ProDidactica
CENTRU EDUCATIONAL

Pestalozzi Children's Foundation

Moldova State University

University Curriculum
INTERCULTURAL EDUCATION

for future teachers



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Chişinău • 2020

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Introduction

Moldova State University (USM), as a public higher education institution, has as its mission: the training of highly qualified staff for the national economy, able to work in the changing market economy; organizing and conducting fundamental and applied scientific research, oriented towards solving current socio-economic problems and achieving technological transfer of the results of university scientific research. The strategic objectives of institutional development are: higher education training in various fields and development of necessary competences for socio-professional integration; developing the scientific potential in the fields of specialist training; development and promotion of scientific ideas, theories, conceptions through the research activity conducted by the didactic staff and students; promotion of general-human and national axiological values/references; creation of the ethical and civic profile of the young student; ensuring the quality of higher education and educational services provided; participation in the elaboration of educational policies and strategies and their implementation in higher education, integration in the European Area of Higher Education and Research (http://usm.md/?page_id=528&lang=en).

Founded on October 1, 1946, USM was and remains a classical institution, which aims to provide quality studies. Since 1969, it has been a member of the International Association of Universities. USM is the first institution of higher education accredited by the Government of the Republic of Moldova, the certificate no. 001 being signed on February 22, 2001, and was re-accredited on September 28, 2006. In May 2005, USM joined the Bologna Process and the Lisbon Convention, and from July 20, 2006, has become a member of Moldovan Academy of Sciences. Today, USM registers over 100 thousand graduates, having prepared, for over 70 years, a large part of the country's intellectual and pedagogical elite.

According to the Regulation for organizing the educational process, the USM curricular programmes "reflect the conception of initial professional training and represent the regulatory and didactic support for the organization of specialist training process for different fields of the national economy. The curricular programs represent documents that ensure the realization of the study plan. The structure of curricular programmes broadly reflects the structure of the curriculum; curricular programmes are oriented towards the achievement of initial professional training process learning outcomes, towards the development of a system of competences that will ensure a successful professional integration for the graduate. The discipline curriculum represents the regulatory document that establishes the synthesis between outcomes, contents and didactic technologies. The outcomes included in the discipline curriculum are criteria for evaluating academic performance. The curricular programmes establish the correlation between the theoretical and practical aspect of the professional training (the correlation between different forms of organization of

the educational process: lecture, seminar, laboratory) (pp. 10-11) (http://usm.md/wp-content/uploads/REGULAMENT-DE-ORGANIZARE-A-PROCESULUI-EDUCATIONAL.pdf).

The multicultural context of the capital, where USM teachers and students carry out their activity, coming from diverse cultural backgrounds, from an ethnic, linguistic, social, confessional perspective, etc., on the one hand, and the national and international educational partnerships that are growing, on the other hand, are promoting intercultural dialogue and call for the development of intercultural competence for all educational actors. Currently, out of the approximately 10 thousand students, enrolled in the last 3 years in the field of *Educational Sciences*, 86,25% learn in Romanian and 13,75% - in Russian, many of them being part of mixed families and speaking at home in two languages. As ethnicity, the majority of students are Moldovans/Romanians, 23 - Ukrainians, 15 - Russians, 12 - Gagauz and 8 - Bulgarians.

The teaching staff also presents itself as an ethnic and linguistic mixture with over 70 percent of the teachers being bilingual, speaking Romanian and Russian, the younger generation, however, with higher education completed after the 90s, possesses other languages as well, including French and English. These features facilitate the involvement of teachers as well as that of students in the international process of academic mobility, including through Erasmus and Erasmus+ programs, but also through other academic exchanges, supported by UNESCO, the European Union, the Council of Europe, etc., coordinated by a special department of international relations that support and implement the university's internationalization strategy, promoting it as a center of education, research and culture in the Republic of Moldova and worldwide.

* * *

The curricula presented in this paper have been approved at the Council meeting of the Faculty of Psychology and Educational Sciences, Sociology and Social Work of August 29, 2019 (Minutes no. 1). Thus, we propose two comprehensive curricula for the development of intercultural competence for future educators and 10 curricular, modular and infusional approaches.

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Curriculum *Pedagogy:* modular and infusional approach

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PRELIMINARIES

The discipline *Pedagogy* is the key element of the psycho-pedagogical module and contributes to the professional training of future teachers for pre-university education institutions. The supply of the educational system in the Republic of Moldova with teachers, as well as the possibility of hiring graduates on a secure labor market segment, which needs qualified specialists, justifies the need to include the psycho-pedagogical module in the professional training program of future specialists in the field of biology, physics, chemistry, mathematics, philology, history, etc.

The psycho-pedagogical module is offered at choice: so, *Pedagogy* is a discipline that student can opt for, but once chosen, it is compulsory to achieve its learning outcomes.

Pedagogy is the basis for future teachers training, proposing an integrated approach in the acquisition of the concepts, understanding the essence of the instructional-educational process, training/developing a system of competences necessary to carry out the educational activity.

This discipline initiates the students in the problem of the activity of the teacher, of the director, of the school manager.

The large number of hours distributed for the individual activity of student is justified by the tendency to organize the learning process so that it is possible to develop in students the necessary competences using the professional training framework in the university context and in the framework of internships.

Focusing on competences requires a new conceptualization of the didactic approach within the discipline and implies the minimization of initial professional training process stereotyping.

In the context of the expanding globalization phenomenon, the celebration of social, economic, demographic, cultural diversity represents a widely-discussed topic, especially in the educational field. The young generation must actively face the multiethnic and multicultural character of Moldovan society, in order to relate constructively and positively to this diversity. It must be carefully guided in order to acquire vast and functional knowledge about national and universal culture, to know multiple experiences of formative learning and, at the same time, to cultivate correct attitudes, to show openness and availability of communication, civilized interaction with any human on the planet, in order to cooperate with them in order to solve common problems. In this regard, intercultural training for future teachers and disseminating good practices in pre-university institutions practice is and remains a priority, a fact confirmed by the multitude of regulatory acts in which the cultural element

is highlighted. (Europe -2030 Strategy, Education Strategy - 2020, National Curriculum Reference Framework, Education Code, etc.), which allows each person to participate effectively in social and professional life, "demonstrating permissiveness, respect and understanding of culturally diverse meanings as an expression of cultural maturity".

I. COURSE ADMINISTRATION

Mode of study	Code of discipline	Name of discipline	Responsible for discipline	Semester	No. of hours				Evaluation	No. of ECTS credits
					Total	including				
						L	S	IA		
Full-time	S.04. A.029	Pedagogy	Olga Dicusară	III	180	30	45	105	Examination	6

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Content units	No. of hours		
		Lecture	Seminar	Independent activity of students
1.	The teacher-actor of the educational process	2	2	
2.	Epistemological foundations of pedagogy	2	2	
3.	Theory of education. Forms and functions of education	2	2	
4.	Theory of education. Factors for personality development. Educability	2	2	
5.	Outcomes of education	2	2	
6.	Contents of education. Fields of education and new education	2	2	20
7.	Intercultural education-training *through* and *for* cultural diversity	2	2	
8.	Theory of instruction. Dimensions of the educational process. Teaching and learning	2	2	
9.	Theory of instruction. Dimensions of the educational process. Evaluation	4	4	
10.	Contents of educational process/The curriculum	2	2	
11.	Didactic technology - functional - instrumental component of didactics	4	4	30
12.	Didactic planning	2	2	
13.	Pedagogical communication	2	2	
14.	Educational Management	2	2	
15.	Inclusive education		15	55
	Total hours	**30**	**45**	**105**

III. LEARNING OUTCOMES

- To approach the pedagogical theories from the perspective of educational policies and of current peculiarities of the educational process with an openness to the cultural/intercultural framework in the era of globalization and internationalization;
- To use documents of educational policies in the process of organizing and carrying out the instructive-educational approach by connecting to European educational values and standards;
- To formulate educational outcomes according to the educational potential of the student and the variety of learning environments;
- To use interactive teaching strategies in organizing and developing the teaching learning-evaluation process by respecting and cultivating cultural diversity;
- To design learning activities from the perspective of competence-based educational paradigm, with an emphasis on the intercultural dimension;
- To identify theoretical benchmarks related to inclusive education;
- To adapt the educational process to the needs of children with special educational needs through balanced reporting to otherness, without prejudice and discrimination;
- To design educational approaches in the light of the principle of differentiation and individualization of learning in the conditions of accepting pluralism and positive value of differences.

IV. LEARNING UNITS

Reference objectives	Content units
Students will be able: – to determine the professional dimensions of the teacher; – to analyze the competence system of the contemporary teacher; – to characterize the profile of the "culturally and interculturally competent" teacher, taking into account the current imperatives of the society; – to appreciate the importance of developing the intercultural competence in future teachers.	**The teacher – actor of the educational process** • Professional dimensions of the teacher • The teacher's competence system. The "culturally and interculturally competent" teacher • Intercultural competence: conceptual-practical functionality **Key terms:** *teacher, competence system, cultural/intercultural competence.*
Students will be able: – to define pedagogy as a science and art of education; – to identify the fundamental theories of pedagogy: theory of education and theory of training;	**Epistemological foundations of pedagogy** • Pedagogy, science and art of education • The system of educational sciences. Theory of instruction and theory of education as fundamental branches of the system of educational sciences.

– to determine the functions of pedagogy as a science; – to analyze the stages of the evolution of pedagogy as a science for educational theory and practice; – to define the basic categories of pedagogy: education, training, instruction.	• The evolution stages of pedagogy as a science of education • The conceptual basis of pedagogy **Key terms**: *pedagogy, educational sciences, educational theory, theory of training*
Students will be able: – to distinguish the forms of education; – to compare the forms of education, establishing functional correlations between them; – to present practical ways of promoting interculturality in different learning contexts: formal, non-formal and informal; – to interpret the functions of education; – to estimate the role of the forms and functions of education in the development of a personality; – to determine the role of the principle of education according to the culture in regulation/self-regulation of the educational phenomenon; – to describe the characteristics of education; – to evaluate the specificity of the national and universal character of education.	**Theory of education.** **Forms and functions of education** • Forms of education: formal education, non-formal education and informal education • Ways to promote intercultural education in different learning contexts: formal, non-formal and informal • The functions of education: the gnoseological function, the praxiological function, the axiological function • Educational principles. The principle of education according to culture • The characteristics of education. The national and universal character of education **Key terms**: *formal, non-formal and informal education, educational principles, the principle of education according to culture, the national and universal character of education.*
Students will be able: – to define the term *educability*; – to identify the factors of personality development; – to estimate the importance of heredity, environment and education in personality development; – to interpret the concepts of *identity* and *cultural identity*; – to highlight the role of the family and the ethnic/national community in shaping the conception of the world and life under conditions of diversity; – to appreciate the relevance of cultural openness by promoting national values in a global context.	**Theory of education. The factors of personality formation. Educability** • Educability • Education as a process of personality development • The factors of personality formation: heredity, environment, education • Cultural identity. The report "Me" - "the others", "We" - "the others" in the multi-/ intercultural society • The family and the ethnic community - determining factors in the development of the conception about the world and life • The citizen of the Republic of Moldova - bearer of assumed national and universal values **Key terms:** *educability, educational factors, culture, identity, cultural identity, family, ethnic/ national community, national/universal values.*

Students will be able: – to explain the essence of educational outcomes at system and process level; – to analyze the category of educational outcomes from the perspective of the intercultural approach; – to determine the place and role of intercultural competence in the system of key/transversal competences; – to analyze the peculiarities of the system of competences reflected in the curricula for school disciplines; – to apply theoretical benchmarks in formulating operational objectives; – to establish correlations between competences and operational objectives; – to formulate operational objectives.	**The outcomes of education** • The concept of educational outcomes • The categories of educational outcomes: educational ideal, purpose/personality profile, competences, operational objectives • The educational outcomes approached from the perspective of cultural/intercultural values • The peculiarities of the competence system reflected in the school curricula • Intercultural competence-fundamental acquisition in the personality profile of the student • Teleology. Taxonomy of pedagogical objectives. Operational objectives **Key terms**: *educational outcomes, educational ideal, key/transversal competences, graduate profile, intercultural competence, taxonomy, operational objectives.*
Students will be able: – to describe the essence of the branches of education; – to analyze the significance of new education in the educational process; – to argue the importance of the contents of education for personality development.	**Content of education.** **The branches of education and new educations** • The fields of education: intellectual, moral, aesthetic, physical, technological, civic education • The contents of education as a source of personality formation • New education **Key terms:** *content of education, new education.*
Students will be able: – to define the key concepts associated with the term of *intercultural education;* – to analyze the model of the "cultural iceberg" relating to the elements of surface culture and deep culture; – to explain the belonging to one's own culture by knowing the national treasure;	**Intercultural education - training *through* and *for* cultural diversity** • Intercultural education - competing definitions, principles, concepts • From cultural competence to intercultural competence. The model of the "cultural iceberg" • National culture – opportunity to manifest cultural identity • Forms of manifestation of interculturality in the Republic of Moldova. Lifestyles, customs of ethnic minorities

– to estimate the culture of ethnic minorities in the Republic of Moldova in relation to their own culture.	**Key terms**: *multi-/pluriculturality, interculturality, discrimination, cultural diversity, enculturation, acculturation, intercultural edu-cation, national culture, traditions, ethnic minorities.*
Students will be able: – to define the term *didactics;* – to distinguish the components of the didactics; – to determine the role of didactics in the education process; – to establish relations between the sides of the education process; – to propose practical ways to promote the dimensions of intercultural education in school; – to determine the role of the teacher in organizing and carrying out the education process by respecting and appreciating the positive cultural differences.	**Theory of instruction** **The dimensions of the educational process** **Teaching and learning** • Theory of training/Didactics • The didactic components • The sides of the education process: teaching and learning • The school as a micro-society. Diversity and pluralism • The role of the teacher in the process of teaching and learning in a multicultural school **Key terms:** *didactics, educational process, teaching, learning, teacher, cultural diversity, multicultural school.*
Students will be able: – to define the term *evaluation;* – to identify the structure of the evaluation process; – to estimate the functions of the evaluation in the educational process; – to compare the types of evaluation; – to analyze the specificity of the criterion evaluation through descriptors; – to propose strategies to streamline the evaluation process; – to evaluate the impact of the subjective evaluation in the formation of the student's personality.	**Theory of instruction** **The dimensions of the educational process.** **Evaluation** • The concept of *evaluation* in the educational process • Structure of the pedagogical evaluation process • The functions of the evaluation • Types of evaluation. Critical evaluation through descriptors • Evaluation strategies • Disruptive factors in the evaluation process **Key terms**: *evaluation, school results, performance, measurement, assessment, scoring, initial evaluation, continuous evaluation, final evaluation, criterion evaluation, descriptors, exam, oral tests, written tests, complementary tests; evaluation strategies.*

Students will be able: – to define the content *concepts of the educational process, curriculum;* – to analyze the evolution of the content of the educational process; – to explain the essence of the curricular paradigm; – to identify the structure and functions of the National Curriculum; – to determine the structure of the curricula by discipline; – to highlight dimensions of intercultural education addressed at the level of school policies and documents; – to appreciate the importance of cultural/intercultural openness in the age of globalization and internationalization of education.	**Content of the educational process/ The curriculum** • The concepts *content of the educational process, curriculum* • Evolution of the content of the educational process • The peculiarities of the curricular paradigm. • Structure of the National Curriculum: documents of curricular policies, planning and methodological documents • Cultural closing and opening at the level of school policies and documents • Intercultural education - value axis of the Curriculum Reform in the general education of the Republic of Moldova, 2018-2019 • Valorization of intercultural competence based on the general curriculum in the discipline **Key terms:** *content of the education process, curriculum, curriculum reform, value axis, documents and educational policies.*
Students will be able: – to define the terms *didactic technology, form, method, process, technique, didactic means;* – to establish interrelations between the structural-operational elements of the educational process; – to classify forms, methods, teaching methods; – to determine formative valences of the elements of the didactic technology in the training process; – to offer ways to streamline the educational process through the teaching technology; – to present interactive teaching strategies for training and development of intercultural competence in future teachers; – to determine prior learning contexts for promoting intercultural education.	**Didactic technology - an instrumental-functional component of didactics** • The concept of *didactic technology* • Forms of organizing the education process. • Lesson - the basic form of the educational process. Types of lessons • The diversity of the forms of organization of the educational process - favorable contexts for the valorization of the cultural/intercultural competence of the students • Methods of realizing the educational process: conceptual delimitations, the functions of the methods, the classification of the methods • Didactic means: classifications and functions • Strategies for training and development of intercultural competence in future teachers. Working methods in the multicultural school **Key terms:** *didactic technology, forms of organization, interactive didactic strategies, methods, materials and didactic means.*

