Academic course description

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| Bachelor ‘S PROGRAMME**Preschool and Primary School Pedagogy**3rd YEAR OF STUDY, 2nd SEMESTER |

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| **Course title** | | **Classroom Management** |
| Course code | | - |
| Course type | | full attendance/ tutorial |
| Course level | | 1st cycle (bachelor’s degree) |
| Year of study, semester | | 3rd year of study, 2nd semester |
| Number of ECTS credits | | 3 |
| Number of hours per week | | 4 (2 lecture hours + 2 seminar hours) |
| Name of lecture holder | | Professor, PhD, Nicoleta Laura Popa |
| Name of seminar holder | | Assistant professor, PhD, Assante Gabriela Monica |
| Prerequisites | | Advanced level of English |
| A | **General and course-specific competences** | |
|  | **General competences**:   * Development of assessment abilities of learning processes, outcomes, and progress made by preschoolers / young school children * The managerial approach of the group of preschoolers / young schoolchildren, of the educational process, and of the learning / social integration activities specific to the specific age group * Effective cooperation in professional, interdisciplinary work teams in the field of educational sciences   **Course-specific competences**:   * Operating with concepts specific to classroom management areas in different educational situations specific to preschool / primary education. * Implementing specific strategies for preschool/primary education to differentiate and individualize teaching approaches and adapt methods to the level of the group/child/young schoolchild. * Projects development for organizing the learning environment and the group of small/preschool students and the use of the existing resources in different specified contexts. | |
| B | **Learning outcomes** | |
|  | * Use concepts and theories specific to student class management; * Explain the teacher's responsibilities as a class manager; * Apply different strategies for managing the curriculum, learning situations, space and time, disciplinary issues, conflict situations in the groups of preschoolers/class of students. | |
| C | **Lecture content** | |
|  | * Introduction of the following concepts: educational management, school organization management, class management * Teacher as class manager - managerial responsibilities and activities. Educational styles and managerial styles: similarities and differences; typologies * An integrated perspective of various dimensions of classroom management: curriculum, learning situations, space, time conflicts * Conflictual situations and disciplinary issues management | |
| D | **Recommended reading for lectures** | |
|  | * Hardin, C. J. (2008). Effective classroom management: models and strategies for today’s classrooms, 2nd Edition, NJ: Pearson Prentice Hall. * Jones, V., Jones, L. (2007). Comprehensive classroom management: creating, comunities of support and solving, 8th Edition, Boston: Pearson education Inc. | |
| E | **Seminar content** | |
|  | * The role of didactic communication in classroom management * Conflictual and disciplinary problems: strategies, models and techniques for managing disruptive behaviors * Methods of approaching conflicts and crisis situations in the educational space | |
| F | **Recommended reading for seminars** | |
|  | * Manning, M.L., Bucher, K.T. (2007). Classroom management: models, applications and cases, 2nd Edition, NJ: Pearson education Inc. | |
| G | **Education style** | |
| learning and teaching methods | | Lectures, didactic explanation, heuristic conversation, video projection, problem solving method, case studies |
| assessment methods | | Delivery of an oral presentation (50%)  Final written exam (50%) |
| Language of instruction | | English |