

Curricular Analysis of the Pedagogical Subjects Studied in the Pedagogical Module

Adela-Simina Câmpan, Muşata Bocoş

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Adela-Simina Câmpan ^{a*}, Muşata Bocoş ^b

^{a, b} Babeş-Bolyai University, Faculty of Psychology and Educational Sciences, 7 Sindicatelor Street, Cluj-Napoca, 400029, Romania

*Corresponding author: adela.campan@yahoo.com

Abstract

Keywords:

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The Methodology for the organization and functioning of the Psycho-pedagogical Training Programs in USAMV Cluj-Napoca is the document which, based on official documents issued by the Ministry of Education, provides the framework for the organization of the psycho-pedagogical training programs. More precisely, it aims to certify the competences for the teaching profession through the two levels: Level I (initial) and Level II (deepening). The methodology presents both the curriculum of these psycho-pedagogical training programmes and their formal curricular documents. At both Level I and Level II, the teaching subjects are divided into two categories: basic psycho-pedagogical training and specialist teaching and practical training. Annex 2 of this methodology presents the timetable available for the specialist content and the assessment method.

Zusammenfassung

Schlüsselworte:

methodik; psycho-pädagogischen ausbildungsprogramme; lehrerberuf.

Die Methodik für die Organisation und das Funktionieren der psycho-pädagogischen Ausbildungsprogramme im USAMV Cluj-Napoca ist das Dokument, das auf der Grundlage offizieller Dokumente des Bildungsministeriums den Rahmen für die Organisation der psycho-pädagogischen Ausbildungsprogramme bietet, genauer gesagt zielt es darauf ab, die Kompetenzen für den Lehrerberuf durch die zwei Stufen zu zertifizieren: Stufe I (Grundausbildung) und Stufe II (Vertiefung). Die Methodik stellt sowohl den Lehrplan dieser psychopädagogischen Ausbildungsprogramme als auch ihre Lehrpläne vor. Sowohl auf der Stufe I als auch auf der Stufe II sind die Unterrichtsfächer in zwei Kategorien unterteilt: die Fächer der psychopädagogischen Grundausbildung und die Fächer der fachdidaktischen und praktischen Ausbildung. In Anhang 2 dieser Methodik werden die für die Fachinhalte verfügbaren Stundenpläne und die Bewertungsmethode vorgestellt.

1. Introduction

The aim of higher education is to create and share knowledge to society by:

a) initial and ongoing training at university level, with the aim of personal development, professional integration and instruction in the socio-economic environment;

b) scientific research, innovation, development and technology transfer, through individual and collective creation, in the fields of science, engineering, arts, literature, by ensuring physical and sports performance and development, and the exploitation and distribution of their results. (National Education Law 1/2011, art. 117). We note that university education focuses, on the one hand, on the development of the formative and informative side of students in the field of specialisation (initial and ongoing training) and, on the other hand, on their research activity.

Closely related to point a) of article 117 is article 236 of the National Education Law 1/2011, which refers to initial training in the field of teaching careers: Initial training for teaching positions in pre-university education includes:

a) initial, theoretical, specialist training carried out by universities in programmes accredited in accordance with the law;

b) completion of a two-year master's degree in teaching or training in level I and II psycho-pedagogical training programmes carried out by specialist departments in higher education institutions;

c) a practical training period of one school year, carried out in an educational establishment, usually under the supervision of a mentor teacher.

2. Methodology of organization and functioning of the Psycho-pedagogical Training Programs in USAMV Cluj-Napoca - critical analysis

The National Education Law No. 1/2011, as amended and supplemented, and the Order of the Minister of Education No. 3850/02.05.2017, as amended and supplemented by O.M. 4129/16.07.2018, govern how the Psycho-Pedagogical Training Programs of the University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca are organised and run.

This methodology has the following structure:

- Chapter I: Organisation of psycho-pedagogical training programmes
- Chapter II: Admission to psycho-pedagogical training programmes
- Chapter III: Curriculum of psycho-pedagogical training programmes
- Chapter IV: Formal curricular document of psycho-pedagogical training programmes
- Chapter V: Completion of psycho-pedagogical training programmes
- Chapter VI: Certification of competences for the teaching profession
- Chapter VII: Final provisions.