Students will be able: – to define the terms *design* and *didactic design*; – to establish the stages of didactic design; – to identify types of didactic projects; – to compare different types of didactic projects; – to elaborate didactic projects according to the curricular requirements, respecting the principle of diversity, non-discrimination and tolerance.	**Didactic design** • The concepts *design* and *didactic design* • The stages of didactic design • Types of teaching projects. Long-term didactic design and short-term didactic design • The peculiarities of the didactic design centered on the formation of competences to students from the perspective of interculturality **Key terms:** *didactic design, didactic project, long-term didactic design, short-term didactic design, educational activity project.*
Students will be able: – to define the terms *didactic communication, communication competence, feedback;* – to describe the structural elements of didactic communication; – to analyze the forms of communication; – to argue the consequences of effective feedback; – to determine the particularities of the didactic communication in a multilingual and multicultural class. – to explain the blockages that can intervene in the didactic communication in conditions of social diversity; – to analyze the forms of tolerance and intolerance encountered in the educational or social life environment.	**Pedagogical communication** • Pedagogical/didactic communication: conceptual clarifications • Structure of the communication process • Particularities of feedback in didactic communication • Forms of communication • Communication styles • The characteristics and functions of didactic communication • Didactic communication - space for promoting intercultural dialogue • Barriers in didactic communication • The phenomenon of tolerance and intolerance present in the educational or social life environment **Key terms:** *didactic/pedagogical communication, mother tongue, language of instruction, feedback, intercultural dialogue, communication barriers, cultural shock, tolerance, social intolerance.*
Students will be able: – to define the concept of *educational management;* – to characterize the object, principles and functions of educational management; – to analyze various managerial styles; – to propose optimal ways to promote the management at the class level of students through the managerial functions of the teacher.	**Educational management** • The concept of *educational management* The purpose and methods of educational management • Managerial principles and functions • Managerial styles • Classroom management through the managerial functions of the teacher **Key terms**: *educational management, principles, managerial functions, managerial styles.*

Students will be able: – to define the basic concepts of the field of inclusive education; – to explain the principles of inclusive education; – to analyze documents of type educational policies related to inclusive education; – to argue the need to ensure equity and equal opportunities for quality education for each child; – to present the relationship between intercultural education - inclusive education, as modern approaches in education; – to determine the consequences of stereotypes and prejudices at the social level; – to propose ways to diminish the influence of stereotypes and social prejudices.	**Inclusive education. Conceptual and legislative framework for the development of inclusive education** • Inclusive education: concept, approaches, definitions, principles, dimensions • International policy framework on the right to education and inclusive education • National legislation in the field of development and promotion of inclusive education • Inclusive education - Intercultural education • Social stereotypes and prejudices **Key terms:** *inclusive education, intercultural education, policies, principles, equity, equal opportunities, quality education, stereotypes, prejudices.*
Students will be able: – to establish the specificity of inclusive education management at central, district, community and institutional level; – to highlight the roles and responsibilities of the structures that promote and ensure the support for the development of inclusive education at the level of educational system, district, educational institution; – to describe, based on the quality standards/index of inclusive education, the essential characteristics of the inclusive school.	**Inclusive education management: structures, institutions, services, roles and responsibilities** • Management levels in inclusive education. Structures and services (RCPA, DPAS, IMC, RCIE, ST vs. personal assistant) • Inclusive school. Index of inclusive education. Developing inclusive policies, developing inclusive practices and creating inclusive culture in school **Key terms:** *(RCPA, DPAS, IMC, RCIE, ST) vs. personal assistant); Index of inclusive education, policies, practices and inclusive culture.*
Students will be able: – to properly use the terms *disability, deficiency, special educational needs, typical/atypical development*; – to explain the criteria underlying the classification of the types of barriers in learning; – to describe the essential characteristics of the SEN categories;	**Special educational needs. Development peculiarities of the SEN child** • Special educational requirements: concepts, definitions, classifications. SEN classification. OECD classification of special educational requirements - children of national minorities, religious or linguistic groups

– to describe the process of evaluation and reassessment of development of a SEN child (initial evaluation, complex evaluation).	• Particularities of development of children with SEN. Identification of SEN • Ethical and deontological requirements in the process of evaluating the child's development **Key terms:** *special educational needs, learning barriers, developmental features.*
Students will be able: – to explain the concepts of: *centering on the child, individualization, general curriculum with adaptations, modified curriculum;* – to exemplify ways of organizing educational support; – to describe the process of developing the IEP; – to analyze the components of the IEP; – to elaborate elements of the IEP, based on the case studies; – to adapt some teaching materials to the educational requirements of children with different disabilities; – to analyze the process of organizing the final evaluation of children with SEN; – to argue the need to individualize the educational process for children with SEN.	**Educational inclusion of children with SEN: educational support, individualized approach** • Educational support • Planning and organizing the educational process from an inclusive perspective. The IEP process. Capitalizing on the principle of individualization and differentiation of student learning • Adaptations and modifications in the process of educational inclusion of children with SEN and/or disabilities • Evaluation of school results from the perspective of individualization **Key terms**: *educational support, individualization and differentiation of learning, adaptations and modifications.*
Students will be able: – to explain the concept *assistive technologies*; – to exemplify the principles of adapting the environment, the educational process to the educational requirements of the student; – to plan learning activities with the participation of the support teacher; – to develop learning activities based on the use of learning styles, respecting the rights of all children.	**Inclusive teaching technologies** • Teaching technologies from the perspective of learning styles • Teaching technologies from the perspective of multiple intelligences • Assistive teaching technologies • Teaching strategies for assisting children with SEN, by creating an optimal learning environment for all **Key terms:** *learning style, multiple intelligences, assistive teaching technologies, optimal learning environment.*

V. INDEPENDENT ACTIVITY OF THE STUDENT

Expected product	Strategies	Evaluation criteria
Report by means of which to reflect the sides of new educations	Work with specialized sources Power Point presentation	Respecting the algorithm for elaboration The presence of the speaker

Didactic tasks on topics of Choice (on different levels)	Work with specialized sources (eg. taxonomies) Presentation on MOODLE	Respecting the theoretical landmarks for elaboration of didactic tasks
"Students cultural passport"	Capitalizing on cultural experiences (visits, intercultural trips, exhibits) Power Point presentation	Respecting the requirements for elaboration of the project The diversity of experiences Originality of the presentation

VI. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING-LEARNING-EVALUATION

The curriculum for *Pedagogy* aims to regulate the teaching-learning process of the discipline, becoming the source of designing the course and of the university seminar, establishing strategies and indicators for evaluating academic results, achieving interdisciplinarity within the educational process.

The form of organization of the didactic activity within academic education is the *university course*, which reflects the importance of certain curricular objectives specific to a strategy of its design and implementation.

In this context, the curricular objectives in the discipline *Pedagogy* are achieved within the *introductory course*, which implies a general initiation into the problem of the course, however, the *sandwich course*, which alternates the stages of theoretical communication with the one of practical activity of the students, as well as the *mixed lecture course-debate*, which presents a symbiosis between the activities of transmission/teaching of epistemological knowledge and the activities of assimilation/learning, formation/development of skills, habits, attitudes and values.

Students manifest their active role as subject of their own knowledge process in the *academic seminars*, aimed at deepening, systematizing knowledge, forming cognitive and applicative skills, integrative attitudes. During the seminar, the students together with the teacher discuss the topics and problems related to the object of study.

Debates are essential for effective study because they put the student in a position to test, clarify, improve, develop one's own skills and attitudes. They really provide a means of gaining a wider range of knowledge and skills than any other way of teaching could offer. Therefore, the seminar is an effective way to stimulate active learning.

The *didactic strategies* used in the discipline *Pedagogy* have as a priority objective the functional transfer of the knowledge and skills acquired (problematization, modeling), the expression of the student's personality (the assault of ideas, the problematized debate). There are mixed strategies (front, group and individual activity), creative, innovative strategies, which focus on promoting productive thinking, leaving open field for the manifestation of spontaneity, originality and divergent thinking. Given that all current and future areas of the national curriculum are aimed at intercultural education, by developing international relations and

promoting intercultural policies in education, the constructive paradigm highlights a series of strategies that place the student at the center of learning, mobilizing knowledge and leading it to the development of one's own learning context. These are *social-affective strategies* (manifested in the process of learning through cooperation, mutual evaluation), *cognitive strategies* (manifested in the process of independent academic learning), *metacognitive strategies* (manifested by self-evaluation, self-management, metacognitive planning).

Interactive methodology plays a priority role in transmitting and creating knowledge values (Journal page, SWOT analysis, ReQuest, Free writing, Arguments on cards, Trade with a problem, Cube, Pens in the glass, Concept map, Case study, etc.), being complemented by modern didactic means (multimedia system, ICT), ensuring the organization and development of the education process by offering everyone the freedom to manifest, rejecting any kind of intolerance, extremism and racism. The ratio between the projected objectives and the results obtained by the students in the learning-research activity are presented following the evaluation process, which expresses the efficiency of the education. The need for *evaluation* is also required from the perspective of improving the teaching and research activity. It is not limited to finding and appreciating the results, but is about regulating, improving the didactic action. By its involvement in the knowledge plan, the stimulation of the students' learning-research capacity, as well as by the operated diagnosis on the obtained results, as well as the activity that produced them, the evaluation has a formative and stimulating role in learning.

In this context, the purpose of the *continuous evaluation* within the teaching of the discipline *Pedagogy* is to find out if and to what extent the objectives regarding the knowledge and skills that were to be acquired were achieved. The aim is both to know the student's progress and to identify the learning difficulties he/she is experiencing. Based on the essence of continuous evaluation, we find its formative character. At the end of the course, the students are involved in the *final/summative evaluation* process, which aims at the final result, the creation of a global inventory, of synthesis, of the effects of the didactic process, being lived by teachers, but especially students, as the only true moment of evaluation, objectified in the *final examination* for the discipline. However, the role of the *self-evaluation* process is unquestionable, being complemented by the *mutual evaluation* of colleagues, thus developing the student's autonomy and independence in the evaluation process.

The tools for assessing intercultural competence represent a set of didactic approaches that aim to determine the level of development of knowledge, skills and attitudes, manifested through various behaviors in different life contexts.

The *oral evaluation tests* allow the teacher the opportunity to provide immediate, direct and verbal feedback, which contributes to the training and development of the competences concerned, identifying both successes and problems or shortcomings.

The evaluation of the intercultural competence by means of the *case study* brings the student closer to the real contexts of manifesting the respective competence, being placed in the situation to understand, analyze the case and generate civilized behaviors.

The advantage of the evaluation based on the *graphic resources* is the *flexibility*, the teacher using, starting from the proposed algorithm, a diverse range of images, giving the students the freedom to choose the tools for drawing and the style of the images/icons that they present.

The *Project* is an efficient method of assessing competence in an interdisciplinary way, and the tasks for the project have a great diversity.

The evaluation (current, formative and summative) will be performed with the purpose of estimating the cultural-civic attitudes formed and the system of values outlined in the context of a pedagogy of diversity.

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List of abbreviations

RCPA – the Republican Center for Psycho-pedagogical Assistance
DPAS – District Psycho-pedagogical Assistance Service
IMC – the Interscholastic Multidisciplinary Commission
RCIE – Resource Center for Inclusive Education
IEP – the Process of Elaborating the Individualized Educational Plan
SP – Support Teacher

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Curriculum *Intercultural education*

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PRELIMINARIES

Intercultural education addresses issues of the contemporary world, common to the vast cycle of new education, being a psycho-pedagogical challenge that is particularly current and necessary for the multicultural context, from which our students and teachers come from. *Diversity* is a fundamental aspect of all societies today and targets both the differences between people as individuals and between different groups. Specialists in the field argue that the existence of multiple identities, values, traditions, customs and different ways of relating between different individuals or groups impose as imperative the approach of education and society from an intercultural perspective, as a new challenge, as well as a condition for achieving social cohesion based on cultivating mutual respect and understanding between individuals and between groups. Engaging in intercultural interactions is inevitable and, moreover, it can bring added value to knowledge, pedagogical professionalization and the continuous process of cultural enrichment. Without mutual understanding, differences can generate conflicts, which, if not resolved peacefully, can degenerate into human rights violations and lasting frustrations in the evolution of personality.

Among the specific objectives of the course we propose: knowledge and understanding of the main issues/challenges of intercultural pedagogy; highlighting the opportunities/possibilities and the limits of the intercultural approach in education; identifying and promoting the intercultural dimensions of education; developing the capacity to interpret and judge educational practices in terms of respecting and cultivating cultural diversity; building open pedagogical alternatives for intercultural education; finding the factual situation in issues of tolerance in interethnic relations and education for otherness; elaboration of short and long-term functional teaching approaches, in order to raise awareness and promote intercultural education; identifying effective solutions to the problems existing in the educational environment in the Republic of Moldova, from the perspective of intercultural conflicts.

The practical aspects of the course focus on the following issues:

a) What can we do in the educational field in order to minimize the negative effects of prejudice, cultural stereotypes and intolerance?
b) What are the dimensions and characteristics of the educational model suitable for the socio-cultural context of the Republic of Moldova?
c) How can intercultural education be achieved more effectively through socio-humanistic, compulsory and optional school disciplines, but also through various non-formal education activities?

The *theoretical benchmarks of the course* are focused on the educational paradigm of the 21st century: learning to learn; learning to do; learning to be; learning to live with others. They invoke the emergence of a new pedagogical branch - *the intercultural pedagogy/the pedagogy of diversity*, which is defined as putting in a new perspective of a multicultural reality, but also as a wish that aims to materialize in the real pedagogical plane. The basic professional competences that will be developed in the future teachers, will include the intercultural competence, in the fields of intercultural, axiological/attitudinal-affective communication, research from an intercultural perspective, educational design, open to various cultural and existential contexts/taking appropriate decisions and assessment of intercultural competence.

The legislative support of this approach is based on the specific objective no. 9 of the 2020 Sectoral Strategy (page 31): Development of international relations and promotion of intercultural policies in education, containing the following strategic orientations:

(i) connecting to European educational values and standards;

(ii) promoting advanced international standards and experience in the field of multilingual and multicultural education;

(iii) creation of partnership mechanisms with respective structures at international level;

(iv) promoting intercultural education at all levels of the educational system;

(v) creating the legal framework with regard to the accomplishment of international reforms in the educational field;

(vi) sociolinguistic integration of the students studying in the educational institutions with training in Russian language, by expanding the number of school disciplines in Romanian language.

In article 6 of the Education Code of the Republic of Moldova, "Fundamental principles of education", we find: a) the right to education, without any distinction of race, color, sex, age, health status, language, religious belief, political opinions or of other type, nationality, social origin or ethnicity, material situation and property etc. and j) interculturality and the guarantee of ethnic and cultural identity."

As stipulated in the regulatory acts mentioned above, but also in other recent international documents, pupils and students must actively face the multiethnic and multicultural character of the Moldovan society and report in a constructive and positive manner to the cultural diversity; show respect for their rights and the rights of others, regardless of ethnicity, language, culture, religion, gender, age, social and cultural background or their social status; respect the social and cultural beliefs of others, reject any kind of intolerance, extremism and racism; demonstrate responsibility for oneself and others, for society and the environment; actively and responsibly exercise their own rights, which respect the rights of others; value diversity, show tolerance, respect and an inclusive attitude; practice and promote human values and principles in daily life (respect for personal dignity; fight against prejudice and discrimination of any kind, against poverty and marginalization; promote gender equality, etc.).

