davis, A. Y., Green, S. G., Heppard, K. A., & Lawrence, D. S. (2024). An Intentionally designed sustainability course: integrating service-learning and community engagement into sustainability education. <i>The Journal of Sustainability Education</i>.https://www.susted.com/wordpress/content/an-intentionally-designed-sustainability-course-integrating-service-learning-and-community-engagement-into-sustainability-education_2024_04/</p> <p>Dolgon, C., Mitchell, T. D., & Eatman, T. K. (Eds.). (2017). <i>The Cambridge handbook of service learning and community engagement</i>. Cambridge University Press.</p> <p>Haraway, D. J. (2016). <i>Staying with the Trouble: Making Kin in the Chthulucene</i>. Duke University Press.</p> <p>Misiaszek, G. W. <i>Ecopedagogy and the Global Environmental Citizen</i>.</p> <p>UNESCO. (2021). <i>Reimagining our futures together: A new social contract for education</i>. UNESCO Publishing.</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning	Number of	Remarks

	methods	hours	
1.Sustainability Education: Concepts, Frameworks, and Pedagogical Orientations	Debate, dialog, exercises.	2	Case analysis; comparing sustainability discourses; mapping educational implications.
2. Intercultural Pedagogy and Culturally Responsive Teaching	Debate, dialog, exercises.	2	Practising intercultural dialogue; analysing real teaching scenarios; role-play.
3. Understanding Educational Needs in Diverse and Multicultural Contexts. Service learning elements.	Debate, dialog, exercises.	2	Needs assessment exercises; analysing community contexts; working with field data for SL partners.
4. Pedagogical Strategies for Sustainable Futures	Debate, dialog, exercises.	2	Micro-teaching; designing learning tasks; adapting strategies to intercultural groups.
5. Service-Learning as a Transformative Pedagogical Approach	Debate, dialog, exercises.	2	Planning SL projects; stakeholder mapping; reflection protocols; co-design with partners.
6. Imagining and Co-Creating Sustainable Futures: Creativity, Reflection, and Action	Debate, dialog, exercises.	2	Scenario-building; design fiction; arts-based activities; creating interventions for SL projects.
7. Designing and Facilitating Educational Activities in Intercultural Contexts	Debate, dialog, exercises.	2	Facilitation practice; scenario simulations; feedback circles; analysing student-designed activities.
<p>Bibliography</p> <p>Amsler, S., & Facer, K. (2017). Contesting anticipatory regimes in education: exploring alternative educational orientations to the future. <i>Futures</i>, 94, 6-14.</p> <p>Andreotti, V. (2011). <i>Actionable postcolonial theory in education</i>. Springer.</p> <p>Braidotti, R., Bozalek, V., Shefer, T., & Zembylas, M. (Eds.). (2018). <i>Socially just pedagogies: Posthumanist, feminist and materialist perspectives in higher education</i>. Bloomsbury Publishing.</p> <p>Braidotti, R. (2013). <i>The posthuman</i>. Polity Press.</p> <p>Biesta, G. (2022). <i>World-centred education: A view for the present</i>. Routledge.</p> <p>Biesta, G. J. (2015). <i>Beautiful risk of education</i>. Routledge.</p> <p>Davis, A. Y., Green, S. G., Heppard, K. A., & Lawrence, D. S. (2024). An Intentionally designed sustainability course: integrating service-learning and community engagement into sustainability education. <i>The Journal of Sustainability Education</i>.https://www.susted.com/wordpress/content/an-intentionally-designed-sustainability-course-integrating-service-learning-and-community-engagement-into-sustainability-education_2024_04/</p> <p>Dolgon, C., Mitchell, T. D., & Eatman, T. K. (Eds.). (2017). <i>The Cambridge handbook of service learning and community engagement</i>. Cambridge University Press.</p> <p>Haraway, D. J. (2016). <i>Staying with the Trouble: Making Kin in the Chthulucene</i>. Duke University Press.</p> <p>Misiaszek, G. W. <i>Ecopedagogy and the Global Environmental Citizen</i>.</p> <p>UNESCO. (2021). <i>Reimagining our futures together: A new social contract for education</i>. UNESCO Publishing.</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 responds to current labour-market and policy needs by developing competences increasingly required in education, social services, NGOs, and organisations working on sustainability and intercultural engagement in Romania and across the EU. The demand for such competences is anchored both in national strategic frameworks and in recent

labour-market analyses. For example, the National Strategy for Sustainable Development of Romania 20230 (SNDDR 2030) commits Romania to implementing the 17 Sustainable Development Goals (SDGs), explicitly highlighting the role of education, lifelong learning and civic-environmental competences.

Similarly, the recent Cedefop report Spotlight on jobs and skills – Romania (2025) projects growing demand for “green” and social-inclusion skills, confirming a rising need for professionals trained in sustainability education, intercultural teaching, and community engagement (<https://www.cedefop.europa.eu/en/publications/8151>).

