

BACHELOR 'S PROGRAMME

PEDAGOGY

2nd YEAR OF STUDY, 1st SEMESTER

COURSE TITLE	INSTRUCTIONAL THEORIES OF TEACHING
COURSE CODE	-
COURSE TYPE	full attendance/ tutorial
COURSE LEVEL	1 st cycle (bachelor's degree)
YEAR OF STUDY, SEMESTER	2 nd year of study, 1 st semester
NUMBER OF ECTS CREDITS	5
NUMBER OF HOURS PER WEEK	4 (2 lecture hours + 2 seminar hours)
NAME OF LECTURE HOLDER	Lecturer, PhD, Seghedin Elena
NAME OF SEMINAR HOLDER	Lecturer, PhD, Seghedin Elena
PREREQUISITES	Advanced level of English
A	GENERAL AND COURSE-SPECIFIC COMPETENCES
	<p>General competences:</p> <ul style="list-style-type: none"> → Designing educational programmes adapted for various school levels and target groups → Carrying out educational programmes <p>Course-specific competences:</p> <ul style="list-style-type: none"> → Applying pedagogical principles and models for designing differentiated training activities for various groups → Developing educational projects using concepts, theories, paradigms, instructive-educational models, principles, and methodologies specific to pedagogical design → Identifying and using concepts, models, and strategies in education and training in the procedural approach of educational programmes
B	LEARNING OUTCOMES
	<ul style="list-style-type: none"> → Develop operational objectives referring to the operationalization techniques; → Exercise the abilities to use the models of design and coordination of the didactic activities → Formulate operational objectives and select the appropriate teaching strategies for the educational purposes → Develop self-reflective conduct and professional responsibility
C	LECTURE CONTENT
	<ul style="list-style-type: none"> → Significant current theories on school learning → Mediated learning. Experiential learning → Gardner - the Multiple Intelligences model. Didactic landmarks (from learning model to a formal training model) → The means of education. Role, classification
D	RECOMMENDED READING FOR LECTURES
	<ul style="list-style-type: none"> • Parkay, F. W., Stanford, B. H., & Gougeon, T. D. (2010). Becoming a teacher. Boston: Allyn and Bacon. • De Landsheere, V., & De Landsheere, G. (1992). L'éducation et la formation: science et pratique. Presses universitaires de France.
E	SEMINAR CONTENT
	<ul style="list-style-type: none"> → Educational purposes. Taxonomy of objectives. → Operationalization of objectives (schemes and exercises). Mager technique → Modern teaching methods - small group, creative techniques → "Teaching as a story" - The constructivist perspective in the approach of applied didactics

F	RECOMMENDED READING FOR SEMINARS	
	<ul style="list-style-type: none"> • Weil, S. W., & McGill, I. (Eds.). (1989). Making sense of experiential learning: Diversity in theory and practice. Open University Press. • Tamblin, L., & Ward, P. (2006). The smart study guide: Psychological techniques for student success. Wiley-Blackwell. • Nutbrown, C. (2011). Threads of Thinking: Schemas and Young children's learning. Sage. • Van Den Brink-Budgen, R. (2000). Critical Thinking for Students Learn the Skills of Critical Assessment and Effective Argument. 	
G	EDUCATION STYLE	
LEARNING AND TEACHING METHODS	Lecture, heuristic conversation, role play, conversation, debate	
ASSESSMENT METHODS	Formative assessment (50%) Final written exam (50%)	
LANGUAGE OF INSTRUCTION	English	