I. COURSE ADMINISTRATION

Code of discipline in the study plan	Year of teaching	Semester	Number of hours			Evaluation		Responsible for the discipline	ECTS credits
			Lecture	Seminar	Consultations	Examination	Individual activity		
S.02.A.15	II	II	30	15	-	-	75	Viorica Goraş-Postică	4

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Content units	Lecture	Seminar	Individual activity
1.	Introduction in the issue of the discipline	2	1	5
2.	Perspectives of intercultural paradigm in the Republic of Moldova in the context of globalization	2	1	7
3.	Education for diversity - a response to cultural pluralism	2	1	7
4.	Cultural identity and alterity	2	1	7
5.	Intercultural competence: concept and structure, conceptual-practical functionality	4	2	4
6.	Intercultural communication. Opportunities and limits	4	2	4
7.	Education for tolerance - conceptual references and good practices	2	2	4
8.	Promoting intercultural dialogue *through* and *for* education	2	2	4
9.	Pedagogical training/professionalization from an intercultural perspective	4	1	4
10.	Intercultural educational management	2	1	4
11.	Tools for intercultural competence evaluation in school context	4	1	4
	Total	**30**	**15**	**75**

III. PROFESSIONAL COMPETENCES

- Knowledge and understanding of the main issues of intercultural pedagogy in the postmodern national and international context, showing interest and openness towards different approaches;
- Comparative analysis of the possibilities and limits of the intercultural approach in education from a historical, contextual, school perspective, etc., with tolerance and discernment;
- Critical interpretation of educational practices in terms of respecting and cultivating cultural diversity;
- Creative and responsible construction of pedagogical alternatives contextualized by the ICE;

- Intercultural dialogue with various educational actors, demonstrating civic culture and availability of cooperation and involvement.

IV. LEARNING OUTCOMES

- Characterization of the status and purpose of intercultural education in the current context of European and Moldovan educational policies;
- Analysis of reference studies in the field of ICE;
- Arguing the importance of the ICE in developing the personality of the students;
- Identifying the forms of training needed to be designed for ICC development;
- Analysis of educational purposes for designing an ICE lesson;
- Elaboration of the project of a mixed ICE lesson, according to curricular requirements;
- Determining curricular provisions for a lesson, as the main form of training in developing intercultural competence;
- Analysis of the quality indicators of a ICC development lesson;
- Presentation of a sequence of ICE lessons, according to the steps of the ERRE framework;
- Description of forms of intercultural communication;
- Comparison of the manifestation criteria of a cultured speaker with reference to the teacher sending a message and the student receiving a message in the intercultural communication act;
- Resolving an intercultural communication conflict based on a case study;
- Identifying the traits of an interculturally competent manager;
- Analysis of the managerial functions of the teacher in multicultural educational contexts;
- Sequential presentation of the scenario for an extracurricular activity with an ICE topic (meeting with parents, methodical seminar, methodical committee meeting);
- Determining the characteristics of the ICC evaluation;
- Analysis of the evaluation criteria applied in the administration of the different ICC evaluation instruments;
- Development and administration of 2-3 ICC assessment tools, for 2-3 classes.

V. LEARNING UNITS

Reference objectives	Content units
1. **Students will be able:** – to know and understand the specificity of the course;	**Introduction in the issue of the discipline** • Epistemological landmarks of intercultural pedagogy/diversity pedagogy

– to analyze their own expectations and needs in relation to this course; – to define the key concepts: *intercultural education, multi-cultural community, intercultural dialogue, cultural diversity, cultural pluralism,* etc.; – to analyze the epistemological foundations of intercultural pedagogy.	• Reference sources from intercultural pedagogy • Diversity and inclusion pedagogy conceived "in reverse", from the needs of the students to the reference curricular framework and to the curriculum **Key terms:** *intercultural education, cultural pedagogy, intercultural pedagogy, multicultural community, intercultural dialogue, cultural diversity, cultural pluralism, etc.*
2. **Students will be able:** – to characterize different paradigms/models of intercultural education; – to analyze the intercultural diversity of our country, in different regions; – to evaluate the perspectives of the ICE in the context of globalization and extended migration; – to elaborate the robot portrait of the competent teacher from an intercultural point of view.	**Perspectives of the intercultural paradigm in the Republic of Moldova in the context of globalization** • ICE models from different countries • The manifestation of cultural diversity in the Republic of Moldova • The perspectives of intercultural education in our country • The teacher in the multicultural society: areas of competence **Key terms**: *intercultural paradigm, intercultural educational model, globalization, migration, interculturally competent teacher.*
3. **Students will be able:** – to study international documents, including European ones, which promote human/child rights and intercultural education; – to analyze the requirements of the specialized literature vis-à-vis intercultural education, in response to cultural pluralism; – to compare the curricula for primary, secondary and high school stages from the perspective of promoting intercultural education: compulsory subjects - optional subjects - extracurricular activities; – to characterize the structure and content of an optional curriculum promoting ICE: *Culture of Good Neighborhood, Intercultural Education;* – to evaluate the practical dimensions of the ICE based on the studied curriculum.	**Education for diversity - a response to cultural pluralism** • European construction: intercultural challenges • Intercultural paradigm in education • Intercultural and pluricultural. Current meanings • Intercultural openness - a requirement of contemporary education • University curriculum *Intercultural education* • Intercultural education for European democratic citizenship • Religious values and the possibility of opening up to interculturality **Key terms**: *cultural diversity, tolerance, cultural pluralism, intercultural competence, intercultural openness, intercultural education; dimensions of intercultural education.*

4. **Students will be able:** – to define the key concepts: *cultural, intercultural, cultural identity, cultural relativism, prejudice, stereotype, discrimination, cultural shock;* – to characterize culture as a "treasure" of education; – to establish the interconnection between enculturation, acculturation and deculturation; – to propose educational strategies to prevent, reduce and eliminate prejudices, stereotypes and discrimination.	**Cultural identity and alterity** • Cultural identity • Alterity as a historical and current challenge • The "cultural closure-opening" dialectic • History as an experimentation and knowledge of alterity **Key terms**: *cultural, intercultural, cultural identity, cultural relativism, prejudice, stereotype, discrimination, enculturation, deculturation and acculturation, cultural shock.*
5. **Students will be able:** – to define the elements of intercultural competence and intercultural competence as an integrating concept, based on school documents from different stages of schooling; – to analyze the relevance of each component of the ICC, in the school context of the Republic of Moldova; – to determine formal and non-formal modalities of ICC training and development; – to compare the requirements for ICC development across generations, in different contexts: grandparents, parents, children (from their own perspective); – to evaluate their own ICC, using relevant tools; – to deduce the importance of developing intercultural competence in school; – to approach ICC in a creative way.	**Intercultural competence: concept and structure, conceptual-practical functionality** • Structural elements of ICC • ICC in the National Curriculum Reference Framework and in other school curricula (*Romanian, Foreign Languages, Education for society, Personal development*, etc.) • Development of intercultural competence at different levels of schooling • Intercultural education practices in the family, in the community, in the school • The cultural/intercultural map of my locality **Key terms**: *intercultural competence, knowledge, skills, intercultural attitudes and behaviors, intercultural educational practices, NCRF (National Curriculum Reference Framework).*
6. **Students will be able to:** – to define the key concepts: *intercultural communication, communication conflict, intercultural mediation, cultural relativism;* – to characterize the functions of intercultural communication; – to establish ways to mitigate inter-ethnic conflicts through effective intercultural communication;	**Intercultural communication. Opportunities and limits** • Cultural and intercultural in communication and education. Possible interactions and metamorphoses • Conflicts, their typology and intercultural mediation • Intercultural education - a way to prevent or mitigate conflicts • Cultural relativism

– to comment on the role of culture, intercultural mediation and cultural relativism in education; – to elaborate the job description of the intercultural mediator.	**Key terms:** *intercultural communication, conflict, conflict mediation, mediator.*
7. **Students will be able:** – to define tolerance and intolerance from different perspectives; – to analyze the registers of tolerance and intolerance, manifested in the social and community environment, at school; – to determine educational opportunities for promoting tolerance at various levels; – to design educational steps for cultivating tolerant spirit; – to simulate/practice educational activities to promote tolerance.	**Education for tolerance - conceptual references and good practices** • Meaning of tolerance and intolerance • Interpersonal, social tolerance • Interethnic and linguistic tolerance • Tolerance/intolerance in the family • Gender tolerance • Interfaith tolerance • Tolerance and political culture **Key terms:** *tolerance, intolerance, tolerance/intolerance registers, stereotypes, prejudices, educational opportunities.*
8. **Students will be able:** – to expose the essence of the intercultural dialogue in diachronic plan on different meridians of the world; – to characterize the educational role of intercultural dialogue at the institutional, community and social level, as a whole; – to establish media priorities in intercultural education; – to analyze the ethical and aesthetic message of literary works from the ICE perspective; – to deduce the importance of the means of intercultural education in today's school; – to evaluate the role of media in intercultural education; – to formulate messages of intercultural education that can be promoted in school, in the classroom, among parents, in order to sensitize the educational actors in the field of ICE, in order to initiate intercultural dialogues at different levels; – to engage, as volunteers, in actions to promote ICE dialogue in potential areas of inter-ethnic conflict.	**Promoting intercultural dialogue *through* and *for* education** • Cultural identity in the context of globalization and socio-political and cultural changes in Moldova • Dimensions of socio-cultural dialogue in the geopolitical context of the Republic of Moldova • Teaching strategies for improving intercultural education through literature • The media - an important means of intercultural education • Literature of ethnic groups in the Republic of Moldova - authors and topics relevant to the given topic • Ethical and aesthetic messages of intercultural education through literature **Key terms:** *principles of intercultural education, globalization, socio-cultural dialogue, means of intercultural education, ethnic literature from the Republic of Moldova, education through and for mass media, intercultural message, etc.*

9. **Students will be able:** – to analyze the USM website, the curricula, the courses that are taught in the respective specialty, deducing the opportunities for the ICE of the students, future educators; – to compare the realities in the classrooms with the requirements stipulated in the regulatory documents; – to analyze analytically the documents promoted by the MECR for the employment and activity of the teacher and school manager, including the Code of ethics of the teacher from the perspective of ICE, with direct implications in the university education; – to deduce opportunities for psycho-pedagogical professional training of future teacher training students at national and international level (initiatives and projects, state, European programs, etc.); – to develop personal and professional development projects in the field of interculturality, taking advantage of available/ studied sources.	**Pedagogical training/professionalization from an intercultural perspective** • The curriculum and curricula from the disciplines with pedagogical profile: presentations and debates • Contents of the initial training in the education sciences • Levels and types of ICE activities in the university • Essential requirements for intercultural education for future educators • Opportunities for ICE development for future educators • Individual study, initiative and self-action - principle and fundamental value in intercultural education of students **Key terms:** *intercultural training, curriculum for intercultural education, trainer, intercultural education.*
10. **Students will be able:** – to determine the principles and functions of intercultural management in the context of globalization; – to compare the universal, national, local and organizational culture; – to characterize the dimensions of organizational culture from general and specific/ local cultural perspectives; – to analyze the job description of a school director from the ICE/ICC perspective; – to evaluate the intercultural dimension of the university management, from the point of view of facts studied in the given course.	**Intercultural educational management** • The objectives and functions of intercultural management • National culture and organizational/ school culture • The implications of the intercultural in the management of the school. Advantages and disadvantages • The intercultural dimension reflected in the job description of the manager and teacher and in other documents/ emblems of the institution's symbolism. **Key terms:** *intercultural management, organizational culture, dimensions of interculturality, job description.*

11. **Students will be able:** – to expose the essence of the formative and summative evaluation of the ICC; – to compare the ICC evaluation with other key competences, stipulated in the National Curriculum; – to approach analytically and critically the ICC evaluation tools used in school; – to apply/practice new tools.	**Tools for intercultural competence evaluation in school context** • Evaluation of intercultural competence: possibilities and limits • Formal and non-formal tools for ICC evaluation: based on oral communication, role play, document testing, questionnaires, case studies, tools based on graphic resources, the project, etc. **Key terms:** *formative evaluation, summative evaluation, standardized instruments, non-formal instruments.*

VI. INDEPENDENT ACTIVITY OF THE STUDENT

Expected product	Realization strategies	Evaluation criteria	Outcomes
Oral presentation/thematic speech based on a thematic poster, 3-5 PPT slides or Prezi	In-depth study of the reference literature Conceptual table	Compliance with the requirements regarding the elaboration and presentation of a speech: structure - introduction (capturing the attention and motivating the audience), content (exposing the basic content with examples, quoted) and conclusion (conclusions and final arguments) (presentation 10 min.)	Knowledge and understanding of the main issues of intercultural pedagogy in the postmodern national and international context, showing interest and openness towards different approaches
Debates scenario At least 3 approaches argued for and 3 against, focused on the ethnic, territorial, religious and cultural dimension of interculturality Simulated debate	Classic debates Reflections written on posters (Graffiti) Panel discussion Guided discussions	Respecting the requirements given to the arguments offered in the debates, with the structural elements: affirmation (the idea supported); reasoning (justification by explanations and stages); evidence (evidence that confirms assertions) and the impact of the motion (importance, effects) Applying ethical principles in intercultural communication	Comparative analysis of the possibilities and limits of the intercultural approach in education from a historical, contextual, school perspective, etc., with tolerance and discernment

Reflective essay/ blog article on the issue of cultural diversity in Moldova, but also in other countries	Documentation from 3-5 hard sources/ books and 2-3 online sources, notes, selection of relevant quotes Written reflections	1-2 written pages 3 theoretical and practical resources, briefly analyzed and commented, with reference to bibliographic sources, and a respected structure (introduction, table of contents, conclusion)	Critical interpretation of educational practices in terms of respecting and cultivating cultural diversity
Project/didactic scenario of a lesson at an optional pre-university course (of choice) or of a methodical/ extracurricular activity in the field Simulated didactic activity in the group of students Film with students' contribution	Workshop for planning and elaboration (team activities with specific roles) Simulation of a sequence	Respecting the requirements for elaboration of a didactic project/scenario with the ERRE stages, in which the activity of the student and the teacher from the perspective of intercultural competence is briefly described Quality indicators of the lesson, included in the observation sheet, with measurement on 4 dimensions (zero, little, much and very much)	Creative and responsible construction of pedagogical alternatives contextualized by ICE

Note: The evaluation criteria will be introduced, together with the students, in an observation sheet, at the beginning of the activity, being used later as a common instrument for evaluation.

VII. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING-LEARNING-EVALUATION

For the effective realization of intercultural education of future teachers, in a university context, a wide range of teaching strategies is proposed, including interactive ones, centered on the student and on the specific community and university environment. The traditional forms of organization - the lecture/course and the seminar - remain generically of "nobility" in university education, including the teacher training one, but these will take place in a non-traditional way, combined with elements of debates and reflections, with training sequences and workshops (reading, writing, creative, etc.).

The didactic methodology of the discipline will be correlated with the pre-university curricula, which are aimed at intercultural education, with the inherent advantages and problems

that it imposes. Therefore, future teachers from all levels need training in the field, awareness and appropriate guidance. Although these desires are not new to our reality, the didactic and cultural approaches to the course will be possible to extrapolate to a certain number of educational contexts. Being part of the area of social and civic competences, as well as personal and interpersonal competences, intercultural competence includes all forms of behavior that allow each person to participate constructively in social and professional life, being directly linked to personal and social well-being. These competences refer to the promotion of democratic citizenship, as well as to the use of the knowledge, skills, values and attitudes necessary to promote inclusion, justice and sustainable development, while respecting all human rights and fundamental freedoms. The conceptual and methodological precepts are to be learned and used by the beneficiaries of the course, through a didactic strategy centered on the student, structured on ERRE (Evocation-Realization of the meaning-Reflection-Extension).

As in the case of tolerance, cultural, ethnic, linguistic, social, confessional education, etc., intercultural education is learnt throughout compulsory schooling, continuing, in a varied and contextual way, throughout life, including at university. The students, by means of our course, will fully feel this logical continuity, but also the gradual increase of complexity. Education through and for values/axiology will become red thread through our educational endeavors, with multipurpose intercultural resorts.