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Ability to analyse theoretical concepts in sustainability, intercultural pedagogy, and futures-oriented education; clarity and coherence of written argument	Final Analytical Paper (2,500–3,000 words), integrating course theory with insights from the service-learning experience	40%
	Active attendance	In-class evaluation	10%
10.5 Seminar/ laboratory/ project	Capacity to interpret a real educational situation through the lens of course theory; depth of reflection and analytical rigor	Critical Incident Analysis Presentation (based on SL fieldwork)	35%
	Active attendance	In-class evaluation	15%
10.6 Minimal performance standard			
Submission of all required evaluation components and attainment of a minimum of 50% of the overall course grade.			

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

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

COURSE OUTLINE

1. Program Data

1.1 Higher education institution	TRANSILVANIA UNIVERSITY OF BRAȘOV
1.2 Faculty	PSYCHOLOGY AND EDUCATIONAL SCIENCES
1.3 Department	Psychology and Educational Sciences
1.4 Field of studies ¹⁾	Educational Sciences
1.5 Cycle of studies ²⁾	Master
1.6 Study Programme/ Qualification	Education and counselling in an intercultural context (in English)

2. Data about the discipline

2.1 Name of the discipline	Entrepreneurship in education							
2.2 Course Activity Holder	Prof. dr. Bianca TESCAȘIU							
2.3 Holder of seminar/laboratory/project activities	Prof. dr. Bianca TESCAȘIU							
2.4 Year of study	I	2.5 Semester	I	2.6 Type of assessment	Is	2.7 Discipline regime	Contents ³⁾	DF
							Obligation ⁴⁾	DI

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

3.1 Number of hours per week	2	of which: 3.2 course	1	3.3 Seminar / Laboratory / Project	1
3.4 Total hours in the curriculum	28	of which: 3.5 course	14	3.6 Seminar/ laboratory/ project	14
Time Pool Distribution					Hours
Study by textbook, course material, bibliography and notes					30
Additional documentation in the library, on specialized electronic platforms and in the field					44
Preparation of seminars / laboratories / projects, assignments, reports, portfolios and essays					44
Tutorials					2
Examination					2
Other activities.....					
3.7 Total hours of student activity	122				
3.8 Total hours per semester	150				
3.9 Number of credits ⁵⁾	5				

4. Preconditions (where applicable)

4.1 Curriculum	<ul style="list-style-type: none"> General knowledge of economics
4.2 Competencies	<ul style="list-style-type: none"> Communication skills, research skills

5. Conditions (where applicable)

5.1 Course Schedule	<ul style="list-style-type: none"> Laptop, video projector
5.2 Conducting the seminar/laboratory/project	<ul style="list-style-type: none"> Laptop, video projector

6. Specific skills acquired (according to the competence grid in the curriculum)

Professional skills	<p>Competence 4: Carry out educational activities</p> <p>Knowledge: R.Î.19. The graduate knows the principles of planning and organizing educational activities for various categories of public. R.I.20. The graduate understands the specifics of educational activities in intercultural and inclusive environments. Skills: R.I.21. The graduate plans, conducts and supervises educational activities adapted to the multicultural target audience. R.I.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds.</p> <p>Responsibility and autonomy: R.Î.23. The graduate assumes responsibility for the quality and relevance of the organized educational activities. R.I.24. The graduate demonstrates autonomy in managing and adapting educational activities to various circumstances.</p>
	<p>Competence 10: Provide information related to study programmes</p> <p>Knowledge: R.Î.55. The graduate knows the structure and content of study programs in national and international educational systems. R.I.56. The graduate understands the study requirements, access modalities and employment prospects for various educational fields in intercultural contexts. Skills: R.Î.57. The graduate provides complete and up-to-date information about study programs adapted to the needs of pupils and students from diverse cultural backgrounds. 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.</p> <p>Responsibility and autonomy: R.I.59. The graduate takes responsibility for the accuracy and usefulness of the information provided about the educational programs. R.I.60. The graduate demonstrates autonomy in updating knowledge about developments in educational systems and in adapting information to various cultural contexts.</p>

7. Objectives of the discipline (resulting from the specific competences acquired)

7.1 General objective of the discipline	<ul style="list-style-type: none"> Developing students' critical thinking, entrepreneurial thinking, and innovation skills.
7.2 Specific objectives	<ul style="list-style-type: none"> Defining the concepts of entrepreneurship, proactivity, resilience Developing innovative critical thinking and entrepreneurial mindset Developing communication and teamwork skills Education in the economic spirit of business.

