

SYLLABUS

1. Information about the study programme

1.1	Institution	Universitatea Tehnica din Cluj-Napoca
1.2	Faculty	Facultatea de Automatica si Calculatoare
1.3	Department	Automatica
1.4	Field of study	Ingineria Sistemelor
1.5	Cycle of study	licenta
1.6	Program of study/Specialization	Automatica si Informatica Aplicata
1.7	Form of education	IF - invatamant cu frecventa
1.8	Subject code	200

2. Information about the subject

2.1	Subject name	Educational psychology			
2.2	Course responsible/lecturer	conf. dr. psih. Ionut-Dorin Stanciu ionut.stanciu@dppd.utcluj.ro			
2.3	Teachers in charge of seminars	conf. dr. psih. Ionut-Dorin Stanciu ionut.stanciu@dppd.utcluj.ro			
2.4 Year of study	1	2.5 Semester	1	2.6 Assessment	E
2.7 Subject category	Formative category				DC
	Optionality				DFac

3. Estimated total time

3.1 Number of hours per week	4	of which	3.2 Course	2	3.3 Seminar	2	3.3 Laboratory	-	3.3 Project	-
3.4 Total hours in the curriculum	56	of which	3.5 Course	-	3.6 Seminar	-	3.6 Laboratory	-	3.6 Project	-
3.7 Individual study:										
(a) Textbooks, lecture material and notes, bibliography										36
(b) Supplementary study in the library, online and in the field										13
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays										13
(d) Tutoring										5
(e) Exams and tests										2
(f) Other activities										-
3.8 Total hours of individual study (sum (3.7(a))...3.7(f))					69					
3.9 Total hours per semester (3.4+3.8)					125					
3.10 Number of credit points					5					

4. Pre-requisites (where appropriate)

4.1	Curriculum	-
4.2	Competence	Baccalaureate level of instruction and basic computer literacy. Specific basic psychology knowledge corresponding to previous instruction years.

5. Requirements (where appropriate)

5.1	For the course	Auditorium or large lecture room. Audio-video installation for on-screen presentations (with room speakers). WiFi or cable Internet connectivity.
5.2	For the applications Seminar /Laboratory/Project	Auditorium or large lecture room. Audio-video installation for on-screen presentations (with room speakers). WiFi or cable Internet connectivity.

6. Specific competences

Professional competences	Theoretical knowledge (declarative knowledge) about: -Educational psychology in relation to other areas of psychology and learning sciences. - Didactics and teaching as a profession (including student-centered learning and evidence-based teaching principles). - Main scientific and psychological theories. Practical skills (procedural knowledge): - Ability to identify, select, and use the main guidelines and principles regarding human development, human cognition, motivation, and emotion, and basic principle of effective communication in the classroom.
Cross competences	- Ability to operate in collaborative learning communities and groups - Ability to cooperate and collaborate with experts from other disciplines in designing instruction and optimizing instructional designs.

7. Discipline objectives (as results from the *key competences gained*)

7.1	General objective	To provide the course graduate with a set of competencies, skills and level of knowledge about him/herself which allows the formation of a competitive advantage and to provide to course graduate with a better understanding of his/her current academic status and curriculum.
7.2	Specific objectives	To facilitate domain-specific learning and knowledge acquisition by providing aspecific educational psychology perspective. To be able to identify and use psychological insights and instructional strategies in the utilisation and instructional design

8. Contents

8.1. Lecture (syllabus)	Number of hours	Teaching methods	Notes
Introduction in educational psychology. Core specific terminology and other discipline specific aspects; complexity of education and didactics; modern approaches in education.	2	Problem-solving, debating, role playing, inquiry learning, experiential learning	-
Developmental theories. Cognitive and social development – Piaget, Vygotsky.	2		
Developmental theories. Moral and ethical development – Erickson, Kohlberg.	2		