The design of authentic learning experiences, built on class hours, will focus on 4 dimensions: cognitive (What do you learn?), Emotional/affective (How do you feel?), Social-relational (What responsibility do you have for others?) and action-civic (How Do you contribute to improving the life in your community? (Apud L. Ciolan, C. Ulrich Hygum), in order to cultivate tolerant and intelligent behaviors that interact constructively and proactively with change. Based on the constructivist design-teaching-learning paradigm, in which the student is placed at the center of the teaching act, drawing on his own experience, the didactic strategy exploited in the course is inspired by the RWCT Program (reading and writing for critical thinking development) and includes a wide range of interactive techniques, connected to traditional teaching-learning methods, aimed at:

- oral and written communication, using various audio-visual, demonstrative, experimental, etc./exposure means;
- the transfer of knowledge through dialogues, discussion debates/conversation;
- actions of direct research of the realities/observation;
- independent learning through reading/working with sources;
- repeated actions of some theoretical and practical actions for consolidating knowledge/exercise;
- knowing the truth by presenting, showing objects, phenomena, processes/demonstration;
- discovering and acquiring truths through one's own efforts/heuristics;
- inciting the student's mind through positive conflictual states, determined by the need for knowledge by means of solving problems/problematization.

The toolkit for the assessment of intercultural competence will include a wide range of didactic approaches to determine the level of knowledge development, skills and attitudes, manifested through various behaviors in different life contexts. The teacher will opt for one instrument or another, depending on different factors, but also on the degree of knowledge and manifestation of intercultural competence in daily life, including university life. From the evaluation questionnaire, completed by the teacher regarding the group of students, to the docimological test, offered to students individually, to ascertain the level of intercultural competence, with all its theoretical and practical components, the teacher will use a variety of tools, so that they can respond to specific educational interests and needs.

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Curriculum *Professional ethics:* infusional approach

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PRELIMINARIES

The discipline *Professional ethics* is intended for those who are preparing to acquire a teaching profession, characterized by the activity of "man over another man", by exposing the ethical principles and contents specific to the respective profession. The approach to the discipline *Professional ethics* will be realized from scientific, pedagogical and legislative perspectives.

Professional ethics is a course belonging to the psycho-pedagogical module, being, at the same time, a transdisciplinary one, because it traces its problems through all the existing fields. Thus, through this course, we aim to train/develop the following specific competences: ethical-gnoseological, deontological, ethical communication, relationship, ethical-managerial, as well as cultural and intercultural, which aim to make the teacher competent from an intercultural point of view concerned with one's way of being and one's own culture, as well as the way the teacher influences the relationship with the actors of the educational process and the educational activity; discusses openly about cultural conflicts, discovering effective solutions; collaborates with teachers from other cultures, in order to obtain feedback on how they handle intercultural situations; cooperates with partners from outside school (parents, institutions, organizations) belonging to other cultures, to allow students to come into contact with cultural diversity; provides feedback to colleagues on their style of approaching intercultural situations; reflects on one's own knowledge, skills and attitudes, etc.).

The course will contribute to the formation of the ethical competences, necessary for the students in the pedagogical practice and for employment in the field of work.

The curriculum is addressed to teachers and students from the specialties *Pedagogy of primary education and English language, Psycho-pedagogy, Pedagogy of primary education and Psycho-pedagogy, Civic Education, Physics, Biology* and *Geography*.

I. COURSE ADMINISTRATION

Mode of study	Code of discipline	Name of discipline	Responsible for the discipline	Semester	No. of hours				Evaluation	No. of ECTS credits
					Total	including				
						L	S	IA		
Full-time	G.06. O.052	Professional ethics	Ludmila Darii	VI	60	14	21	25	E	2
Part-time	G.07. O.051			VII	60	8	6	46	E	2

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Content units	No. of hours					
		Lecture seminar				Individual activity	
		FT	PT	FT	PT	FT	PT
1.	Introduction in professional ethics/pedagogical ethics	2	2	2	1	5	6
2.	Pedagogical deontology as part of professional ethics	4	2	6	1	5	8
3.	Nature of conflicts in the educational environment and the art of solving them	4	2	6	2	5	16
4.	Organizational culture and managerial ethics	2	2	4		5	8
5.	Social and professional integration of employees	2		3	2	5	8
	Total	**14**	**8**	**21**	**6**	**25**	**46**

III. LEARNING OUTCOMES

- Interpretation of the pedagogical code of ethics;
- Formulating and observing the rules of ethical communication in the educational environment;
- Efficient use of conflict resolution methods in the educational space;
- Design and implementation of self-education and moral and ethical self-improvement programs for teachers;
- Designing actions from the perspective of respecting the pedagogical tact and empathy;
- Applying the principles, norms and values of professional ethics within one's own work strategy;
- Respecting the principles of intercultural education;
- Receiving and promoting national and universal values in the educational environment;
- Promoting the prestige and attractiveness of the pedagogical profession among young people.

IV. LEARNING UNITS

Topic 1. Introduction in professional ethics/pedagogical ethics	
Reference objectives	**Content units**
Students will be able: – to define the concept of *ethics, morals,* etc.; – to identify and determine the viability and topicality of ethical conceptions of moral philosophers;	• Ethics as a philosophical branch • Professional/pedagogical ethics, essential concepts • The problems of pedagogical ethics in the contemporary multicultural society and their solutions

– to estimate the role of pedagogical ethics functions; – to identify the problems of pedagogical ethics in the contemporary multicultural society and their solutions; – to determine the competences that the future teacher must develop by studying *professional ethics.*	• Ethics in the context of pedagogical competence and mastery **Key terms:** *pedagogical ethics, deontology, pedagogical competence, ethics, intercultural, multicultural society,* etc.
Topic 2. Pedagogical deontology as part of professional ethics	
Reference objectives	**Content units**
Students will be able: – to perform the comparative analysis of the Code of ethics of the teacher in Moldova and other countries through the "intercultural sieve"; – to explain the categories of professional/pedagogical ethics; – to list the characteristics of the teacher's personality by means of pedagogical tact; – to analyze European experiences and tendencies in shaping the professional culture of the constructivist pedagogue; – to propose a program of self-development of the professional culture; – to suggest ideas for pedagogical training/ professionalization from an intercultural perspective.	• The pedagogical code of ethics • The categories of professional ethics • The pedagogical tact as a form of functioning of the pedagogical moral • European experiences and tendencies in the development of the professional culture of a constructivist pedagogue **Key terms:** *ethical behavior, deontology, code of ethics, principle, professionalism, dignity, honor, justice, authority, patriotism, solidarity, humanism, tact, tolerance, obligation etc.*
Topic 3. Nature of conflicts in the educational environment and the art of solving them	
Reference objectives	**Content units**
Students will be able: – to define the key notions: conflict, ways to resolve the conflict, intercultural communication, mediation and negotiation, etc.; – to identify the determinants of inter-human conflict in the educational context; – to propose ways to resolve conflicts in different situations (between teacher and student, between teachers and parents, between teachers; intercultural conflicts, etc.); – to approach analytically and critically the strategies for eliminating and preventing prejudices, stereotypes, discrimination, intolerance in the educational space;	• Human conflicts in the educational context • Ethics in conflict resolution • Intercultural communication in mediation and negotiation **Key terms**: *educational environment, communication, conflict, school conflict, conflict between students, conflict between teacher and student, conflict between teachers and parents, conflict between teachers, causes of conflict, ways to resolve the conflict; mediation and negotiation, intercultural communication, etc.*

– to suggest original ideas in solving problems related to intercultural communication in mediation and negotiation; – to argue the need to collaborate with teachers (colleagues) in order to obtain feedback on how they handle intercultural situations in school.	
Topic 4. Organizational culture and managerial ethics	
Reference objectives	**Content units**
Students will be able: – to define the key terms: *organizational culture, values, norms, social responsibility,* etc.; – to analyze the functions, typology and ways of manifesting the organizational culture; – to determine the specificity of the organizational culture; – to design a model for the development of organizational culture from an intercultural perspective; – to determine the relationships between managerial culture and organizational culture; – to characterize the types of managers; – to anticipate ethical dilemmas in management; – to predict the development tendencies of managerial performances in solving ethical dilemmas; – to analyze the job description of a school director from the perspective of the intercultural dimension; – to determine the ethical issues that arise when making a decision.	• The specifics of the organizational culture • Ways of manifesting the organizational culture • Functions and typology of organizational culture • Ethics and managerial culture • Characteristics and competences of the manager • Moral problems, ethical dilemmas and managerial decisions **Key terms:** *ethics, culture, organizational culture, symbol, values, norms of behavior, customs, rituals, ceremonies, myths, legends, social responsibility, functions, typology of organizational culture, managerial culture, manager's competences, ethical dilemmas, decisions management.*
Topic 5. Social and professional integration of employees	
Reference objectives	**Content units**
Students will be able: – to describe the transition period from university to the work place; – to analyze the process of socialization and integration of new employees; – to develop a CV for employment; – to propose a set of recommendations for the successful conduct of the employment interview.	• Socialization and integration of new employees: ethical principles of integration, requirements, modalities and contents of integration, integration at the department level, etc. **Key terms:** *transition, job, employment interview, collective work, socialization, integration, employees, relationships, public opinion, adaptation, etc.*

V. INDEPENDENT ACTIVITY OF THE STUDENT

Expected product	Realization strategies	Evaluation criteria
Public speech based on a thematic poster and 5-7 PPT slides with themes of your choice	In-depth study of course notes and course book; documentation in the library, on the Internet, in the field, based on the bibliography	Respecting the requirements regarding the elaboration and presentation of a public discourse - structure: introduction; content and conclusion
Training *Transition period from university to the work place* (with themes of your choice)	Creating a committee for ethical training/workshop and conducting training sessions	Respecting the requirements for developing a training project/scenario, original and creative models with different techniques of educational training
Portfolio with case studies: Inter-human conflicts in multi/intercultural school; socializing and integrating new employees into the multicultural collective, etc.	Documentation from 3-5 sources: scientific articles, compendium of cases and 2-3 virtual/internet sources; collecting information in the field	The correctness of the interpretation of the proposed case study, the quality of the solutions, the proposed hypotheses, their argumentation, the correspondence of the solutions, the proposed hypotheses for the adequate resolution of the analyzed case, the correct solution of the problem associated with the analyzed case study

VI. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING-LEARNING-EVALUATION

The approach of the fields covered by the discipline *Professional ethics* will be realized from the scientific, pedagogical and legislative perspectives. The success in developing ethical competences in students, future teachers, will be largely conditioned by the type of relationship established between teacher and student (democratic and cooperative, encouraging and appreciating, etc.), the student-student relationship and the atmosphere in the academic group (permissive, collegial, trustworthy).

The use of interactive strategies based on alternating forms of individual activity, in pairs and in groups will contribute to the development of cooperation skills for students.

The active methods contribute to the development of the communication capacity, to the creation of an educational framework based on trust and respect, favorable for the manifestation of the analytical, tolerant spirit, open to the recognition and internalization of ethical values and norms.

Examples of strategies that can be applied by the teacher in *Professional ethics*: the case study method, the simulation of practices that involve the call for ethical norms and values, the role play, the interview, the commentary of some pictures or drawings with ethical con-

tent, round tables, learning through collaboration, carrying out project-type activities, exercises for writing a mini-essay, guided discussion, debate, panel-type discussion, achieving a person's ethical profile, developing a code of conduct/ethics/deontology for their own group or university, etc.

The evaluation of the ethical and intercultural competence will be carried out through a system of activities with several purposes: to establish value judgments and to stimulate their development; to estimate how appropriate the behavior of students is in relation to the value judgment; to determine the level of development of the knowledge, skills and attitudes manifested by various behaviors in various life contexts. The teacher will opt for one instrument or another depending on different factors, but also on the degree of manifestation of intercultural competence in daily life, including university life.

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Curriculum *Classroom management:* infusional approach

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PRELIMINARIES

The study discipline *Classroom management* is a course in the psycho-pedagogical module. The curriculum is addressed to teachers and students from the specialties *Pedagogy of primary education and English language, Pedagogy of primary education and psycho-pedagogy* and *Foreign languages and literatures*.

It is well known that success in education depends on the teacher's training, the conditions for the educational process and the quality of classroom management. Obviously, the last benchmark of successful education is crucial for the other two.

The phenomenon of classroom management is very complex and is characterized by a variety of aspects: there is a specific feature of behavioral management, a specific feature of content management, peculiarities of agreement management, etc. Undoubtedly, the initiation into the problem of the classroom management cannot form the necessary competences in the field only through the aims of the psycho-pedagogical module.

The Republic of Moldova is a cultural mosaic, marked by specific differences that emerged during the period of globalization and of the extended migrations. Therefore, it is reflected in both the contemporary school and the class structure.

The present curriculum outlines new approaches with reference to the dimensional structures of classroom management: ergonomic, psychological, social, normative, operational and innovative, through the concept of intercultural education.

Thus, the students will go through in depth specific modules of intercultural competence development, in order to be able to face challenges during internship in schools, which must become more inclusive and more children friendly, regardless of ethnicity, languages, confession or social status.

On the one hand, the declarative, procedural and conditional knowledge specific to postmodern diversity in future teachers is expanded, and on the other hand, there are offered tools for children's education - with which they will work in educational institutions - in the spirit of tolerance and equity.

"Even though interculturalism is not a treatment with immediate effects, after whose administration colors any attitude, any school space and the whole curriculum, even if it is not simple and convenient, the effort to build a school of diversity is not optional, but becomes a duty for practitioners." (Nedelcu A. [16, p. 131]).

I. COURSE ADMINISTRATION

Mode of study	Code of discipline	Name of discipline	Responsible for the discipline	Semester	No. of hours				Evaluation	No. of ECTS credits
					Total	including				
						L	S	IA		
Full time	S1.03. A.27	Classroom management	Ludmila Darii	IV	90	15	30	45	Examination	3

II. TOPICS AND DISTRIBUTION OF HOURS

No	Content units	No. of hours		
		Lecture	Seminar	IA
1.	Introduction in the issue of classroom management	3	6	9
2.	Dimensions of classroom management	4	8	12
3.	Components of classroom management	4	8	12
4.	Management of educational crisis in the classroom	4	8	12
	Total	**15**	**30**	**45**

III. LEARNING OUTCOMES

- Knowledge and interpretation of the international and national context of educational management in the age of globalization;
- Understanding and recognizing the links between student classroom management and intercultural education;
- Enhancing human diversity by promoting a school ethos that values all children and their families;
- The transposition in practice of the management of the student class and of the principles of (inter) multicultural education;
- Carrying out the main managerial functions of the teacher within the inclusive/diversity/child-friendly school - planning, organizing, educational decision, control, evaluation and counseling;
- Achievement of the essential components of the management of the student class: behavioral, content and agreement management;
- Promoting quality management within the child-friendly school: school for all - school for each - multi-/intercultural school.