8. Contents

8.1 Course	Teaching methods	Number of hours	Observations
Theoretical considerations regarding entrepreneurship	Lecture, case studies	2	
Skills and competencies of the entrepreneur	Lecture, debate	2	
Market research and business idea	Lecture, debate	4	
Social entrepreneurship	Lecture, debate	2	
Entrepreneurship in education. Educational leadership	Lecture, case studies	4	
<p>Bibliography:</p> <ol style="list-style-type: none"> Bruchey, S. (2000). <i>Entrepreneurial education – Mapping the debates in the United States, United Kingdom and Finland</i>. Taylor and Francis. Cramond, J.R., Hyams-Ssekasi, D. (2024). <i>Entrepreneurship education and internationalization – cases, collaborations and contexts</i>. Routledge Mahmudin, T. (). The Importance of Entrepreneurship Education in Preparing the Young Generation to Face Global 			

Economic Challenges. Journal of Contemporary Administration and Management (ADMAN), Vol 1, Issue 3, December 2023, Page 187-192, DOI: https://doi.org/10.61100/adman.v1i3.78			
4. Manimala, M.J., Princy, T (2017). <i>Entrepreneurship education – Experiments with curriculum, pedagogy and target groups</i> . Springer			
5. Sánchez-García, J. C. (2015). <i>Entrepreneurship education and training</i> . InTech, ISBN 978-953-51-2029-2			
6. Sukanlaya, S. (2020). <i>Entrepreneurship education – A lifelong learning approach</i> . Springer			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Observations
The teacher with an entrepreneurial spirit	Debate, case studies	2	
Entrepreneurial education	Debate, case studies	2	
Entrepreneurial learning	Debate, case studies	2	
Entrepreneurship and innovation in education	Debate, case studies	4	
Good practices on entrepreneurial teacher training	Case studies	4	
Bibliography			
1. <i>Entrepreneurial education: Trainers' guide</i> . Entrepreneurship 2020 Unit, Directorate-General for Enterprise and Industry, European Commission, 1049 Brussels, BELGIUM			
2. <i>ENTREPRENEURSHIP EDUCATION: A ROAD TO SUCCESS - A compilation of evidence on the impact of entrepreneurship education strategies and measures growth</i> . European Commission, Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs, Directorate F — Entrepreneurship & SMEs			
3. <i>A Guide to Fostering Entrepreneurship Education - Five key actions towards a digital, green and resilient Europe</i> . European Commission, October 2021			
4. Manimala, M.J., Princy, T (2017). <i>Entrepreneurship education – Experiments with curriculum, pedagogy and target groups</i> . Springer			

9. Corroboration of the contents of the discipline with the expectations of the representatives of the epistemic communities, professional associations and representative employers in the field related to the program

The contents of the discipline were selected in accordance with the quality standards of the study programs in the field of Educational Sciences and based on the values promoted by the County School Inspectorates and the School Centers for Inclusive Education.
--

10. Assessment

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Course	Critical analysis and use of fundamental concepts related to entrepreneurship in the educational context	Written Assessment	30%
10.5 Seminar	Developing a portfolio with an objective related to entrepreneurship in education	Portfolio	70%
10.6 Minimum Performance Standard			
Correct resolution of at least 50% of written rating items			
Correct completion of at least 50% of portfolio tasks			

This Disciplinary Sheet was endorsed in the meeting of the Department Council on /09/2026 and approved in the meeting of the Faculty Council on /09/2026.

Prof. dr. Ana-Maria CAZAN, Dean	Assoc. Prof. dr. Mihaela VOINEA, Director of Department
Prof. univ. dr. Bianca TESCAȘIU, Course holder	Prof. univ. dr. Bianca TESCAȘIU, Seminar/laboratory/project 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 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, PhD								
2.3 Seminar/ laboratory/ project convenor	Astrid Hamberger, PhD								
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					
Additional documentation in libraries, specialized electronic platforms, and field research					42
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	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

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: R.Î.25. Graduates are familiar with the methodologies for evaluating educational programs and the relevant performance indicators. R.Î.26. Graduates understand the principles of evaluation in intercultural contexts and the specific quality criteria. Skills: R.Î.27. Graduates apply assessment tools and methods to measure the effectiveness of educational programs. R.Î.28. Graduates analyze and interpret assessment 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.
--------------------------	---

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.
--

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation	10.3 Percentage
---------------	--------------------------	-----------------	-----------------

		methods	of the final grade
10.4 Course	-	-	-
10.5 Seminar/ laboratory/ project	Presentation and evaluation of educational/ counseling programs by group	Group project	100%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Accuracy of the design and implementation of educational/counselling programs 			

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	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 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. Daniela Popa, Ph.D							
2.3 Seminar/ laboratory/ project convenor	Assoc. prof. Daniela Popa, Ph.D							
2.4 Study year	2	2.5 Semester	4	2.6 Evaluation type	P	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	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					30
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					30
Tutorial					2
Examinations					2
Other activities.....					
3.7 Total number of hours of student activity		94			
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"> 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: R.Î.49. The graduate knows the principles of digital instructional design and modern educational technologies. R.Î.50. The graduate understands the specifics of developing educational materials for intercultural and inclusive environments. Skills: R.Î.51. Graduates create and adapt interactive and accessible digital educational materials for diverse audiences. R.Î.52. Graduates use digital technologies to develop culturally responsive educational resources. Responsibility and autonomy: R.Î.53. Graduates demonstrate autonomy in choosing and using technologies for the development of educational materials. R.Î.54. Graduates take responsibility for the quality and accessibility of the digital materials they create.</p>
--------------------------	---