Chapter I specifies that the organisation of psycho-pedagogical training programmes aims at the certification of competences for the teaching profession and presents the levels for which this can be obtained, respectively Level I (initial) and Level II (advanced). Level I offers university graduates the opportunity to teach in nursery, preschool and compulsory education, under the condition that they have accumulated a minimum of 30 transferable credits from this instruction programme. Level II offers graduates the opportunity to teach at all levels of pre-university education, if two criteria are met simultaneously: graduates must accumulate at least 60 transferable credits (30 credits from level I and 30 credits from level II) and the completion of one of the study categories - master's degree, long university studies, postgraduate programme lasting at least one and a half years or ensuring the accumulation of at least 90 credits, professional conversion programme for the acquisition of new specialisations, completed after the completion of master's degree or long university studies. This chapter also specifies that this category of training is organised on a full-time basis.

Chapter II presents aspects concerning admission to psycho-pedagogical training programmes, such as: language, who can apply, admission conditions, how admission is carried out, students' rights and obligations, funding scheme. In this chapter it is stated that the subjects of the Level I Psycho-pedagogical Training Programme are integrated into the curricula of the faculties, with the status of optional subjects. Article 5(1) specifies that if a graduate who did not follow the psycho-pedagogical training programme during their college studies have the opportunity to enrol for this programme in the postgraduate course regime. Also included here are issues related to enrolment in postgraduate Levels I and II as well as how to apply for admission. This chapter mentions the documents required for Level I and Level II applications.

Chapter III presents the structure of the curriculum of the psycho-pedagogical training programmes, which is split into 3 categories: core, extended and optional curriculum. The core curriculum comprises the subjects and teaching activities that are compulsory for Levels I and II. The core curriculum consists of two packages of subjects: subjects of fundamental psycho-pedagogical training and subjects of specialised teaching and practical training. The extended curriculum is made up of the subjects and compulsory teaching activities for Level II and also comprises two packages of subjects: subjects for the extension of psycho-pedagogical training and subjects for the extension of specialist teaching and practical training. The optional curriculum consists of two subjects; one subject is chosen from each of the two packages of optional subjects offered by the Level II curriculum.

Chapter IV states that the formal curricular document for the teaching profession are established at national level by OMEN No 3850.

Chapter V presents the aspects of the completion of psycho-pedagogical training programmes. It is completed, for each level of certification, with a graduation exam. The criteria of the evaluation are comprised of preparing a teaching portfolio, which they have to support. It includes documents that show, in brief, the level and quality of the competences acquired by the students through this instruction programme. For both levels, the teaching portfolio must include the following materials: SWOT analysis for the teaching profession, the education system; activities/ projects with themes given by each teacher

in each of the subjects studied; completion of seminar activities in each subject (using workbooks); project with theme given for the Computer-Assisted Instruction subject, presented in PowerPoint version; online tests/ lessons (Kahoot version); attendance sheets for mentor teachers' lessons (Pedagogical Practice I, Level I); analysis sheets for lessons given by peers (Pedagogical Practice II; Level I); psycho-pedagogical sheet; teaching projects; activity sheets, as well as other elements according to the specifics of the subjects in the Department for Teacher Training Formal curricular document for Level I and Level II respectively (Chapter V, art. 10, para. (3)).

This chapter mentions the allocation of credits, as well as the condition of passing the graduation exam. There are also details of possible particular situations that may arise, followed by solutions:

- students on ERASMUS mobility, who are unable to complete one or more subjects, have the possibility to catch up later;
- students have the possibility to make up one subject per semester, at the same time as the subjects related to the semester/ year of study; exceptionally, in the 4th year, undergraduate level, students can make up 2 subjects per semester (subjects related to year 3 of the formal curricular document);
- the recovery of subjects is carried out in accordance with the fee system for the arrears;
- students transferring from other universities, who have followed the Level I training programme, may continue the programme on the basis of their academic record attached to a written application;
- if the student withdraws from the programme, he/she loses the right to complete the Level I programme without payment of a fee during the undergraduate studies; in this case, the completion of Level I can be solely done on a postgraduate basis, with payment of a fee, with recognition of the credits of the subjects previously passed.