IV. LEARNING UNITS

Topic 1. Introduction in the issue of classroom management	
Reference objectives	**Content units**
Students will be able: – to define the concept of *classroom management;*	• Classroom management – conceptual approaches • The teacher- classroom manager

– to characterize the activity of the teacher in managing the class of students; – to analyze the managerial styles of the teacher; – to make use of the provisions of the *intercultural education* concept in the exercise of the managerial functions of the teacher; – to analyze the content of the manager's educational activities; – to argue the importance of school-family-community intercultural dialogue.	• The head teacher - manager of educational activities in the classroom • Intercultural dialogue between school, family and community **Key terms**: *management, classroom, managerial and intercultural competence, managerial functions, managerial style, leadership, educational partnership, cultural and multi/ intercultural space, intercultural dialogue, intercultural education, etc.*
Topic 2. Dimensions of classroom management	
Reference objectives	**Content units**
Students will be able: – to characterize the main dimensions of the management of the student class; – to explain the particularities of the class of students as a social group; – to elaborate the rules of social and academic behavior in the classroom (with multiethnic specificity, with cultural, religious differences); – determine the specificity of the innovative dimension of the management activity of the student class; – to analyze ways to ensure class cohesion.	• The dimensional structure of classroom management: ergonomic, psychological, social, normative, operational, innovative **Key terms**: *ergonomic, psychological, social, normative, operational, innovative dimension; class, social group, social principles, psychological principles, intercultural education, cohesion, etc.*
Topic 3. Components of classroom management	
Reference objectives	**Content units**
Students will be able: – to characterize the components of the management of the student class; – to explain the ethical, cultural and formative character of (inter) educational relationships; – propose ways of managing the class so that students from different cultures can discover each other; – to analyze the negative effects of the bad management of the student class; – to propose ways to prevent faulty management.	• Behavior, content and agreement management • Educational relationships and interactions at classroom level **Key terms**: *behavior, content and agreement management; educational relations and interactions, classroom, cultural differences, faulty management.*
Topic 4. Management of educational crisis situations in the classroom	
Reference objectives	**Content units**
Students will be able: – to identify educational crisis situations in the classroom; – to propose ways to improve relationships through assertive communication;	• Situations of educational crisis in the classroom • Strategies to prevent and resolve conflicts in the school environment

– to analyze the conflict between the teacher culture and the student culture at the student class level; – to analyze solutions relevant to different situations of educational crisis; – to appreciate the role of the pedagogical tact in the prevention/resolution of conflicts in the multi-/intercultural school environment; – to explain the advantages and limitations of some intervention decisions in specific educational situations; – to propose preventive and behavioral modification strategies in the management of the student class (multicultural class).	• The role of pedagogical tact in preventing/resolving conflicts in the multi-/intercultural school environment **Key terms**: *situations of educational crisis, conflict, intervention strategies, preventive and behavioral change strategies, pedagogical tact, multi-/intercultural educational space, etc.*

V. INDEPENDENT ACTIVITY OF THE STUDENT

Final product	Realization strategies	Evaluation criteria
1.1. Public speech with topics of choice:*The dimensions of the classroom management; Behavior, content and agreement management*	In-depth study of course notes and of the workbook; additional documentation in the library, on the Internet, in the field based on the recommended bibliography	Respect of the requirements regarding the elaboration and holding of a public discourse; structure: introduction (catching the attention and motivating the audience); content (exposition of the basic content, with examples, quotations) and conclusion (final arguments and conclusions)
1.2. Training with topics of choice: *Self-development of the intercultural competence of the teacher/manager/manager,* etc.	Creation of a training committee/workshop and training sessions in the group of students	Respecting the rigors of the elaboration of a project/scenario of the applied training; original and creative models using diffe-rent techniques Applying ethical principles in intercultural communication
2.1. Project/scenario of parents' meeting with topics of choice: *The intercultural dialogue between the school-family-community*	Design and elaboration of the project/scenario of parents' meeting. Simulation in the group of students	Respect of the requirements regarding the elaboration of a scenario of the meeting with the parents, excluding any discrimination on the basis of gender, age, social status, ethnicity, religion, citizenship, sexual orientation, etc.
2.2. Didactic project/ scenario of the educational activity with topics of choice: *The art of self-knowledge and of the other. Days of Peace,* etc.	Design and elaboration of the didactic project Simulation of a sequence in the group of students	Respect of the requirements for developing a teaching project based on the ERRE framework Respect of the requirements for elaborating a scenario of instructional-educational activity
3.1. Portfolio with case studies: Conflicting	Documentation from 5-8 sources, including virtual:	The interpretation correctness of the proposed case study, the quality of the solutions,

aspects between the culture of teachers/ managers/students/ parents/educational agents	scientific articles, compendium of cases; collecting information in the field	the proposed hypotheses, their argumentation, the correspondence of the solutions, the hypotheses of the appropriate solution of the analyzed case, the correct solution of the problem associated with the analyzed case study
3.2. Practical Miniguide: *How we handle problem behaviors of children*	Documentation from 5-8 sources, including virtual: scientific articles, monographs, guides, etc.	Respecting the rigors of a practical guide: structure, concrete suggestions

Note: The students will choose 3 products to do from the list proposed by the teacher.

VI. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING-LEARNING-EVALUATION

The design, organization and realization of the didactic process within the discipline. The course *Classroom management* is based on the constructivist paradigm, which highlights the following approaches: centering on the student, experiential learning, educational partnership, diversity of didactic technologies, etc.

During the study of the discipline, it is recommended to learn through reflections on some real problems in the educational environment; involvement of students in concrete activities, oriented towards solving personal, interpersonal, professional and community problems. In order to train the specific competences, different activities are proposed that capitalize on the concrete experience of the student from other academic disciplines and that integrate, critically and creatively, different learning contexts.

The university professor is encouraged to use a variety of teaching methods and procedures. In this regard, we recommend the broadest application of learning strategies through problem solving and the projects method, which are based on: experiential learning, social and communication learning, reflexive learning (self-assessment, peer assessment, learning journal, learning journal observation, etc.).

We also recommend the use of active-interactive strategies, which enhance the student's interest, the intrinsic motivation for developing personal and professional knowledge, skills and attitudes.

The success of achieving the established goals resides in the creative approach of the learning situations by the teacher and the students, with the full involvement of various educational factors: representatives of educational institutions, consultants and Methodists, who are appreciated as resources for training the conscience and the behavior, as models of personality – specialists who have an active-constructive way of life, both personal and professional, oriented towards authentic values.

Assessment is an indispensable part of the learning process. In the discipline *Classroom management* the emphasis is placed on the formative evaluation and on providing constructive feedback from the teaching staff and colleagues; on authentic evaluation and self-evaluation. The instrumentation for evaluating managerial, psychosocial, intercultural competence, etc. will include

a wide range of didactic approaches to determine the level of development of knowledge, skills and attitudes, manifested through varied behaviors in different life contexts. We recommend the following tools: empathy map, controlled dialogue, aquarium role play, interview, trip, docimologic test, questionnaire, case study, graphic resources, local guide, 1001 nights, project, etc. The teacher will opt for one instrument or another, depending on different factors, but also on the degree of manifestation of intercultural competence in daily life, including university life.

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Curriculum *Technological education and didactics of technological education:* infusional approach

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PRELIMINARIES

The discipline *Technological education and didactics of technological education* is a course part of the psycho-pedagogical module. The curriculum is addressed to teachers and students from the specialties of *Primary school pedagogy and English language, Primary education pedagogy and psycho-pedagogy.*

Within the discipline, the students become acquainted with the strategies, the didactic techniques and the methodological instrumentation specific to it; they develop critical thinking, understanding the basic principles that explain the discoveries of science and technology; it develops their curiosity based on individual research; they form their attitudes towards the technical and technological environment; it stimulates their creative spirit to enhance the quality of life; they learn by action and develop problem solving skills; they develop critical and integration attitudes in the technological world; apply the professional abilities previously acquired during the disciplines of study in the psycho-pedagogical cycles. The present curriculum is developed for the content unit *Intercultural education*, within the basic course *Technological education and didactics of technological education*.

The undeniable value of the course is the promotion of national/universal values; in raising awareness for cultural diversity by capitalizing on the specificity of artistic, traditional crafts, handicraft objects, technologies; in offering the possibility of developing aesthetic feelings and the abilities to perceive and express the artistic message in the polycultural and multiethnic context. Thus, students will go through in depth specific modules of development of intercultural competence, in order to be able to face the challenges during the pedagogical practice period in schools, which must become increasingly inclusive and more friendly for all children, regardless of ethnicity, language spoken, confession or social status. On the one hand, future teachers are expanding the declarative, procedural and conditional knowledge specific to postmodern diversity, and on the other, educational tools are offered in the spirit of tolerance and equity of the children with whom they are to work in educational institutions.

The curriculum is one of the ways of exploiting the cultural heritage through the education system, contributing to the education of the young generation based on national values.

I. COURSE ADMINISTRATION

Mode of study	Code of discipline	Name of discipline	Responsible for the discipline	Semester	No. of hours				Evaluation	No. of ECTS credits
					Total	including				
						L	S	IA		
Full time	S1.07.O.057	Technological education and didactics of technological education	Ludmila Darii	VII	120	27	27	66	Examination	4

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Content units	No. of hours		
		L	S	IA
1.	Introduction in *Technological education* didactics	4	2/2	8
2.	The curriculum for *Technological education*	4	2/2	8
3.	Didactic planning and methodological references concerning teaching-learning-evaluation process of the discipline	12	6/5	32
4.	Extracurricular and extraschool activities in *Technological education*	7	4/4	18
	Total	**27**	**27**	**66**

III. LEARNING OUTCOMES

- Knowledge, capitalization, updating and development of discipline contents;
- Elaboration of the curricular documents necessary for didactic activities;
- Application of interactive teaching-learning strategies and tools of criteria-based evaluation through descriptors;
- Adequate use of specialized language;
- Diversification of recommended learning activities, with an emphasis on timely activities for the formation of values/attitudes and focusing on age-specific activities;
- Making intra/interdisciplinary links and applying them;
- Harnessing the educational potential of the discipline, identifying the role and the historical, cultural and social impact of the technologies on the environment and society;
- Cultivating critical, creative thinking;
- Carrying out technological projects to solve practical problems, showing a creative, responsible and ethical attitude in the use of technologies;
- Creation of digital products specific to teaching-learning-evaluation situations, demonstrating fairness, adequacy and respect for the ethics of virtual environments;

- Transposition of technological acquisitions into educational and everyday contexts, demonstrating initiative and entrepreneurial spirit, for personal/professional development.

IV. LEARNING UNITS

Topic 1. Introduction in *Technological education* didactics	
Reference objectives	**Content units**
Students will be able: – to define the object of study of the technological education teacher; – to determine the principles and functions of the technological education teacher; – to report on the cultural phenomenon of technological education; – to argue the interconnection of the technological education didactics with other disciplines; – to analyze the general, specific and intercultural competences of the teacher.	1.1. Technological education as a cultural phenomenon 1.2. The general issue of technology education didactics: functions, didactic and educational principles 1.3. General and specific competences of future technology education teachers **Key terms:** *technological education, didactics, functions, principles of didactics, professional competences, intercultural competence, etc.*
Topic 2. The curriculum for *Technological education*	
Reference objectives	**Content units**
Students will be able: – to determine the structure and peculiarities of the curriculum for *Technological education*, 2018 edition; – to correlate the curriculum with the processes of globalization, internationalization, Europeanization, technology, etc.; – to analyze the school textbook from the perspective of developing specific abilities in students; – to analyze the curriculum and school textbooks of the discipline *Technological education* from the perspective of multi-/intercultural education.	2.1. The concept and structure of the curriculum for *Technological education*, 2018 edition 2.2. The training profile of the graduate - generating framework of the novelty elements of primary education curriculum 2.3. Correlation of the curriculum with the processes of globalization, internationalization, Europeanization, technology 2.3. The school handbook from the perspective of intercultural education and from the perspective of formation of general, specific and intercultural competences in students **Key terms**: *conception, structure, functions, competences, intercultural education, etc.*
Topic 3. Didactic planning and methodological references concerning teaching-learning-evaluation process of the discipline	
Reference objectives	**Content units**
Students will be able: – to elaborate recommendations for long-term and short-term didactic planning of the discipline;	3.1. The perspective didactic planning (annual, semi-annual) and short-term (of a lesson)

– to analyze teaching-learning-evaluation strategies within the technological education lessons; – to establish criteria for selecting interactive teaching methods appropriate to the lessons developed within the discipline; – to adapt the interactive teaching methods in teaching-learning situations in order to train students in the technological education lessons; – to characterize the essence of the concept of *criteria-based evaluation through descriptors*; – to argue the usefulness of the portfolio in the discipline *Technological education*; – to make suggestions for homework management; – to analyze forms of organization of didactic activities within the lesson; – to analyze ways of developing cooperation and cooperation capacities in heterogeneous working groups; – to develop lesson sequences to promote intercultural education, etc.	3.2.1. Teaching strategies for teaching-learning within the technological education lessons 3.2.2. Methodology of criteria-based evaluation through descriptors in primary education 3.2.3. Methodology regarding homework management in technological education 3.3. Peculiarities of forms of organization of didactic activities within the discipline *Technological education* 3.4. Methodology of using didactic support for technological education 3.5. Ways of familiarizing students with: artistic modeling, collages and decorations, digital education, culinary arts and health, creative recycling, agricultural activities, folk crafts (needle art) and robotics **Key terms:** *design of the didactic approach, teaching-teaching-learning-evaluation strategies, critical evaluation through descriptors, resources and teaching resources, forms of organization of the didactic activities, etc.*
Topic 4. Extracurricular and extraschool activities in *Technological education*	
Reference objectives	**Content units**
Students will be able: – to explain the specificity of extracurricular/extraschool activities in *Technological education*; – to appreciate the role of trips (art gallery, museum, creative workshop) in the development of the ethno-artistic culture of primary school children; – to propose educational projects with elements of intercultural education in the context of the educational partnership.	4.1. Specificity of extracurricular/extraschool activities in *Technological education:* planning, didactic design, forms and contents 4.2. Development of educational activities through educational projects in the context of the school-family-community partnership **Key terms:** *extracurricular and extraschool activities, intercultural education, school-family-society partnership, etc.*

V. INDEPENDENT ACTIVITY OF THE STUDENT

Expected product	Realization strategies	Evaluation criteria
Public speech on topics of choice: *Popular crafts (needle art)*, etc.	In-depth study of course notes and course books; additional documentation in the library, on the Internet, in the field	Compliance with the requirements regarding the elaboration and holding of a public discourse: structure: introduction, content and conclusion

Short term didactic projects (for grades 1-4) in the key of intercultural education	Elaboration of the didactic project. Simulation of the lesson in the group of students	Compliance with the requirements regarding the elaboration of a didactic project in the key of the ERRE framework and annexes with works
Scenario of extraschool/ extracurricular activities for *Technological education* in the key of intercultural education	Development of the scenario, didactic planning Simulation of the lesson in a students' group	Compliance with the requirements regarding the scenario of extracurricular/ extraschool and educational activity in the context of the school-family-community partnership
Exhibitions with creations dedicated to *the Day of the village/city, the national costume, fashionable again, Cultural mosaic*, etc.	Ideas contest for an exhibition Making of the exhibits Organization of the exhibition	Compliance with the requirements regarding organizing the exhibition: planning, making of the exhibits and public presentation of the exhibits
Journalistic interview Development of activities through educational projects in the context of the school-family-community partnership	Workshop for organizing interviews with popular craftsmen, cultural people, teachers, parents, educational agents, etc.	Compliance with the requirements regarding the organization of the interview process: planning, conducting, presentation of the interview

VI. METHODOLOGICAL SUGGESTIONS FOR THE TEACHING-LEARNING-EVALUATION PROCESS

The short-term didactic planning (course, seminar, practical hours) is recommended to be done from the perspective of choosing the model of structuring the activities. The Evocation-Realization of Meaning-Reflection-Extension model (ERRE) (J. L. Meredith, K. S. Steele, 1995), configured as a methodological framework for design and learning, is favorable for the development of critical thinking.

The specificity of the individual work within the discipline *Technological education and the technology education didactics* contribute to the multilateral development of the student, the ability to receive aesthetic and cultural values, orienting him towards the interaction with the beautiful, as well as to a healthy way of life. Performing complex tasks - practical work, exhibitions, reports, portfolio, teaching projects, etc. - will be limited in time, during the semester, by correlating the activities in the auditorium and outside it.

The current evaluation in the given discipline takes place by supporting the practical works (schemes, collages, posters, PPT presentations, made objects, didactic projects, etc.), which are noted. The product is the result of an activity carried out orally, in writing and in practice. The support involves presenting the work and explaining its essence. The indi-

vidual work activity is graded with a mark that is taken into account when calculating the current average grade.

The evaluation process on the *intercultural* side will include a set of didactic approaches, to determine the level of development of knowledge, skills and attitudes, manifested through various behaviors in different life contexts. The teacher will opt for one instrument or another, depending on different factors, but also on the degree of manifestation of intercultural competence in daily life, including university. The summative evaluation tests can be done through document tests, written/practical tests.

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Curriculum *Musical education and didactics of musical education:* infusional approach

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PRELIMINARIES

The discipline *Musical education and the didactics of musical education* is a course part of the psycho-pedagogical module. The curriculum is addressed to teachers and students from the specialties *Pedagogy of primary education and English language, Pedagogy of primary education and psycho-pedagogy*.

This curriculum is developed for content unit *Intercultural education*, within the basic course *Musical education and didactics of musical education.*

Maximum expression of the creativity of the cultures, the arts are an essential point in the intercultural approaches at school. By their particular and transnational character at the same time, the artistic manifestations strengthen the confidence in their own cultural background and in their own identity and confirm the belonging of a group to a greater spiritual communion. The contribution of the musical arts to the promotion of education through and for cultural diversity is particularly generous (after: Anca Nedelcu, 2008, p. 125).