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
1: The Psychology of Digital Learning	Interactive Lecture with Think-Pair-Share, Concept Mapping	4	
2: Pedagogical Foundations of Digital Education	Jigsaw Method Case Study Analysis	4	
3: Digital Instructional Design & Content Creation	Model Comparison, Station Rotation, Exercise	4	
4: Digital Tools for Educational Content Development	"Try It Now" Micro-Workshops Selection Decision Matrix	4	
5: Intercultural Communication in Digital Learning Environments Case studies: global online learning initiatives	Individual reflection Small group sharing Case Study	4	
6: Inclusive Design & Accessibility Accessibility standards and assistive technologies	Station rotations UDL Principle Workshop	4	
7: Assessment, Ethics & Future Trends	Ethical Dilemma Debates, Fishbowl, Reflection	4	
<p>Bibliography</p> <p>Associates Ltd. Retrieved from https://pressbooks.bccampus.ca/teachinginadigitalagev2/</p> <p>Bates, A.W. (2019). Teaching in a Digital Age – Second Edition. Vancouver, B.C.: Tony Bates</p> <p>Beetham, H., & Sharpe, R. (Eds.). (2019). <i>Rethinking pedagogy for a digital age: Principles and practices of design</i>. Routledge.</p> <p>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.</p> <p>Li, M., Han, X., & Cheng, J. (2024). <i>Handbook of educational reform through blended learning</i> (p. 418). Springer Nature.</p>			

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	4	
2. Storyboarding & Scripting	Storytelling circle, Scaffolded practice, Think-aloud modeling, Writing workshop approach for scripts	6	
3-4. Creating Interactive Content	Flipped lab, Learning stations Pair programming approach for digital creation	4	
5. Cross-Cultural Projects	Design thinking, Role-play	4	
6. Accessibility Workshop	Remediation practice, Pair testing	4	
7. Portfolio Presentations	Panel format: Rotating evaluators Q&A sessions: Defending design choices Reflection circle	6	
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://theelearningcoach.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.
--

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 /09/2026. and approved in the Faculty Board meeting on /09/2026.

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	Assoc. prof. Ramona Henter, Ph.D							
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	V	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: R.Î.13. The graduate knows and understands various modern teaching strategies and the principles of contemporary pedagogy. R.Î.14. The graduate knows learning theories and their applicability in various educational contexts. Skills: R.Î.15. Graduates select and implement teaching strategies appropriate for different learning styles and cultural contexts. R.Î.16. Graduates adapt teaching methods to the specific characteristics and needs of learners. Responsibility and autonomy: R.Î.17. Graduates demonstrate autonomy in choosing and implementing optimal teaching strategies. R.Î.18. Graduates take responsibility for the effectiveness of the learning process they facilitate.</p>
	<p>Competence 4: Carries out educational activities</p> <p>Knowledge: R.Î.19. Graduates know the principles of planning and organizing educational activities for various categories of audiences. R.Î.20. Graduates understand the specifics of educational activities in intercultural and inclusive environments. Skills: R.Î.21. The graduate plans, conducts, and supervises educational activities adapted to the multicultural target audience. R.Î.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and autonomy: R.Î.23. Graduates take responsibility for the quality and relevance of the educational activities they organize. R.Î.24. Graduates demonstrate autonomy in managing and adapting educational activities to various circumstances.</p>
	<p>Competence 6: Develops individual learning plans</p> <p>Knowledge: R.Î.31. Graduates are familiar with the principles of personalised learning and methodologies for developing individual plans. R.Î.32. Graduates understand the diversity of learning styles and individual educational needs in intercultural contexts. Skills: R.Î.33. Graduates develop individual learning plans tailored to the needs, abilities, and cultural context of learners. R.Î.34. Graduates monitor and adjust learning plans based on learner progress and feedback. Responsibility and autonomy: R.Î.35. Graduates demonstrate autonomy in personalizing the learning process for each learner. R.Î.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). Predictably Irrational: The Hidden Forces that Shape Our Decisions: 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	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%
10.6 Minimal performance standard			
<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/09./2026 and approved in the Faculty Board meeting on . /09./2026

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 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					35
Additional documentation in libraries, specialized electronic platforms, and field research					25
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		108			
3.8 Total number per semester		150			
3.9 Number of credits ⁵⁾		5			

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	<p>C1: Provides counseling to students</p> <p>Knowledge: L.O.1. The graduate knows and understands the fundamental theories of educational counseling and intervention techniques in intercultural contexts. L.O.2. The graduate knows the principles of intercultural communication and the specifics of counseling for people from diverse cultural backgrounds. Skills: L.O.3. The graduate offers individual and group counseling adapted to the needs of students from diverse cultural backgrounds. L.O.4. The graduate applies counseling 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 counseling services provided in multicultural educational environments. L.O.6. The graduate respects ethical principles and confidentiality in the practice of intercultural counseling.</p>
	<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>

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			
7. Bennett, P. (2000). Introduction to clinical health psychology. Philadelphia: Open University Press.			
8. Cattán, M., & Tilford, S. (2006). <i>Mental health promotion. A lifespan approach</i> . Open University Press.			
9. Plante, T.G. (2005). <i>Contemporary clinical psychology</i> . New-Jersey: John Wiley & Sons, Inc.			

