

BACHELOR 'S PROGRAMME  
**PRESCHOOL AND PRIMARY SCHOOL PEDAGOGY**  
 3<sup>RD</sup> YEAR OF STUDY, 2<sup>ND</sup> SEMESTER

COURSE TITLE	<b>CLASSROOM MANAGEMENT</b>
COURSE CODE	-
COURSE TYPE	full attendance/ tutorial
COURSE LEVEL	1 <sup>st</sup> cycle (bachelor's degree)
YEAR OF STUDY, SEMESTER	3 <sup>rd</sup> year of study, 2 <sup>nd</sup> 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
<b>A</b>	<b>GENERAL AND COURSE-SPECIFIC COMPETENCES</b>
	<p><b>General competences:</b></p> <ul style="list-style-type: none"> <li>→ Development of assessment abilities of learning processes, outcomes, and progress made by preschoolers / young school children</li> <li>→ 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</li> <li>→ Effective cooperation in professional, interdisciplinary work teams in the field of educational sciences</li> </ul> <p><b>Course-specific competences:</b></p> <ul style="list-style-type: none"> <li>→ Operating with concepts specific to classroom management areas in different educational situations specific to preschool / primary education.</li> <li>→ 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.</li> <li>→ 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.</li> </ul>
<b>B</b>	<b>LEARNING OUTCOMES</b>
	<ul style="list-style-type: none"> <li>→ Use concepts and theories specific to student class management;</li> <li>→ Explain the teacher's responsibilities as a class manager;</li> <li>→ Apply different strategies for managing the curriculum, learning situations, space and time, disciplinary issues, conflict situations in the groups of preschoolers/class of students.</li> </ul>
<b>C</b>	<b>LECTURE CONTENT</b>
	<ul style="list-style-type: none"> <li>→ Introduction of the following concepts: educational management, school organization management, class management</li> <li>→ Teacher as class manager - managerial responsibilities and activities. Educational styles and managerial styles: similarities and differences; typologies</li> <li>→ An integrated perspective of various dimensions of classroom management: curriculum, learning situations, space, time conflicts</li> <li>→ Conflictual situations and disciplinary issues management</li> </ul>
<b>D</b>	<b>RECOMMENDED READING FOR LECTURES</b>
	<ul style="list-style-type: none"> <li>• Hardin, C. J. (2008). Effective classroom management: models and strategies for today's classrooms, 2nd Edition, NJ: Pearson Prentice Hall.</li> <li>• Jones, V., Jones, L. (2007). Comprehensive classroom management: creating, communities of support and solving, 8th Edition, Boston: Pearson education Inc.</li> </ul>
<b>E</b>	<b>SEMINAR CONTENT</b>
	<ul style="list-style-type: none"> <li>→ The role of didactic communication in classroom management</li> <li>→ Conflictual and disciplinary problems: strategies, models and techniques for managing disruptive behaviors</li> <li>→ Methods of approaching conflicts and crisis situations in the educational space</li> </ul>

F	RECOMMENDED READING FOR SEMINARS	
	<ul style="list-style-type: none"> <li>Manning, M.L., Bucher, K.T. (2007). Classroom management: models, applications and cases, 2nd Edition, NJ: Pearson education Inc.</li> </ul>	
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	