The musical arts represent ways in which individuals and societies look at themselves, look at their cultures, origins, project their visions on the future. Music is an excellent source, an effective path that brings us closer to the culture of other peoples.

The course *Musical education and didactics of musical education*, through its content, promotes the values of national and universal culture; sensitizes students to cultural diversity; it offers them multiple possibilities for developing aesthetic feelings and skills for perceiving and expressing the musical message in the polycultural and multiethnic context.

In the given course, the trainees will study the teaching strategies and techniques, the methodological instrumentation specific to the discipline and from an intercultural perspective; will go through in depth specific modules for the development of intercultural competence, in order to be able to face the challenges during the pedagogical internship in schools, which must become more inclusive and more friendly for all children, regardless of ethnicity, language, confession or social status; at the same time, the students will develop the specific skills of the musical culture, they will acquire the fundamental notions of musical theory, solfeggio and musical literature, they will develop their abilities of vocal interpretation and elementary musical instruments for children, of deciphering the vocal-interpretative works and of analyzing the musical works heard.

I. COURSE ADMINISTRATION

Mode of study	Code of discipline	Name of discipline	Responsible for the discipline	Semester	No. of hours				Evaluation	No. of ECTS credits
					Total	including				
						L	S	IA		
Full time	S1.05. O.041	Musical education and didactis of musical education	Ludmila Darii	V	180	30	60	90	Examination	6

II. TOPICS AND DISTRIBUTIONS OF HOURS

No.	Content units	No. of hours		
		L	S	IA
1.	Musical education and didactics of musical education	6	6/6	18
2.	The curriculum for *Musical Education*	8	8/8	20
3.	Didactic planning and methodological references concerning the process of teaching-learning-evaluation of the discipline	10	10/10	36
4.	Extracurricular and extraschool activities in *Musical education*	6	6/6	16
	Total	**30**	**60**	**90**

III. LEARNING OUTCOMES

- Knowledge and use of curricular documents to achieve the objectives of the discipline;
- Knowledge of teaching-learning methods and tools, selection of the most appropriate ones and their efficient integration into the teaching process;
- Applying the methodology of the criteria based evaluation through descriptors in primary education;
- Respecting the principles of intercultural education in the training process;
- Collaboration with specialized colleagues and those of other specialties to ensure the good preparation of students;
- Collaboration with the family for the harmonious development of the student;
- Harnessing the educational potential of the discipline;
- Elaboration and realization of didactic planning according to the curricular contents in *Musical Education* and from the perspective of interculturality;
- Planning extracurricular activities in musical education;
- Promoting national and universal musical values;
- Developing the intercultural dimension, in a European context, as well as promoting at national and international level a climate of tolerance and interethnic communication.

IV. LEARNING UNITS

Topic 1. Musical education and the didactics of musical education	
Reference objectives	**Content units**
Students will be able: – to define the concepts: *musical education, didactics of musica; education, cultural phenomenon, values of musical education;* – to determine the specificity of musical education didactics; – to analyze the specific and special competences that designate the personality of the musical education teacher.	1.1. Musical education as a cultural phenomenon 1.2. Didactics of musical education - conceptual benchmarks 1.3. The teacher as actor and director of the process of musical education **Key terms:** *musical education, musical phenomenon, educational didactics, professional and specific skills of musical culture, intercultural competences.*
Topic 2. The curriculum for *Musical education*	
Reference objectives	**Content units**
Students will be able: – to explain the conception of the curriculum for *Musical education*, 2018 edition; – to identify the novelty elements of the curriculum for *Musical education;* – to appreciate the role of the discipline *Musical education* in raising awareness for cultural diversity; – to analyze the disciplinary curriculum and the textbooks from a multi-/intercultural perspective.	2.1. The new elements of the curriculum for *Musical education*, 2018 edition 2.2. The training profile of the graduate - generating framework of the novelty elements of the curriculum for primary education 2.3. Interdisciplinary connections in an intercultural context 2.4. The disciplinary curriculum and the textbooks from a multi-/intercultural perspective **Key terms***: disciplinary curriculum, interdisciplinary connections, graduate profile, school textbook, intercultural education.*
Topic 3. Didactic planning and methodological references concerning the process of teaching-learning-evaluation of the discipline	
Reference objectives	**Content units**
Students will be able: – to characterize the specificity of long-term (annual, semi-annual) and short-term (of a lesson) didactic planning in musical education; – to select and analyze teaching-learning strategies specific to musical education; – to characterize the essence of the concept of *criterial evaluation through descriptors*; – to characterize types of exercises specific to musical education; – to determine the peculiarities of the forms of organization of didactic activities within the discipline;	3.1. Long-term (annual, semi-annual) and short-term (one lesson) didactic planning 3.2.1. Specificity of the educational methods used in musical education 3.2.2. Criteria based evaluation methodology through descriptors 3.2.3. Methodology regarding homework management in *Musical education* 3.3. Peculiarities of the forms of organization of didactic/learning activities within the discipline 3.4. Methodology of using didactic support in *Musical education* 3.5. Ways of familiarizing the students with:

– to develop recommendations for optimal use of didactic support in musical education; – to make suggestions for managing homework; – to propose efficient ways to familiarize students with: musical language, expressiveness and descriptiveness of music, large musical creations, treasures of musical folklore.	*musical language, expressiveness and descriptiveness of the music, the varied character of the music, musical forms, musical creations of large proportions, treasures of the musical folklore,* etc. **Key terms:** *didactic design, teaching-learning strategies, criterion evaluation, descriptors, forms of organization of didactic activities, didactic support.*
Topic 4. Extracurricular and extraschool activities in *Musical education*	
Reference objectives	**Content units**
Students will be able: – to explain the specificity of extracurricular/extraschool activities in *Musical education*; – to appreciate the role of trips in the development of the ethno-artistic culture of primary school students; – to argue the need to return to ethnocultural values and the education of students through the knowledge of musical creations, etc.; – to propose instructional-educational projects with elements of intercultural education in the context of the educational partnership.	4.1. Peculiarities of extracurricular/extraschool activities in musical education: forms, contents, didactic planning algorithm 4.2. The role of excursions in the harmonious development of a small scholar 4.3. The school-family-community educational partnership in primary school **Key terms**: *extracurricular and extraschool activities, intercultural education, school-family-society partnership.*

V. INDEPENDENT ACTIVITY OF THE STUDENT

Expected product	Realization strategies	Evaluation criteria
Public speech with topics of choice: *Formation of ethno-artistic culture in students through the educational use of the theater popular-music*	In-depth study of course notes and workbooks; additional documentation in the library, on the Internet, in the field based on the recommended bibliography	Compliance with the requirements regarding the elaboration and the holding of the public discourse: structure: introduction (attention catching and motivating the audience); content (exposition of the basic content with examples, quotations) and conclusion (conclusions and final arguments)
Short term didactic projects (I-IV grades) in the key of intercultural education	Elaboration of short term didactic projects in the key of intercultural education. Lesson simulation	Compliance with requirements for the elaboration of a didactic project in key with ERRE, attachments with works
Scenario of extracurricular/extraschool activity on an ICE topic	Elaboration of a scenario (group work). Lesson simulation with a group of students	Compliance with requirements for the elaboration of an extracurricular/extraschool activity

VI. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING-LEARNING-EVALUATION

Musical competences can be developed only in practical activities, based on (innate) predispositions and sensory abilities specific to the field. The university teacher can organize visits to cultural centers; students' participation in music festivals, methodical sections activity, etc.

Within the discipline, current and summative evaluation are used. The current evaluation takes place by presenting the practical works (essays, posters, PPT presentations, simulation of the lesson in the group of students, etc.), which are graded. The product is the result of an activity carried out orally, in writing or in practice. The public defence/presentation involves the presentation of the practical work and the explanation of its essence.

The process of evaluating the intercultural dimension will emphasize: the prevalence of the formative evaluation over the summative one; predominant evaluation of the development of attitudes and behaviors; frequent use of self-assessment and mutual evaluation; extending the evaluation through informal activities in the academic and local community.

In addition to the traditional way of appreciating the results, summary evaluation works are recommended, based on the students' research activity, welcome for most content units, such as: national culture, traditions, customs, ceremonies, holidays, etc. The research works can be carried out both individually and in groups, and the evaluation criteria can be developed together with the students, thus they will become the monitors of their own learning.

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Curriculum *Fine arts education and didactics of fine arts education:* infusional approach

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PRELIMINARIES

The discipline *Fine arts and the didactic of fine arts education* represents a course from the psycho-pedagogical module. The curriculum is addressed to teachers and students from the specialties *Primary education pedagogy and English language, Primary education pedagogy and psycho-pedagogy*.

This regulatory document is elaborated on the basis of the curricular theory, applied at a normative and prescriptive level. At the normative level, the functional, structural and operational dimension of the education process is targeted, which marks the epistemological framework specific to school fine arts education.

Starting from the essence of curricular theory and from the model of teaching-learning of the discipline *Fine arts and the didactic of fine arts education*, the given curriculum is oriented to: training/developing competences specific to the fine arts culture; acquisition and application of strategies, didactic techniques, methodological instrumentation specific to the discipline and modern forms of education; proposes sources of information and documentation necessary for curricular and extracurricular activities in the fine arts education at primary level; proposes to carry out independent activities in groups; gives students the opportunity to take on responsibilities, to cooperate, to make critical observations, to design, etc.

The discipline *Fine arts and the didactic of fine arts education* requires new theoretical and practical approaches, these being dictated by the social, cultural and educational needs and requirements.

The present curriculum is developed for the content unit *Intercultural education*, within the basic course *Fine arts education and the didactics of fine arts education*. Thus, students will go through in depth specific modules of development of intercultural competence, in order to be able to face the challenges during the pedagogical practice period in schools, which must become more inclusive and more friendly for all children, regardless of ethnicity, language, confession or social status. On the one hand, the declarative, procedural and conditional knowledge specific to the postmodern diversity of future teachers is expanded, and on the other, educational tools are offered in the spirit of tolerance and equity of the children with whom they are to work in educational institutions. Learning art (through art) helps students assert their cultural identity and understand their origins; to classify their attitudes, beliefs, values in relation to the artistic products of their own culture, to reflect on them; to value the contribution of the arts in their own existence, in that of the community, society and the world in which they live; reflect on the beliefs, values and attitudes of other cultures and how they differ from their own; to understand the forms of valuing art in different societies and cultures (apud: The Arts in the New Zealand Curriculum, 1992).

I. COURSE ADMINISTRATION

Mode of study	Code of discipline	Name of discipline	Responsible for the discipline	Semester	No. of hours				Evaluation	No. of ECTS credits
					Total	including				
						L	S	IA		
Full time	S1.06. O. 050	Fine arts education and didactics of fine arts education	Ludmila Darii	VI	150	30	60	60	E	5

II. TOPICS AND DISTRIBUTIONS OF HOURS

No.	Content units	No. of hours		
		L	S	IA
1.	Introduction in didactics of *Fine arts education*	4	2/2	8
2.	The curriculum for *Fine arts education*	4	2/2	8
3.	Didactic planning and methodological references concerning the process of teaching-learning-evaluation of the discipline	14	8/6	28
4.	Extracurricular and extraschool activities for *Fine arts education*	8	4/4	16
	Total	**30**	**60**	**60**

III. LEARNING OUTCOMES

- Knowledge and capitalization of the discipline contents;
- The ability to elaborate the necessary documentation for the didactic activities: long and short term projects, extracurricular/extraschool activities projects, etc.;
- Updating, developing the content of the discipline;
- Applying the methodology of criteria based evaluation through descriptors in primary education;
- Adequate use of arts language/terminology specific to the fine arts field;
- Making intra/interdisciplinary links and applying them;
- Respect for teaching principles and intercultural and inclusive education, etc. within the training process;
- Promoting national and universal artistic-fine art values.

IV. LEARNING UNITS

Topic 1. Introduction in didactics of *Fine arts education*	
Reference objectives	**Content units**
Students will be able: – to define the notions: *fine arts education, fine arts education didactics, general and specific competences of the teacher;* – to determine fine arts education as a cultural phenomenon; – to explain theoretical and methodological aspects of the didactics of the discipline *Fine arts education;* – to analyze the general, specific and intercultural competences of the teacher.	1.1. Plastic education as a cultural phenomenon 1.2. Didactics of fine arts education as a subject of study 1.3. General and specific skills of future fine arts education teachers **Key terms**: *fine arts education, cultural phenomenon, fine arts education didactics, general and specific competences of the teacher, educational process, methodological bases, intercultural education, etc.*
Topic 2. The curriculum for *Fine arts education*	
Reference objectives	**Content units**
Students will be able: – to identify the structural elements of the curriculum for *Fine arts education* and the correlations between them; – to establish the interaction of the disciplines of the aesthetic cycle; – to appreciate the role of the discipline *Fine arts education* in raising awareness for cultural diversity by capitalizing on the diversity of national and universal art; – to analyze the curriculum and school textbooks in the discipline from a multi-/intercultural perspective; – to analyze the peculiarities of the modular training system/principle, the specificity of the curricular approach.	2.1. Curriculum for *Fine arts education*. Novelty items 2.2. The training profile of the graduate - generating framework of the novelty elements of the curriculum for primary education 2.3. Interdisciplinary connections in the context of interculturality 2.4. The role of the discipline *Fine arts education* in the development of aesthetic sensitivity, cultural diversity 2.5. Curriculum and textbooks in the discipline *Fine arts education* from the perspective of the development of intercultural competence in students **Key terms:** *curriculum, graduate profile, interdisciplinary connections, school textbooks, etc.*
Topic 3. Didactic planning and methodological references concerning the process of teaching-learning-evaluation of the discipline	
Reference objectives	**Content units**
Students will be able: – to explain the algorithm of long-term (annual, semester) and short-term (of a lesson) didactic planning;	3.1. Algorithm of long-term (annual, semester) and short-term (of a lesson) didactic planning 3.2.1. Teaching strategies for teaching-learning within the fine arts education lessons

– to analyze teaching-learning strategies within the fine arts education lessons; – to establish criteria for selecting interactive teaching methods appropriate to the lessons developed within the discipline; – to adapt the interactive teaching methods in teaching-learning situations in order to train the students in fine arts education lessons; – to explain the methodology of criteria based evaluation through descriptors in primary education; – to argue the usefulness of the portfolio in the discipline *Fine arts education* – to make suggestions for homework management; – to analyze forms of organization of didactic activities within the lesson; – to analyze ways of developing collaboration and cooperation abilities in heterogeneous working groups; – to develop lesson sequences to promote intercultural education, etc.	3.2.2. Methodology of criteria based evaluation through descriptors in primary education 3.2.3. Methodology regarding homework management in fine arts education 3.3. The peculiarities of the forms of organization of didactic activities within the discipline *Fine arts education* 3.4. Methodology of using didactic support in fine arts education 3.5.1. Methodology of developing knowledge on branches, genres, species of fine arts; painting, graphics, sculpture, decorative-applied art, national and universal architecture 3.5.2. Ways of familiarizing the students with: the alphabet of fine arts, elements of fine arts language, materials and artistic techniques, etc. **Key terms**: *design, teaching approach, teaching strategies for teaching-learning, critical evaluation through descriptors, resources and teaching resources, forms of organization of teaching activities.*
Topic 4. Extracurricular and extraschool activities for *Fine arts education*	
Reference objectives	**Content units**
Students will be able: – to explain the specificity of extracurricular/extraschool activities in fine arts education; – to appreciate the role of the trips in the development of the ethno-artistic culture of the students of the primary cycle; – to argue the need to return to ethnocultural values and to educate the students by knowing the decorative-applied art, the traditional art, etc.; – to propose instructional-educational projects with elements of intercultural education in the context of the educational partnership.	4.1. Specificity of extracurricular/extraschool activities in *fine arts education*: forms, contents, algorithm of didactic design 4.2. The role of excursions in the development of the ethno-artistic culture of the students of the primary cycle 4.3. Extracurricular/extraschool activities for the promotion of national/universal arts in the context of the school-family-community partnership **Key terms**: *extracurricular and extraschool activities, intercultural education, school-family-society partnership, etc.*

V. INDEPENDENT ACTIVITY OF THE STUDENT

Final product	Realization strategies	Evaluation criteria
Public speech on a topic of choice: *Intercultural education in fine arts education classes*	In-depth study of notes and course support; additional documentation from different sources	Respecting the requirements for the elaboration and holding of the public speech
Short term didactic projects (gr. I-IV) in the context of intercultural education	Elaboration of the didactic project in the context of intercultural education. Lesson simulation	Respecting the requirements for the elaboration of a didactic project in key with ERRE, attachments with works/papers
Scenario of extracurricular/extraschool activity: *Fine arts education; trips/ visits: museums, exhibitions, art galleries,* etc.	Development of the scenario (group work) Simulation of activities in the group of students/or organization of visits to museums, exhibition halls, workshops of plastic artists	Respecting the requirements in the elaboration of the scenario of extraschool or extracurricular activity; compared with organizing and conducting a school trip
Instructional-educational projects with elements of intercultural education in the context of the educational partnership	Workshop for organization and implementation of the project: *Theater of shadows* on general-human values, using visual-plastic images (possibly digital)	Respecting the requirements for developing an instructional-educational project with elements of intercultural education in the context of the educational partnership
Art exhibitions with students works *Colors of diversity,* etc.	Workshop for organization and implementation of the exhibit	Respecting the requirements for organizing the exhibition: planning, making fine works on the proposed theme and public presentation

VI. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING-LEARNING-EVALUATION

The educational approach of the course *Fine arts education and the didactics of fine arts education* will be organized and carried out in accordance with the general principles of the didactics: the principle of intuition or unity between the sensory and the logical; the connection of theory with practice; the conscious and active acquisition of knowledge, etc.