10. 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
11. Health and illness: psychological correlates from the perspective of health psychology	Lecture	2	
12. Assessing life style	Demonstration	2	
13. The psychological assessment of risk behaviours	Demonstration	2	
14. Smoking and alcohol: Risk assessment; Intervention and prevention techniques	Conversation, small group activity (triad technique)	4	
15. Drug use: Risk assessment; Intervention and prevention techniques	Conversation, small group activity (triad technique)	4	
16. Awareness and education in public health – obesity, sexual life, physical activity	Conversation, small group activity (triad technique)	2	
17. Awareness and education in mental health	Conversation, small group activity (triad technique)	4	
18. Digital technology and mental health	Conversation, small group activity (triad technique)	2	
19. Prevention techniques and individual stress therapy: autogenic training, progressive relaxation, bio-feedback, meditation	Demonstration, exercises	2	
20. Bio-psycho-social model in chronic illness	Demonstration, exercises	2	
Bibliography			
7. Bennett, P. (2000). Introduction to clinical health psychology. Philadelphia: Open University Press.			
8. Cattani, M., & Tilford, S. (2006). <i>Mental health promotion. A lifespan approach</i> . Open University Press.			
9. Plante, T.G. (2005). <i>Contemporary clinical psychology</i> . New-Jersey: John Wiley & Sons, Inc.			
10. 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, behavior 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 Active participation in class	Portfolio; Submitting the portfolio is mandatory for passing the discipline	40 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 /09/2026 and approved in the Faculty Board meeting on /09/2026

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 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, PhD					
2.3 Seminar/ laboratory/ project convenor			Astrid Hamberger, PhD					
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					
Additional documentation in libraries, specialized electronic platforms, and field research					42
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	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

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: R.Î.19. The graduate knows the principles of planning and organizing educational activities for various categories of audience. R.Î.20. The graduate understands the specifics of educational activities in intercultural and inclusive environments. Skills: R.Î.21. The graduate plans, conducts, and supervises educational activities adapted to a multicultural target audience. R.Î.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and autonomy: R.Î.23. Graduates take responsibility for the quality and relevance of the educational activities they organize. R.Î.24. Graduates demonstrate autonomy in managing and adapting educational activities to various circumstances.</p>
	<p>Competence 5: Evaluates educational programs</p> <p>Knowledge: R.Î.25. The graduate is familiar with the methodologies for evaluating educational programs and the relevant performance indicators. R.Î.26. The graduate understands the principles of evaluation in intercultural contexts and the specific quality criteria. Skills: R.Î.27. Graduates apply evaluation tools and methods to measure the effectiveness of educational programs. R.Î.28. Graduates analyze and interpret 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>

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

7.1 General course objective	<ul style="list-style-type: none"> 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
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	Small group activity	10	

beneficiaries' 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 effective 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.
--

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)	Project	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	Conf.dr. Mihaela VOINEA, Head of department
Hamberger Astrid	Hamberger Astrid

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	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					
Additional documentation in libraries, specialized electronic platforms, and field research					42
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	94				
3.8 Total number per semester	150				
3.9 Number of credits ⁵⁾	5				

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: R.Î.19. The graduate knows the principles of planning and organizing educational activities for various categories of audience. R.Î.20. The graduate understands the specifics of educational activities in intercultural and inclusive environments. Skills: R.Î.21. The graduate plans, conducts, and supervises educational activities adapted to a multicultural target audience. R.Î.22. The graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and autonomy: R.Î.23. Graduates take responsibility for the quality and relevance of the educational activities they organize. R.Î.24. Graduates demonstrate autonomy in managing and adapting educational activities to various circumstances.</p>
	<p>Competence 5: Evaluates educational programs</p> <p>Knowledge: R.Î.25. The graduate is familiar with the methodologies for evaluating educational programs and the relevant performance indicators. R.Î.26. The graduate understands the principles of evaluation in intercultural contexts and the specific quality criteria. Skills: R.Î.27. Graduates apply evaluation tools and methods to measure the effectiveness of educational programs. R.Î.28. Graduates analyze and interpret 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>

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

7.1 General course objective	<ul style="list-style-type: none"> 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 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.