Chapter VI is intended for the certification of competences for the teaching profession. This chapter specifies that graduates of university studies who have completed the Level I training programme and passed the graduation examination receive the Certificate of Completion of the Psycho-pedagogical Training Programme - Level I (only after obtaining the Bachelor's degree), which enables them to teach in nursery, preschool and compulsory education. Graduates who have completed the Level II training programme and passed the graduation exam receive

the Certificate of Completion of the Psycho-pedagogical Training Programme - Level II, giving them the opportunity to take up teaching posts at all levels of the national pre-university education system. According to art. 14, para. (3), graduates who did not pass the graduation exams of the psycho-pedagogical training programmes may apply for a certificate stating the subjects passed.

In Chapter VII, Final provisions, art. 17 specifies that for graduates who have completed level I/II psycho-pedagogical training programmes, the correspondence between the fields of university studies completed and the subjects that may be taught in pre-university education shall be established according to the Summary Table on teaching subjects, fields and specializations, as well as the competitive examinations, for the employment of teaching staff in pre-university education, approved annually by order of the Minister of National Education; for university studies which have not been completed in Romania, the correspondence is based on the recognition certificate issued by the National Centre for the Recognition and Equivalence of Diplomas. This chapter also specifies that graduates who have completed (with a diploma) long or short university studies by 2005 are considered to have completed Level I and Level II training programmes, if they provide proof of having completed the following subjects: School Psychology, Pedagogy, Teaching Methodology and Pedagogical Practice in the speciality indicated on the bachelor's degree.

According to art. 20, para. (1) and (2), in order to obtain the Certificate of Completion of the psycho-pedagogical training programme - Level I for a specialisation other than the initial one, 22 credits previously obtained in the disciplines of fundamental psycho-pedagogical training (18 credits) and in the disciplines of Computer-Assisted Instruction (2 credits) and Pedagogical Practice (2 credits) are recognised. In order to obtain the certificate for a new specialisation, the student/graduate must complete the subjects Didactics of Speciality (5 credits) and Pedagogical Practice (3 credits), thus obtaining the 8 credits.

In order to obtain the Level II certificate in another undergraduate field of study, the 20 credits previously obtained in the extension subjects of the psycho-pedagogical training and in the optional subjects are recognised. For this purpose, it is necessary to complete the subjects of the specialist didactic and

practical training and to obtain the 10 corresponding credits.

The chapter concludes with details of pedagogical practice, pointing out that this is carried out on the basis of agreements concluded between the educational institutions providing psycho-pedagogical training and the school inspectorates to which the educational establishments where pedagogical practice is carried out belong. In addition, the pedagogical practice can be carried out as a traineeship under the Erasmus+ programme, which must be attested by the Europass Mobility document.

3. Critical analysis of the Level I Formal Curricular Document

The Formal curricular document is a core curricular product that sets out the subjects and the time resources required to address them (period of study of the subject, number of hours per week and total number of hours - presented separately for courses and for applied activities), as well as the form of assessment and number of credits for each subject.

We present below the analysis of the Formal Curricular Document for the 30 credits psycho-pedagogical study programme for Level I (initial) certification for the teaching profession, valid from the academic year 2022-2023, according to Annex 2 to OM No 4139/29.06.2022.

The teaching subjects are structured in two categories: *subjects of fundamental psycho-pedagogical training* (compulsory) and *subjects of specialised didactic training and practice* (compulsory). The first category includes the subjects: *Educational Psychology*, *Pedagogy I (Fundamentals of Pedagogy, Theory and Methodology of the Curriculum)*, *Pedagogy II (Theory and Methodology of Instruction. Theory and Methodology of Evaluation)* and *Classroom Management*. The second category includes the following subjects: *Didactics of Speciality*, *Computer-Assisted Instruction*, *Specialised Pedagogical Practice in Pre-University Education* (observational practice and teaching practice).

The following is an analysis of each of the subjects in the Formal curricular document as set out in this document:

- *The discipline of Educational Psychology* is studied in the first year, in the first semester, for a duration of 14 weeks, with 2 hours of lecture and 2 hours of seminar as time resources allocated per week.

In total, there are 28 hours dedicated to courses and 28 hours dedicated to seminar activities (total: 56 hours). In this subject, assessment is by examination and 5 credits are allocated.

- *Pedagogy I* covers the content of the Fundamentals of Pedagogy and Theory and Methodology of the Curriculum. This subject is studied in the second semester of the first year for a period of 14 weeks. Each week, 2 hours of course activity and 2 hours of applied activity are allocated, for a total of 28 hours of course and 28 hours of seminar (total: 56 hours). Assessment is by examination, with 5 credits allocated to the subject.