The specific competences established in the curriculum are formed by the theoretical part of the learning activities based on tasks and active-participatory/interactive, creative methods - the emphasis will be placed on the individual and team work, on thematic projects, role play; through the practical-applicative part of the learning activities, based on exercises, experiments, explorations with materials, tools, techniques and elements of plastic language, using the specific techniques of painting, graphics, modeling, photography and digital film, etc. Performing the plastic works and participating in art exhibitions will be

an important element of the training. The plastic works can be kept in portfolios, to monitor the evolution of the student during the study of this course.

Learning through cooperation can be achieved through collective/group work. In the activities carried out in workshops, it is recommended to use the interactive whiteboard (if any) or the video projector with internet, for accessing the sites of museums and galleries, for presenting national and universal art albums.

Also, it is recommended to organize activities outside the class hours, which complete the didactic approach, such as: visits to the Art Museum, art galleries; at exhibitions organized on different occasions; at photographic exhibitions; participation in master classes in creative centers for children and adults; meetings with plastic artists, folk craftsmen, cultural people, etc. are welcome.

In order to design the evaluation process and to develop evaluation tools in *Fine arts education and the didactics of fine arts education,* the university teacher must select the products according to the competence units being evaluated, in correlation with the learning content and learning activities and the recommended evaluation type.

Traditionally, depending on the moment of the evaluative act in a learning path, we distinguish: the formative/continuous evaluation during the learning activity (participation in discussions, debates; carrying out projects by each student, etc.) and the final evaluation. We also recommend some tools for assessing intercultural competence: the aquarium, the role play, the interview, the trip, the docimological test, the questionnaire, the evaluation based on the graphic resources, the local guide, the project, etc.

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Faculty of Letters
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Curriculum *Didactics of the Romanian language and literature:* modular approach

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PRELIMINARIES

The module *Didactics of the Romanian language and literature* is addressed to the students from the Faculty of Letters, IInd year Education Sciences, specialty *Romanian language and literature – English language*, aiming at professionalizing future teachers.

The module proposes, in accordance with the new requirements stipulated by the curricular reform of pre-university and university education, a new methodology for teaching-learning-evaluation of Romanian language and literature in school. The modernization of the school curricula and the centering on competences have produced qualitative methodological changes and optics in the field of didactics of the discipline. The new regulatory documents of the instructional-educational process in general, but especially in the discipline: curricula, design models, manuals - all focused on competence development, but also the new methodology, which capitalizes on modern, interactive teaching-learning-evaluation strategies, impose the need to re-evaluate, resize and modernize the traditional perspective and propose to the teacher a constructive and creative didactic approach.

In the current context, when the process of globalization is booming, intercultural education and implicitly the development of intercultural competence is of special importance. This calls for the need for curricular restructuring from the perspective of cultural diversity, the interests and varied abilities of children in a multiethnic cultural environment. Intercultural education is a complex didactic project that involves developing a capacity for interculturality. The module *Didactics of the Romanian language and literature*, aiming at the initial training of Romanian language and literature teachers, offers a wide platform to approach intercultural pedagogy first of all by focusing on training not only of a good specialist teacher in the field, but also of a competent intercultural teacher. This implies the need to train appropriate skills and attitudes for future teachers, the ability to overcome ethnic and cultural biases, familiarize with rich multicultural situations, develop appropriate teaching skills in diverse contexts and efficiently manage a non-homogeneous group from the perspective of ethnic and cultural diversity. Education through and for values is a basic principle of the school discipline *Romanian language and literature*, therefore, the approaches of the discipline contain polyvalent intercultural references. In a polycentric world like today's world, identity awareness occurs by relying on intercultural competences, acceptance, appreciation, respect for the other.

The pedagogy of cultural diversity, through the didactic exploitation of interculturality aims to enhance cultural individuality, realizing the principle of unity in diversity.

The main objective of the module *Didactics of the Romanian language and literature* is to provide students with effective professional training modalities, as well as a theoretical-practical framework of training a competent, active teacher, which would ensure the realization of the contemporary instructional-educational imperatives.

I. COURSE ADMINISTRATION

Mode of study	Code of discipline	Name of discipline	Responsible for the discipline	Semester	No. of hours				Evaluation	No. of ECTS credits
					Total	including				
						L	S	IA		
Full-time	F.04. O.029	*Didactics of the Romanian language and literature*	Elena Banari, Marcela Adam	IV	180	30	45	105	E	6

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Topics
	1. Common topics to the didactics of the Romanian language and literature
1.	The object of study. The tasks of *Didactics of the Romanian language and literature*. Didactic aspects of ICE. The profile of the Romanian language and literature teacher in the context of globalization, multiculturalism and school inclusion
2.	Content of the teaching - learning - evaluation process in the Romanian language and literature. Regulatory acts and school documents in the context of modernization of the educational process
3.	The discipline curriculum - fundamental conceptual document of Romanian language and literature teaching in the school. Curriculum development of for Romanian language and literature
4.	The communicative - functional model of the discipline and its methodology. Forms, techniques, means and strategies for intercultural communication
5.	Planning didactic activities in the discipline: perspective and immediate vision. The Romanian language and literature class – space for dialogue, cooperation and interculturalization
6.	Didactic planning: creative exploitation of design principles. Lesson planning and didactic sequences for Romanian language and literature classes in the context of the multiethnic and multicultural school community
7.	Didactic methodology specific to the subject *Romanian language and literature*. The evolution of the methodological system - values and intercultural experiences
8.	The system of lessons in teaching-learning-evaluating Romanian language and literature. Curricular and extracurricular activities to enhance the intercultural dimension

9.	Teaching materials, educational resources and their correlation with teaching-learning-evaluation methods in Romanian language and literature. The specificity of the teaching materials within the intercultural activities
10.	Evaluation of educational activity: forms, types, means, effects. Specifics of the evaluation of students with SEN
	2. Specifics of Romanian language didactics
11.	The general objectives of the study of Romanian language in school. Formation of grammatical notions. Romanian language - space of interculturalization
12.	Conversation method. The heuristic and the catechetical conversation. Application criteria. Advantages and disadvantages
13.	Grammatical explanation as a demonstrative form of exposition. Application models. Effects and disadvantages
14.	Didactic demonstration. Algorithmization - a teaching process derived from demonstration. Application criteria. Advantages and disadvantages
15.	Problematization as a training method. Discovery learning. Application models
16.	The method of linguistic analysis. Types of linguistic analysis: phonetic, lexical, morphological, syntactic, stylistic. Application criteria
17.	Exercise method. Types of exercises. The dictation technique. Application models
18.	Modern training methods and techniques. Application criteria
	3. Specifics of Romanian literature didactics
19.	Didactics of Romanian literature: concepts, objectives and contents. Romanian literature - space of interculturalization
20.	Methods and procedures specific to the disciplinary subdivision: Romanian literature. Fundamental methods of teaching literature in school and their creative modernization
21.	Efficiency of the process of receiving literature by applying interactive methods and procedures
22.	Receiving literature by applying intuitive methods and practical action methods
23.	Development of reading competence. Didactics of reading
24.	Formation of communication competence. Didactics of the speech
25.	The methodology of writing/wording based on the communicative/functional model
26.	Comprehension and interpretation of the literary text in school: the lyric text
27.	Reception and interpretation of the epic text at the Romanian literature class
28.	Specifics of studying dramatic works in school
29.	Notions of literary theory – means for didactic approach
30.	Specific principles for organizing Romanian language and literature lessons in the gymnasium. Peculiarities of Romanian literature lesson in high school: simulation of some types of lessons

III. LEARNING OUTCOMES

- Knowledge and appropriate use of the main theoretical and practical approaches, theoretical models and projects, successful practices that are confined to intercultural education;

- Understanding the specificity, place and role of intercultural education in the reform of the school and the educational system in the Republic of Moldova.
- Strengthening intercultural competences that favor balanced reporting to others, without prejudice and discrimination;
- Developing the ability to interpret educational practices in terms of respecting and cultivating cultural diversity;
- Applying theoretical acquisitions in a variety of educational environments;
- Identification of means for development of intercultural approaches at the concrete level of the school/class of students;
- Elaboration of curricular materials that respect the curricular, methodological and evaluative characteristics of the field of intercultural education;
- Development of interpretation and relationship skills: the balanced interpretation of a document or event belonging to another culture in relation to its own culture.

IV. LEARNING UNITS

1. Common themes to the Didactics of Romanian language and literature

Topic 1. The object of study. The tasks of *Didactics of the Romanian language and literature*. The profile of the Romanian language and literature teacher in the context of globalization, of multiculturalism and school inclusion	
Reference objectives	**Content units**
Students will be able: – to distinguish the object of study of *Romanian language and literature didactics* from that of *Pedagogy, Psychology;* – to distinguish the aims of the fields of the discipline; – to formulate fundamental perspectives of the study of the didactics of the *Romanian language and literature;* – to identify the didactic aspects of ICE; – to compare the objectives of general education with those of special education; – to analyze the standards of professional competence; – to distinguish the specificity and the necessity of the intercultural, entrepreneurial, inclusion skills; – to outline the profile of the Romanian language and literature teacher.	• The object of study. Specificity of the discipline: reference areas and integrative perspectives. Fields of the discipline: language and literature. Premises and perspectives of studying the methodology of teaching/ learning Romanian literature within the integrated course. General didactic report - special didactics of the discipline • The tasks of *Didactics of Romanian language and literature* • The didactic aspects of ICE • The profile of the Romanian language and literature teacher in the context of globalization, multiculturalism and school inclusion • Standards of professional competence: intercultural competences, entrepreneurship. Interculturally competent teacher **Key terms**: *disciplinary sub-domains, methodical/didactic, general didactic, special didactic; methodological principles, process of teaching, learning, evaluation; didactic, methodical; professional skills, intercultural competence, etc.*

Topic 2. Content of the teaching-learning-evaluation process for Romanian language and literature. Regulatory acts and school documents in the context of the modernization of the educational process	
Reference objectives	**Content units**
Students will be able: – to define the content of the teaching - learning-evaluation process for Romanian language and literature; – to analyze comparatively the normative acts and the school documents; – to examine the content of curricular products in the *Romanian language and literature* discipline; – to distinguish between the types of competences and their value in achieving the educational ideal; – to estimate the role of intercultural and inclusion competence within the system of key, transversal and specific competences.	• Content of the teaching-learning-evaluation process for Romanian language and literature • Regulatory acts (*Europe-2030 Strategy, Education-2020 Strategy, Education Code, National Curriculum Reference Framework*) • School documents: *the curriculum, the school curriculum, the specialized curriculum, the school handbook, the planning of teaching activities* • Examination of school documents: their modernization and contextualization (interculturality, inclusion, entrepreneurial spirit, etc.) • The structure, functions and methods of applying the school documents. Adaptation of school documents to the specifics of the school and of the multicultural school community **Key terms**: *educational policy, curriculum, educational program, manual, long-term design, short-term design, multiculturality, interculturality, inclusion, education for democracy, entrepreneurship.*

Topic 3. The discipline curriculum - fundamental conceptual document of Romanian language and literature teaching in the school. Curriculum development for *Romanian Language and Literature*	
Reference objectives	**Content units**
Students will be able: – to describe the components of the regulatory documents (curriculum vitae, methodological guide, manual, etc.); – to develop methodical ideas recommended by the disciplinary curriculum; – to demonstrate skills in applying the school curriculum and the textbook; – to analyze the efficiency of a module in a school textbook in relation to the curricular recommendations; – to argue the efficiency of the primacy of competences in relation to the contents in the *Romanian language and literature;*	• The regulatory documents of the teaching-evaluation process of *Romanian language and literature* in school: their examination and analysis • Development of the curriculum in *Romanian language and literature.* The system of competences in Romanian language and literature • The place and importance of intercultural, inclusive and entrepreneurial skills. Diversification and adaptation of content to current requirements • Types of curricula. Curricular connections. (School curriculum *Intercultural education* (gr. I-IX); Specialized curriculum *Inclusive education*)

– to estimate the share of intercultural connections; – to evaluate school textbooks in the context of curricular modernization (intercultural, inclusive).	• Familiarity with the school textbooks for secondary school and high school classes: analysis of variants of content structuring: thematic differentiation of Romanian language/literature; intercultural perspectives; inclusive modalities • Achieving coherence between curriculum and textbook: analysis of a module (of choice) **Key terms:** *curriculum, curricular areas, competencies, units of content, evaluation methodology, regulatory documents, specialized curriculum, intercultural perspective.*

Topic 4. The communicative-functional model of the discipline and its methodology. Forms, techniques, means and strategies for intercultural communication	
Reference objectives	**Content units**
Students will be able: – to define the educational role of studying Romanian language and literature in school; – to determine the significance of the communicative - functional model in teaching the Romanian language and literature; – to argue the functions of the communicative model in teaching/learning the Romanian language and literature; – to demonstrate the value of the principles of didactics of written and oral communication at the Romanian language and literature lesson; – to estimate the role of Romanian language and literature in the formation of intercultural competence.	• The role of studying language and literature in the secondary school and high school related to the dominant purpose of the discipline • Significance of the communicative model - functional for the continuous restructuring of the recommended contents, the specific objectives and the aims • Functions of the communicative model as a factor of the integrated concept of the discipline and as a structuring pattern • The value of principles of didactics of written and oral communication in the context of a communicative education. Forms, techniques, means and strategies for intercultural communication **Key terms:** *communicative-functional model, integrative skills, competences/aims, written communication/oral communication; Intercultural communication.*

Topic 5. Planning didactic activities in the discipline: perspective and immediate vision. The *Romanian Language and Literature* class – space for dialogue, cooperation and interculturalization	
Reference objectives	**Content units**
Students will be able: – to distinguish types and forms of didactic design;	• Types and forms of didactic planning. The concept of planning didactic activities as open structures

– to formulate the concept of didactic design; – to exemplify the typology of the didactic activities for Romanian language and literature lesson; – to correlate the competences with the operational objectives in the design process; – to argue the formative models of the didactic planning of Romanian language and literature; – to motivate references to school textbooks; – to formulate operational objectives in order to form the intercultural competence; – to propose ways to capitalize on intercultural competence within the *Romanian language and literature* class; – to demonstrate that design is a creative act.	• The typology of the didactic activities and their structuring variants. Formative models of didactic planning in Romanian literature • Correlation of the specific competences with the operational and reference objectives in the process of designing the didactic activities at Romanian language and literature class • The correlation of the specific competences with the operational objectives in the process of designing the didactic activities at Romanian language and literature class. Reference to textbooks • Design - act and result of the teacher's creativity in the discipline. Ways of designing activities for students with SEN • Class management. The Romanian Language and Literature class – space for dialogue, cooperation and interculturalization. **Key terms**: *didactic design, specific competences/ operational objectives, cooperation space, intercultural space, class management.*