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)	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	Conf.dr. Mihaela VOINEA, Head of department
Daniela Popa	Daniela Popa, 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	Communication Skills in Management and Training (Elective)							
2.2 Course convenor	Assoc. Prof. Indreica Simona Elena							
2.3 Seminar/ laboratory/ project convenor	Assoc. Prof. Indreica Simona Elena							
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	P	2.7 Course status	Content ³⁾	FC
							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					30
Additional documentation in libraries, specialized electronic platforms, and field research					42
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					30
Tutorial					4
Examinations					2
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⁾	5				

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Knowledge of main characteristics of communication
4.2 competences-related	<ul style="list-style-type: none"> Analysis, synthesis and evaluation of specific aspects of communication at different hierarchical levels

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> Online platform/Laptop, video projector, whiteboard, markers
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Laptop, video projector, whiteboard, markers, flipchart paper

6. Specific competences and learning outcomes

Professional competences	Competency 1: Provides counseling to students
	Knowledge: L.O.1. The graduate knows and understands fundamental theories of educational counseling and intervention techniques in intercultural contexts. L.O.2. The graduate knows the principles of intercultural communication and the specifics of counseling for people from diverse cultural backgrounds.
	Skills: L.O.3. The graduate provides individual and group counseling adapted to the needs of students from varied cultural backgrounds. L.O.4. The graduate applies counseling 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 counseling services offered in multicultural educational environments. L.O.6. The graduate respects ethical principles and confidentiality in intercultural counseling practice.

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

7.1 General course objective	<ul style="list-style-type: none"> Development of a functional system of in-depth knowledge in the field of communication and school management supported by appropriate values and attitudes
7.2 Specific objectives	<ul style="list-style-type: none"> - To demonstrate communication skills, negotiation and conflict management in the context of adult training and school management - To fully develop training programs that include a functional and efficient articulation of all specific components of adult training

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Conceptual delimitations	Conversation, debate	2	
2. Communication process. Determinant factors of communication	Lecture, heuristic conversation, problematization	2	
3. Interpersonal perception and attitudes in interindividual communication	Lecture, problematization, debate	4	
4. Systemic theory of communication – particularities in different contexts. Communication models	Lecture, problematization	4	
5. Barriers in communication. Assertive communication in managerial context	Lecture, mind map, conversation	4	
6. Transactional analysis – communication theory – particularities in different contexts	Lecture, conversation, problematization	4	
7. Clarification questioning technique and enriching communication – Meta Model of language	Lecture, exercises	4	
8. Specific elements of intercultural communication	Lecture, exercises	4	
Bibliography: 1. Abric, J. C. (2022). Psihologia comunicării. Teorii și metode. Ediția a II-a revăzută și adăugită. Iași: Ed. Polirom. 2. Chomsky, A. N. (2006). Language and Mind, 3rd edition. Cambridge: Cambridge University Press. 3. Cismaru, D.-M. (2008). Comunicarea internă în organizații. București: Tritonic. 4. Giles, H. (ed.). (2016). Communication accommodation theory: Negotiating personal relationships and social identities across contexts. Cambridge: Cambridge University Press. 5. Koneru, A. (2008). Professional Communication. New Delhi: Tata McGraw-Hill. 6. Lacombe, F. (2005). Rezolvarea dificultăților în comunicare. Iași: Ed. Polirom			

<p>7. Lesenciuc, A. (2010). Teoria comunicării. Braşov: Editura Academiei Forţelor Aeriene "Henri Coandă"</p> <p>8. Michel, J.-L. (2005). Théories de la communication. Paris: Université Jean Monnet, Département de Communication.</p> <p>9. Mucchielli, A. (2015). Arta de a influenţa. Analiza tehnicilor de manipulare. Traducere de G. Sfichi, G. Puică & M Roman, Iaşi: Polirom.</p> <p>10. O' Sullivan, T., Hartley, J., Saunders, D., Montgomery, M., Fiske, J. (2001). Concepte fundamentale din ştiinţele comunicării şi studiile culturale. Iaşi: Ed. Polirom</p> <p>11. Pavalache-Ilie, M. (coord.) (2015). Mozaicul comunicării. Cluj-Napoca: Presa Universitară Clujeană.</p> <p>12. Rovenă-Frumuşani, D. (2004). Analiza discursului. Ipoteze şi ipostaze. Bucureşti: Editura Tritonic.</p> <p>13. Stănescu, D. F., Romaşcanu, M. F. (2024). Psihologia comunicării. Ed. Paideia</p>			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Self-presentation and personal branding	Metaphor pedagogy - Personal blazon	2	
2. Analysis of paraverbal and nonverbal indicators	Think/Work in pairs/Communicate	2	
3. Analysis of communication from systemic perspective with particularities for communication in managerial context	Teamwork	2	
4. Barriers in communication - determinant psychological factors and mechanisms	Exercise, group work, case study	2	
5. Congruence and incongruence in communication. Particularities of verbal communication in relationships and communication	Group work, exercises, demonstration	2	
6. The role of feedback in human relationships	Applications: analysis of results from specialized studies and research, case studies	2	
7. Questioning - instrument in consulting focused on information gathering, objective formulation, resource identification and intervention	Think/Work in pairs/Communicate	2	
<p>Bibliography:</p> <p>1. Abric, J. C. (2022). Psihologia comunicării. Teorii şi metode. Edi ia a II-a revăzută şi adăugită. Iaşi: Ed. Polirom.</p> <p>2. DeVito, A., J. (1998). Human Communication. Basic course. Fourth Edition. Harper & Row, Publishers, Inc</p> <p>3. Iliso, D; Lesenciuc, A.; Ciuperca, E; Ciuperca, S; Szilagyi, A; Pas, M. (2010). Consiliere si comunicare interpersonală. Bucureşti: Ed. Antet</p> <p>4. Johns, G. (2002). Comportament organizaţional. Bucureşti: Ed. Economică</p> <p>5. Mucchielli, A. (2005). Arta de a Comunica. Iaşi: Ed. Polirom</p> <p>6. Pânişoară, I. (2004). Comunicarea eficientă. Iaşi: Ed. Polirom</p> <p>7. Roberts, K.; Hunt, D. (1991). Organizational behavior. New York: PWS-Kent Publishing Company</p> <p>8. Stănescu, D. F., Romaşcanu, M. F. (2024). Psihologia comunicării. Ed. Paideia</p> <p>9. Usaci, D. (2010). Comunicare si educatie. Curs universitar.</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 content has been selected in accordance with quality standards for study programs in the field of Educational Sciences.