- *Pedagogy II* includes content specific to Theory and Methodology of Instruction and Theory and Methodology of Evaluation. This subject is taken in the second year, in the first semester (semester 3), for a duration of 14 weeks. 2 hours of courses and 2 hours of seminars are allocated to this subject each week. A total of 28 hours of courses and 28 hours of seminars (total: 56 hours) are allocated over the whole semester. As in Pedagogy I, the assessment is by examination and 5 credits are allocated to this subject.

- *The subject of Classroom Management* is studied in the third year, during the second semester, over a period of 14 weeks. In terms of time resources, this subject is allocated one hour of course and one hour of seminar per week. Overall, there are 14 hours of lecture and 14 hours of seminar, for a total of 28 hours per semester. Assessment is by examination, with this subject being awarded 3 credits.

- *The subject Didactics of Speciality* is studied in the second year, in the second semester (semester 4), and is taken over 14 weeks, with 2 hours of courses and 2 hours of seminars per week. In total, 28 hours of courses and 28 hours of seminars were allocated, totalling 56 hours. Assessment is by examination, with 5 credits allocated to the subject.

- *Computer-Assisted Instruction* is taken in the third year, semester I (semester 5), over a period of 14 weeks. This subject will be studied during one hour of course and one hour of seminar per week, in total 14 hours of course and 14 hours of seminar (total: 28 hours). The assessment consists of a colloquium and the Computer-Assisted Instruction subject is awarded 2 credits.

- *The subject of Specialised Pedagogical Practice in Pre-University Education* is taken in the third year, during both semesters (semesters 5 and 6). In the first semester the observational practice is carried out during 14 weeks, while in the second

semester it is taken during 12 weeks. As regards, the difference in the number of weeks between the two semesters, Annex 2 contains a clarification that the last semester of the university studies is 10-12 weeks. (Please note that this formal curricular document applies to 3/4/5/6 year undergraduate studies.) As the subject is concerned with observational practice (semester I) and teaching practice (semester II), there are no hours devoted to courses but only to applied activities - 3 hours per week, totalling 42 hours in semester I and 36 hours in semester II. In both semesters the assessment consists of a colloquium, with the observational practice being allocated 3 credits and the teaching practice 2 credits.

In total, the student/ graduate who enrolls in and completes the Level I training programme spends 140 hours on coursework and 218 hours on applied activities, for a total of 358 hours. In terms of assessment, the trainee has to take 5 exams and 3 colloquia, thus accumulating 30 credits.

The Level I graduation exam is taken in the third year, second semester (semester 6), within a period of 2 weeks. As stated in the formal curricular document, the two-week period provided for the graduation exam is allocated for the completion of the teaching portfolio. For the examination 5 credits are awarded.

We note that the subjects are not presented in the order of their study, but according to the category to which they belong - subjects of fundamental psycho-pedagogical training or subjects of specialised teaching and practical training. For example, the subject of Classroom Management, although not studied until the 6th semester, appears in the Curriculum after Pedagogy II, as it is a fundamental subject.

4. Critical analysis of the Level II Formal Curricular Document

The formal curricular document for the 30 credits extension psycho-pedagogical studies program for Level II (deepening) certification is intended for undergraduates. This curricular product is valid from the academic year 2022-2023 and is realized according to Annex 2 of OM 4139/29.06.2022.

This Formal curricular document is structured in the same way as the Formal Curricular Document for Level I, presenting the subjects to be studied, the period of study of the subject (year of study, semester and number of weeks), the number of hours per week - presented separately for courses and applied

activities, the total number of hours devoted to the study of these subjects - presented separately for courses, seminar activities and the total number (course + seminar), the assessment method and the credits allocated to each of these subjects.