Learning theories. Behaviorism – classical conditioning	2		
Learning theories. Behaviorism – operant conditioning.	2		
Cognitive processes – Information Processing Model	2		
Cognitive processes – concept formation; memory (remembering and forgetting); transfer; thinking.	2		
Cognitive processes – problem solving; deductive and inductive reasoning.	2		
Cognitive processes – critical thinking; scientific reasoning.	2		
Cognitive processes – logical fallacies and cognitive biases.	2		
Emotion and affect. States, emotions, and feelings. Main theories of emotionality. Relevant academic emotions.	2		
Motivation. Main motivation theories. Behaviorist, cognitive, and socio-cognitive approaches.	2		
Motivation and self-regulation/determination. Goals, objectives, interests, desires, needs, expectancies, and aspirations.	2		
Human communication. Didactic implications. Assertiveness (vs. passive, aggressive, and passive-aggressive behaviors).	2		
Bibliography			
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Bassham, G. (2010). <i>Critical thinking : A student's introduction</i> . New York: McGraw-Hill Higher Education.			
Bates, A. W. (1995). <i>Technology, open learning, and distance education</i> . London: Routledge.			
Beane, J. A. (1997). <i>Curriculum Integration: Designing the Core of Democratic Education</i> . New York: Teachers College Press.			
Blondin, C., Candelier, M., Edelenbos, P., Johnstone, R., Kubanek-German, A., & Taeschner, T. (1988). <i>Foreign languages in primary and pre-school education: A review of recent research within the European Union</i> . London: CILT.			
Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research methods in education</i> . London; New York: Routledge.			
Dallmann-Jones, A. S., & Group, B. R. (1994). <i>The Expert Educator: A Reference Manual of Teaching Strategies for Quality Education</i> : Three Blue Herons Publishing, Incorporated.			
Eloff, I., & Ebersöhn, L. (2004). <i>Keys to educational psychology</i> . Cape Town: UCT Press.			
Farenga, S. J., & Ness, D. (2005). <i>Encyclopedia of education and human development</i> . Armonk, N.Y.: M.E. Sharpe.			
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Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2005). <i>Adapting Educational and Psychological Tests for Cross-cultural Assessment</i> : Taylor & Francis Group.			
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Sinagatullin, I. M. (2003). *Constructing multicultural education in a diverse society*: Scarecrow Press.

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Sternberg, R. J., & Williams, W. M. (2009). *Educational psychology*. Upper Saddle River, NJ: Merrill.

8.2. Seminar /Laboratory/Project	Number of hours	Teaching methods	Notes
Approaches, principles, and best practices in teaching.	2	Problem-solving, debating, role playing, inquiry learning, experiential learning	-
Psychological requirements of effective teaching.	2		
Academic self and related constructs (locus of control, self-efficacy, self-agency, self-regulation).	2		
The individual management of learning (initiation/engagement, maintaining, (self-)monitoring, adapting). Self-regulation of learning.	2		
Motivation and self-motivation. Self-guided and self-feedback in self-regulated learning.	2		
Assertive communication and proactive communication. The role and function of didactic communication.	2		
Evaluation and self-evaluation.	2		
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Bibliography			
- Same as for the course			

9. Bridging the course contents with the expectations of the community, professional associations, and potential employers

The skills and knowledge acquired in this course allow: - The use of evidence-based and argued thinking and decision-making in didactic contexts. - Personal and professional optimisation with respect to personal and social functioning. - Understanding the psychological principles and good practices that underpin the didactic profession. This course observes and follows the ethical guidelines and the educational objectives upheld by the European Researchers in Learning and Instruction (EARLI), the Romanian College of Psychologists (COPSI), as well as other regulatory national and international bodies.

10. Evaluation

Activity type	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	Assessment criteria consider critical thinking, logic, soundness of reasoning and argumentation, problem-solving, accuracy/precision, completeness, fluency, and relevance.	Written tests (quizzes)	50%
10.5 Seminar/ Laboratory/Project	Collaborative and individual semester projects. Assessment criteria consider critical thinking, logic, soundness of reasoning and argumentation, problem-solving, accuracy/precision, completeness, fluency, and relevance.	Individual and/or team/collaborative project portfolio consisting of structured and/or unstructured assignments	50%
10.6 Minimum standard of performance			
The total weighed score exceeds the equivalent of 5/10 of the final grade. Each assessment exceeds 50% of the allotted grading.			

Date of filling in:		Title First Name Last Name	Signature
05.02.2025	Lecturer	conf. dr. psih. Ionut-Dorin Stanciu	-
	Teachers in charge of application	conf. dr. psih. Ionut-Dorin Stanciu	-

Data avizării în Consiliul Departamentului Automatică	Director Departament
-	Prof. dr. ing. Honoriu Mugurel Vălean
_____	_____
Data aprobării în Consiliul Facultății Automatică și Calculatoare	Decan
-	Prof. dr. ing. Vlad Mureșan
_____	_____