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"> - Nuanced interpretation of the role of communication using appropriate types and methods of communication - Development of assertive communication strategy in new, complex situations, using varied methods and means 	- Project: Development and presentation of a communication project/professional discourse in a managerial or training context	50%
10.5 Seminar/ laboratory/ project	<ul style="list-style-type: none"> - Correct operation with specific concepts of presented theory - Identification of practical implications of theory in organizational communication - Construction of appropriate examples and situations for the theory 	1. Analysis of paraverbal and nonverbal indicators in managerial or training context; practical proposals for optimizing communication in the identified and analyzed context (25%) 2. Creation of a feedback sheet <ul style="list-style-type: none"> - Evaluation of communication efficiency in managerial or training context - Development of a socio-communicational competency profile of the human resources specialist in education/professional discourse for training (25%) 	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> - Use of specific group work/learning strategies for concrete interventions in adult training/school institution management - Consultation of minimum 3 bibliographic sources - Attendance at minimum 3 lectures and minimum 3 seminars 			

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

Professor dr. Ana – Maria CAZAN, Dean	Associated professor dr. Mihaela VOINEA, Head of Department
Assoc. prof. Indreica Simona Elena, Course holder	Assoc. prof. Indreica Simona Elena, 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	Didactics of Educational Sciences Domain – Modern Developments (Elective)							
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	P	2.7 Course status	Content ³⁾	FC
							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					30
Additional documentation in libraries, specialized electronic platforms, and field research					30
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		108			
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"> Educational psychology, Learning Theories
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"> Laptop, video projector
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Laptop, video projector

6. Specific competences and learning outcomes

Professional competences	<p>Competency 3: Applies teaching strategies</p> <p>Knowledge: R.L.13. Graduate knows and understands various modern teaching strategies and principles of contemporary pedagogy. R.L.14. Graduate knows learning theories and their applicability in varied educational contexts. Skills: R.L.15. Graduate selects and implements appropriate teaching strategies for different learning styles and cultural contexts. R.L.16. Graduate adapts teaching methods to specific characteristics and needs of learners. Responsibility and Autonomy: R.L.17. Graduate demonstrates autonomy in choosing and implementing optimal teaching strategies. R.L.18. Graduate assumes responsibility for the effectiveness of the facilitated learning process.</p>
	<p>Competency 4: Conducts educational activities</p> <p>Knowledge: R.L.19. Graduate knows the principles of planning and organizing educational activities for diverse audiences. R.L.20. Graduate understands the specifics of educational activities in intercultural and inclusive environments. Skills: R.L.21. Graduate plans, conducts and supervises educational activities adapted to multicultural target audiences. R.L.22. Graduate facilitates interactive and inclusive learning processes for participants from diverse cultural backgrounds. Responsibility and Autonomy: R.L.23. Graduate assumes responsibility for the quality and relevance of organized educational activities. R.L.24. Graduate demonstrates autonomy in managing and adapting educational activities to varied circumstances.</p>

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

7.1 General course objective	<ul style="list-style-type: none"> Acquisition of a functional system of domain-specific knowledge, in accordance with the structure of content involved in the curriculum.
7.2 Specific objectives	<ul style="list-style-type: none"> Developing the ability to design teaching activities in accordance with the psycho-pedagogical specifics of students. Forming the capacity to appropriately use teaching and assessment strategies in the instructional-educational context specific to high school and post-secondary education. Developing the capacity to make interdisciplinary connections at domain/curricular area level. Forming a value system and attitude corresponding to professional ethics.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Contemporary learning theories and adaptation to the digital era	Lecture, debate	2	
2. Emerging technologies in the educational process: e-learning platforms, virtual reality (VR), augmented reality (AR) and other digital tools	Lecture, debate	2	
3. Artificial intelligence and adaptive learning	Lecture, debate	2	
4. Gamification and game-based learning (ludic scenarios, digital storytelling, video materials, animations, simulations and infographics to support the learning process)	Presentation, conversation	2	
5. Design thinking and agile methodologies in creating didactic content	Lecture, conversation	2	
6. Innovative assessment techniques, digital feedback and monitoring student progress	Lecture, debate	2	
7-8. Developing competencies for democratic culture	Presentation, conversation	4	

