Academic course description

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| Bachelor ‘S PROGRAMME**Pedagogy**1st YEAR OF STUDY, 2nd SEMESTER |

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| **Course title** | | **Theories, methods and learning techniques** |
| Course code | | - |
| Course type | | full attendance/ tutorial |
| Course level | | 1st cycle (bachelor’s degree) |
| Year of study, semester | | 1st year of study, 2nd semester |
| Number of ECTS credits | | 5 |
| Number of hours per week | | 4 (2 lecture hours + 2 seminar hours) |
| Name of lecture holder | | Lecturer, PhD, Butnaru Simona |
| Name of seminar holder | | Assistant professor, PhD, Assante Gabriela Monica |
| Prerequisites | | Advanced level of English |
| A | **General and course-specific competences** | |
|  | **General competences**:   * Designing educational programmes adapted for various groups * Carrying out educational programs   **Course-specific competences**:   * Development of educational programmes using concepts, theories, paradigms, pedagogical principles, and methodologies specific to pedagogical design * Applying criteria, methods, and tools for evaluating the efficiency of the learning school activities | |
| B | **Learning outcomes** | |
|  | * Analyzing learning difficulties in terms of psycho-pedagogical assistance * Demonstrate the ability to apply learning methods and techniques according to various age particularities * To adapt learning methods according to specific contents * Assess the effectiveness of learning methods and techniques in various contexts | |
| C | **Lecture content** | |
|  | * Effective learning - conceptual clarifications * Elements of ergonomics and learning hygiene * The relationship between theories, methods, and techniques for studying. * The specificity of adult learning. * Guidelines for academic writings. | |
| D | **Recommended reading for lectures** | |
|  | * Illeris, K. (Ed.). (2018). Contemporary theories of learning: learning theorists... in their own words. Routledge. * Lair, S. (2011). Savoir maîtriser sa mémoire. Retz. * Linksman, R. (2001). How to learn anything quickly. Barnes & Noble Books. * Rowntree, D. (1987). Assessing students: How shall we know them?. Taylor & Francis. | |
| E | **Seminar content** | |
|  | * Ergonomics of learning environment * Learning styles * Memorizing techniques * Strategies for developing critical thinking * Strategies for developing meta-cognitive abilities | |
| F | **Recommended reading for seminars** | |
|  | * Corey, G. (2008). Theory and practice of Group Counseling,.Thomson Brooks Cole, Belmont, CA. * Vorderman, C. (2016). Help your kids with study skills: a unique step-by-step visual guide. Dorling Kindersley Ltd. * McPeck, J. E. (2016). Critical thinking and education. Routledge. | |
| G | **Education style** | |
| learning and teaching methods | | Lecture, debate, exercising |
| assessment methods | | Assessment portfolio (30%)  Final written exam (70%) |
| Language of instruction | | English |