While the Formal Curricular Document for Level I covers the core curriculum, the Curriculum for Level II covers the extended curriculum and the optional curriculum. The Formal Curricular Document for Level II comprises three categories of subjects: *fundamental psycho-pedagogical training subjects* (compulsory), *specialised didactic training and practice subjects* (compulsory) (these two categories of subjects constitute the extended curriculum) and *optional subjects* (this last category constitutes the optional curriculum), each of which is allocated 10 credits. Included in the category of fundamental psycho-pedagogical training subjects are the subjects of *Psycho-pedagogy of Adolescents, Young People and Adults* and *Design and Management of Educational Programmes*. The category of subjects of specialised didactic training and practice includes *Didactics of the Field and Developments in the Didactics of Speciality* (secondary education, post-secondary education, as appropriate) and *Specialised Pedagogical Practice in Pre-University Education* (secondary education, post-secondary education, as appropriate). The category for optional subjects comprises two optional packages, one subject being chosen from each. *Optional package 1* comprises the following subjects: *Educational Communication, Counselling and Guidance, Educational Research Methodology* and *Integrated Education*. *Optional Package 2* includes the subjects: *Sociology of Education, Management of School Organisation, Educational Policies, Intercultural Education* and *Contemporary Pedagogical Doctrines*.

The following is an analysis of each subject in this formal curricular document:

- *The subject of Psycho-pedagogy of Adolescents, Young People and Adults* is studied over 14 weeks, with 2 hours of course work and one hour of applied work per week. In total, 28 hours are allocated to courses and 14 hours to applied activity (total: 42 hours). The course ends with an examination, for which 5 credits are awarded.

- The study of *the subject of Design and Management of Educational Programmes* is carried out over a period of 14 weeks, with 2 hours of courses and 1 hour of seminars per week. In total, there are 28 hours of lectures and 14 hours of seminars (42 hours

overall). Assessment involves taking an exam, with the learner receiving 5 credits for passing.

- *The subject Didactics of the Field and Developments in the Didactics of Speciality* (secondary, post-secondary education, as appropriate) is studied over 14 weeks, with 2 hours of course and 1 hour of seminar per week, totalling 28 hours of course and 14 hours of seminar (total: 42 hours). As for the assessment method, this is carried out by means of an examination, the subject being awarded 5 credits.

- The subject of *Specialised Pedagogical Practice in Pre-University Education* (secondary, post-secondary, as appropriate) is taken over a period of 14 weeks, with 3 hours per week allocated to practical activities (total: 42 hours); as this is an applied subject, there are no hours allocated to courses. The assessment involves a colloquium, which is awarded 5 credits.

- The subject chosen from Optional Package 1 is studied in semester II, over a period of 14 weeks, with 1 hour of course and 2 hours of seminar per week, with a total of 14 hours for courses and 28 hours for applied activities (total: 42 hours). Assessment is by examination, with 5 credits allocated to the subject.

- The subject chosen from Optional Package 2 is studied in semester III, over 14 weeks, with one hour per week for courses and 2 hours per week for practical activities. In total, there are 14 hours allocated to courses and 28 hours allocated to seminar work (total: 42 hours). The assessment consists of an examination, the subject carries 5 credits.

In total, the trainee enrolled in the Level II training programme allocates 112 hours to courses and 140 hours to applied activities, for a total of 252 hours. In terms of assessment, the trainee takes 5 exams and a colloquium, thus accumulating 30 credits.

The Level II graduation exam is taken in the fourth semester, with 2 weeks allocated. As stated in the Curriculum, the two-week period for the graduation exam is allocated to the completion of the teaching portfolio. 5 credits are awarded for the examination.

5. Conclusions

As we have seen, this methodology highlights and clarifies the aspects related to the training of students in the field of teaching careers - the completion and graduation of the Level I and Level II psychopedagogical training programme. The guidelines outlined in this document aim to outline the necessary framework for the development of student/ graduate training in the field of teaching.

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Adela-Simina Câmpan is teacher for preschool education at the "Licurici" Kindergarten in Cluj-Napoca and associate professor at the Department for Teacher Training of the University of Agricultural Sciences and Veterinary Medicine in Cluj-Napoca. She obtained her PhD in Education Sciences at Babeș-Bolyai University. Her research areas are oriented towards investigating the formative and informative valences of the outdoor type experiential activities in preschool education and the promotion of well-being among college students

Mușata Bocoș is University Professor and Ph.D. Coordinator at the Faculty of Psychology and Sciences of Education (Babeș-Bolyai University, Cluj-Napoca, Romania). She has obtained a Ph.D. in Educational Sciences in 1997 at Babeș-Bolyai University. Her research interests are reflected in a series of studies and articles published in important national and international journals. Her teaching activity covers several domains such as the theory and methodology of curriculum, general didactics, and educational research.

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