9-10. Sustainability in education: integrating environmental principles in teaching practice	Lecture, debate	4	
11. Student motivation and engagement in teaching activities	Presentation, conversation	2	
12-13. Developing critical thinking: examples of domain-specific activities	Presentation, conversation	4	
14. Transversal competencies	Exercise, Conversation	2	
Bibliography: <ol style="list-style-type: none"> 1. Bocoș, M. (2017). <i>Didactica disciplinelor pedagogice</i>. Paralela 45. 2. Cucos, C. (2014). <i>Pedagogie</i>. Ediția a III-a revăzută și adăugită. Polirom. 3. Frueh, J., Ala, J., Murphy, M. P., & Diehl, P. F. (Eds.). (2025). <i>The Palgrave Handbook on the Pedagogy of International Relations Theory</i>. Springer Nature. 4. Marzano, R.J. (2015). <i>Arta și știința predării. Un cadru cuprinzător pentru o instruire eficientă</i>. Editura Trei. 5. Pânișoară, I.O. (2017). <i>Ghidul profesorului</i>. Polirom. 6. Potolea, D., Neacșu, I., Iucu, R.B., Pânișoară, I.O. (coord.) (2008). <i>Pregătirea psihopedagogică. Manual pentru definitivat și gradul didactic II</i>. Polirom. 7. Stolovitch, H.D., Keeps, E.J. (2017). <i>Formarea prin transformare</i>. Editura Trei. 8. White, E. (2025). <i>The Teacher Educator's Handbook: A narrative approach to professional learning</i>. Routledge. Webography: <ol style="list-style-type: none"> 1. https://www.eprof.ro/wp-content/uploads/2024/06/BAC_ISBN.pdf 2. https://www.eprof.ro/wp-content/uploads/2024/02/4.1.-Invatarea-in-format-blended-learning-pentruaplicarea-curriculumului-national-.pdf 3. https://commission.europa.eu/education/policy-educational-issues/shared-challenges-education-andtraining/standards-teaching-and-teacher-education_en 4. https://unesdoc.unesco.org/ark:/48223/pf0000390022 			
8.2 Seminar/ laboratory/ project	Teaching-learning methods	Number of hours	Remarks
1. Domain didactics: analysis of curricular area, competencies formed through disciplines included in the domain	Debate, case studies	1	
2. Comparative analysis of teaching approach at different levels (middle school, high school, post-secondary, university)	Debate, case studies	1	
3. Domain-specific design, implementation and assessment process	Mosaic, concept maps	1	
4. Innovative approaches in teaching-assessment	Mosaic, concept maps	1	
5. Micro-teaching: demonstration teaching and feedback	Debate, case studies	1	
6. Micro-teaching: demonstration teaching and feedback	Mosaic, concept maps	1	
6. Micro-teaching: demonstration teaching and feedback	Debate, case studies	1	
Bibliography: <ol style="list-style-type: none"> 5. Bocoș, M. (2013). <i>Instruirea interactivă</i>. Polirom. 6. Hattie, J., & Zierer, K. (2024). <i>10 mindframes for visible learning: Teaching for success</i>. Routledge. 7. Leo, S. (2021). <i>A challenging Book to practice Teaching in English</i>. Penerbit Andi. 8. Marzano, R.J. (2015). <i>Arta și știința predării. Un cadru cuprinzător pentru o instruire eficientă</i>. Editura Trei. 9. Nechifor, A., Săftoiu, R., Burbea, G., & Căpeneată, I. (2023). <i>Predarea limbii române ca limbă străină prin gamification: Studiu monografic și ghid de bune practici</i>. Editura Universității Transilvania. Webography: <ol style="list-style-type: none"> 6. https://reboot-foundation.org/resource/teachers-guide-to-critical-thinking/ 			

7. <https://wiltoteach.com/critical-thinking-in-the-classroom/>
 8. <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans>
 9. <https://grants.ulbsibiu.ro/prof-mentorat/files/i-ghid-mentoral-1-126-2-3987.pdf>

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.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Lesson Plan Series (40%) - Design 3 complete lesson plans incorporating: <ul style="list-style-type: none"> • One using gamification or game-based learning • One integrating AI/adaptive learning tools • One applying design thinking methodology Assessment Design (20%) - Create innovative digital assessment tools with rubrics and feedback mechanisms	Project	60%
10.5 Seminar/ laboratory/ project	Reflective Essay - Personal reflection on how modern didactic approaches transform traditional teaching, including intercultural considerations		40%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> • Correct resolution of at least 50% of all tasks. 			

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

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