Topic 6. Didactic planning: creative exploitation of planning principles. Lesson planning and didactic sequences for Romanian language and literature classes in the context of the multiethnic and multicultural school community	
Reference objectives	**Content units**
Students will be able: – to present analitically the principles and types of didactic planning; – to apply constructively the models of didactic planning; – to motivate the value of the stages of planning of Romanian language and literature class; – to correlate various types of objectives and their operationalization in the planning process; – to develop a lesson project on Romanian language and literature based on didactic planning principles; – to formulate operational objectives according to the subject of the lesson; – to outline various learning situations by employing methodological notions;	• Capitalization on the principles, types and models of didactic planning from the perspective of a young teacher's activity • Drawing up sketches - model of lessons projects for Romanian language and literature in accordance with curricular objectives • Aspects of increasing the efficiency of the Romanian language and literature class in school • Adapting the teaching of Romanian language and literature to the context of the school community, to the multiethnic, multicultural specificity of the class. Presentation and evaluation of individually designed planning models by each student

– to develop projects/teaching sequences for different types of lessons; – to develop learning tasks in order to develop intercultural competence; – to establish learning situations for students with SEN; – to estimate the level of accomplishment of the work tasks according to the evaluation principles.	• Applying the project sequences in the process of dissimulating the lessons of Romanian language and literature. Completion of portfolio projects **Key terms**: *didactic design, long-term design, current design, didactic project, instructional design, didactic scenario, learning unit, curricular objectives.*

Topic 7. Didactic methodology specific to the subject *Romanian language and literature*. The evolution of the methodological system - values and intercultural experiences	
Reference objectives	**Content units**
Students will be able: – to formulate interpretative definitions for the concepts of *method, technique, strategy and teaching process;* – to present the system of common methods for teaching the discipline; – to argue the efficiency of specific methods for teaching Romanian language/literature in school; – to demonstrate the efficiency of a relevant methodological instrumentation in the process of teaching Romanian language/ literature; – to develop the idea about the dynamic character of the teaching-learning methods of Romanian literature; – to analyze the contextualization of the teaching methodology in the educational conditions in the Republic of Moldova; – to capitalize on intercultural experiences in order to modernize the methodological system; – to identify methods and procedures for studying Romanian language and literature to SEN children.	• Definitions and interpretative benchmarks of the concepts of *method, technique, strategy and teaching process* • The system of common methods for teaching the *Romanian language and literature* discipline. The typology of the methods in the process of teaching-learning the *Romanian language and literature* in school: the analytical framework and application perspectives • The dynamic and open character of the methods of studying the Romanian language and literature. Multiplication and diversification of the methodological instrumentation according to the principles of quality and efficiency • Strategies for developing intercultural and inclusive competences • Evolution of the methodological system - values and intercultural experiences **Key terms:** *method, process, technique, strategy, didactic technology, methodological system evolution, intercultural values.*

Topic 8. The system of lessons in teaching-learning-evaluating the Romanian language and literature. Curricular and extracurricular activities to enhance the intercultural dimension	
Reference objectives	**Content units**
Students will be able: – to list the criteria for classifying the lesson; – to define the types of lessons specific to the study of the Romanian language and literature;	• *The lesson* – a pedagogical microsystem. General elements of the lesson. Types of lessons. Types of lessons specific to the subject *Romanian language and literature*

– to describe the structure of the lesson according to its type; – to adjust the type of lesson to its content and objectives; – to adapt instructional activities to the needs of SEN students; – to model lesson sequences with multicultural aspects; – to design extracurricular activities to capitalize on interculturality.	• Curricular and extracurricular activities to enhance the intercultural dimension • The instructional events of the lesson according to their typology • Suggestions for applying the types of curricular and extracurricular activities based on the school's intercultural activity plan **Key terms**: *lesson, lesson factors, instructional event, lesson type, microsystem, framework form, continuity, discussion area.*

Topic 9. Teaching materials, educational resources and their correlation with teaching-learning-evaluation methods in Romanian language and literature. The specificity of the teaching materials within the intercultural activities	
Reference objectives	**Content units**
Students will be able: – to define the notion of *teaching material* and *means of education*; – to delimit the *means of education* from other related phenomena; – to identify the diversity of educational resources; – to estimate the role of the teaching material and the means of education in organizing the activities for the students with SEN; – to argue the efficiency of the teaching material and of the means of education in the formation of the intercultural competence; – to develop different teaching materials for school activities.	• *Didactic materials.* General aspects. Definition. Diversity: schemes, didactic sketches, tables, worksheets, etc. • *Educational resources.* General notions. Types: *traditional* (blackboard, chalk) and modern (audio-visual: overhead projector, slide projector, cassette player, etc.) • Correlation of the teaching materials and the means of education with the teaching-learning-evaluation methods in the Romanian language and literature • Identification of the teaching materials for the activities of training the intercultural competence in local, national and international context • Specific teaching tools for students with SEN **Key terms**: *didactic support/didactic means, didactic material, iconic support, efficiency, didactic strategy, phenomenon - essence, image - ideas.*

2. The specifics of Romanian language didactics

Topic 11. General objectives of the study of Romanian language in school. Formation of grammatical notions. Romanian language - space of interculturalization	
Reference objectives	**Content units**
Students will be able: – to specify the content and objectives of the discipline *Romanian language*; – to understand the functional practice of the *Romanian language* discipline;	• The general objectives of the study of Romanian language in school • The dimensions in the structure of the general objectives in the *Romanian language*

– to raise awareness on the significance of the literary language in shaping the national identity; – to explain the 4 integrative skills characteristic of the didactic model of Romanian language; – to use specialized language in the process of learning grammatical notions; – to delimit the phases of learning to the Romanian language; – to practically apply the learning phases; – to estimate the role of the Romanian language in the formation of intercultural competence.	discipline (the functional practice of the Romanian language, the formation of cultural representations, as well as of a coherent affective and attitudinal universe, the formation of intellectual work skills) • The integrative skills of the didactic model of the Romanian language (comprehension after listening and speaking, reading and writing) • Formation of grammatical notions (grammatical reflex - formation of the skills to use *specialized language; generalization and grammatical abstraction, grammatical confusion,* etc.) • Learning phases: the reception phase, the learning phase, the storage phase, the updating phase • Romanian language - space of interculturalization **Key terms:** *rational practice, integrative skills, concentric principle, specialized language, grammatical notion.*

3. Specifics of Romanian literature didactics

Topic: 19. Didactics of the Romanian literature: concepts, objectives and contents. Romanian literature - space of interculturalization	
Reference objectives	**Content units**
Students will be able: – to define the specificity of the discipline; – to distinguish the aims of the subdomains of the discipline; – to formulate fundamental perspectives of the study of Romanian literature methodology; – to argue the specific methodological principles of the reception of literature in school; – to estimate the role of Romanian literature in the formation of intercultural competence.	• The methodological principles of the reception of literature in school • Literary work as an open structure and the expectation horizon of the student as a reader in training • The tasks of the process of studying literature in the school and the efficient ways of accomplishing them. Romanian literature - space of interculturalization **Key terms**: *methodological principles, literary reception, waiting horizon/knowledge horizon.*

V. INDEPENDENT ACTIVITY OF THE STUDENT

Expected product	Strategies	Evaluation criteria
Items clusters for valorization of specific competences and of the intercultural competence	Content analysis; reporting contents to competences; formulation of objectives; task development	Respecting the theoretical benchmarks for the elaboration of didactic tasks

Lesson plan with intercultural elements	Respect for teaching principles Adapting the planning model to the content and the teaching objective	Evaluation and analysis of lesson plans
Group project: *Romanian Language and Literature class - a space for intercultural dialogue*	Selection of didactic-informative materials. Analysis and systematization of selected materials. Development of a group project	Consistency and relevance of argumentation of ideas. The correct presentation of the project according to the established rules

VI. METHODOLOGICAL SUGGESTIONS

Topics for research

1. Intercultural didactic resources for the subject *Romanian language and literature*
2. The intercultural dimension of textbooks in *Romanian language and literature*
3. The methodology of training the intercultural competence in *Romanian language and literature*
4. Romanian language - space of interculturality
5. Romanian literature - space of intercultural dialogue

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Faculty of Letters
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Curriculum *Didactics of the intercultural*

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PRELIMINARIES

The problem of intercultural education is present in all approaches to educational policies and concerns the educational process from the perspective of cultural diversity. Communication, mediation, solidarity, mutual respect, tolerance, responsibility represent central variables in the contemporary educational paradigm, which is why the formation of (multilevel/inter) cultural competence is a priority during foreign language classes in school. As stipulated in the recent regulatory acts, the student must be able to integrate specific elements of the culture of an allophone country, in contexts of intercultural communication, expressing empathy and positive acceptance of the cultural diversity.

The discipline *The Didactics of the Intercultural*, within the module *Research methodology* and *the didactics of the intercultural*, is an optional one in the curricular package and aims to develop a complex intercultural and methodological competence with various possibilities for the future French language teacher.

This approach is based on the provisions of several national and international regulatory documents of educational policies: the sectoral strategy *Education 2020* (2014), the *Education Code* (2014), the *Common European Framework of Reference for Languages: learning, teaching, evaluation (CEFRL). Complementary volume with new descriptors* (2018), *Foreign Language Curriculum* (2010, 2018, 2019).

Theoretical benchmarks of the discipline *The Didactics of the Intercultural* is based on the theories of the researchers V. Guțu, V. Goraș-Postică, Ch. Puren, Ph. Blanchet, J.-C. Beacco, D. Coste, L. Collès, J.-M. Defays et al.

Through the discipline we will aim at: defining the fundamental intercultural concepts; description of intercultural competence within the competences defined in the CEFRL and in the National Curriculum for Foreign Languages; developing didactic strategies for training intercultural competence in students, etc. At the application level, pedagogical worksheets for the exploitation of the intercultural dimension of the written document, audio, video will be analyzed and created.

Key notions of the discipline: *culture, cultural competence, interculturality, intercultural competence, didactic strategy,* etc. The course is held in French and is offered in a numerical version on the MOODLE platform of USM.

This Curriculum is intended for 3rd year students, semester VI, enrolled in the study programme *French language and literature and English language*, professional training field- *0114 Teacher training* and can be used to facilitate understanding of the objectives, competences, teaching/learning strategies/evaluation and bibliography in the given discipline.

I. COURSE ADMINISTRATION

Code of discipline	Name of discipline	Responsible for the discipline	Semester	No. of hours					Evaluation	No. of ECTS credits
				Total	including					
					C	S	L	IA		
S1.06. A.58	Methodology of research and the didactics of the intercultural	Silvia Guţu	VI	180	30	60	-	90	E	6

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Content units	No. de hours		
		Lecture	Seminar	Individual activity
1.	The issue of the didactics of the intercultural	1	1	5
2.	Intercultural concepts - explanatory approach	1	1	5
3.	Intercultural perspective and methodologies for teaching/learning the French language	1	2	5
4.	Intercultural competence defined in the CEFRL and in the National Curriculum for *Foreign Languages*	1	2	5
5.	The intercultural dimension of school textbooks in the Republic of Moldova	1	2	5
6.	The principles of intercultural pedagogy and the dynamics of intercultural competence development	1	2	5
7.	Teaching strategies of the written document as a carrier of intercultural valences	2	4	5
8.	Teaching strategies of the audio-video document as a carrier of intercultural valences	2	4	5
9.	Teaching strategies of the iconic document as a carrier of intercultural valences	2	6	10
10.	Evaluation of the intercultural competence	2	6	10
Total		**15**	**30**	**60**

III. PROFESSIONAL COMPETENCES AND LEARNING OUTCOMES

The learning outcomes are correlated to the professional competences from the *Study Plan* as follows:

Professional competences	Learning outcomes
Planning of teaching/learning/ evaluation/didactic research activities in the disciplines from languages A and B	• to describe the specificity of the didactic planning activity; • to operationalize didactic planning techniques in the perspective of intercultural education; • to develop pedagogical files of learning sequences focused on the formation of (inter) cultural competence.

Realization of the class management in the disciplines of French language	• to describe the main issues that surround the didactics of the intercultural; • to propose strategies for managing the curriculum, time and educational space, learning situations, conflicts in the class of students; • to implement intercultural education strategies.
Management of the educational process and efficient teaching communication	• to describe the peculiarities of intercultural education in the cultural space of the Republic of Moldova; • to model the traditional curricular contents from the perspective of the intercultural principles; • to interpret the different theories, models and pedagogical contexts from the perspective of intercultural communication.
Collaboration with all social actors involved in the educational process	• to identify the actors involved in the instructional-educational process; • to determine the possible collaboration situations with the actors of the educational process; • to develop strategies for cooperation in professional, intercultural work teams specific to the development of projects in the field of education sciences.

IV. LEARNING UNITS

Topic 1. The issue of the didactics of the intercultural	
Reference objectives	**Content units**
Students will be able: – to identify the status and the object of study of the intercultural didactics; – to analyze comparatively the different ways of approaching cultural diversity in the teaching of languages and foreign cultures; – to evaluate the role of the intercultural in teaching/learning the French language; – to argue the connections of the intercultural didactics with the linguistic and psycho-pedagogical disciplines.	**The issue of the didactics of the intercultural** • The object of study and the outcomes of the intercultural didactics • Ways to approach cultural diversity: multicultural, pluricultural and intercultural perspective • The place of the intercultural didactics in the whole issue of contemporary education **Key terms:** *globalization, multiculturality, pluriculturality, interculturality, intercultural didactics.*
Topic 2. Intercultural concepts - explanatory approach	
Reference objectives	**Content units**
Students will be able: – to define the intercultural concepts correctly;	**Intercultural concepts - explanatory approach** • Intercultural concepts. The *iceberg* model in identifying cultural elements

– to organize the constituent elements of the explicit and implicit culture; – to identify cultural and intercultural elements in French textbooks.	• Defining culture in the four dimensions: scientific, anthropological, media and historical • Cultural and intercultural elements in French textbooks **Key terms:** *culture, cultural element, cultural identity, cultural diversity, intercultural contact, intercultural citizenship, stereotype, cliché, prejudice.*
Topic 3. Intercultural perspective and methodologies for teaching/learning the French language	
Reference objectives	**Content units**
Students will be able: – to define the components of cultural competence; – to identify the cultural component specific to a methodology of teaching/learning the foreign language; – to argue the need to redefine the status and role of the intercultural in all cultural competences; – to draw up a pedagogical leaflet, starting from a cultural page in the French textbook.	**Intercultural perspective and methodologies for teaching/learning the French language** • Intercultural competence in the methodologies of teaching/learning the French language • Intercultural competence as a component of cultural competence • The cultural page in the French textbook **Key terms**: *methodology, trans-/meta-/inter-/multi-/co-cultural competence.*
Topic 4. Intercultural competence defined in CEFRL and in the National Curriculum for *Foreign Language*	
Reference objectives	**Content units**
Students will be able: – to define the notions of *competence, intercultural competence;* – to describe the elements that form the intercultural competence according to the CEFRL and the National Curriculum in the *Foreign Language;* – to differentiate the level of pluricultural competence based on descriptors; – to distinguish between (pluri-/inter-)cultural competence and units of competence.	**The intercultural competence as defined in CEFRL and in the National Curriculum for Foreign Language**. • Defining intercultural competence in the CEFRL • Descriptors of multicultural competence in CEFRL, Supplementary volume with descriptors • (Pluri-/inter-)cultural competence, defined in the National Curriculum in the *Foreign Language* • Cultural competence (pluri-/inter-) and units of competence **Key terms**: *CEFRL, curriculum, competence, unit of competence, (pluri-/inter-)cultural competence, knowledge, aptitudes and skills, attitudes, learning skills.*

Topic 5. The intercultural dimension of school textbooks in the Republic of Moldova	
Reference objectives	**Content units**
Students will be able: – to identify in the textbook/method of the French language, tasks/activities/exercises that contribute to the formation of intercultural competence; – to analyze the structure of the tasks/activities/exercises proposed; – to develop the intercultural dimension of an activity in the textbook.	**The intercultural dimension of school textbooks in the Republic of Moldova** • Analysis of the "cultural pages" of the French textbook/method. Examples of tasks/activities/exercises that contribute to the formation of intercultural competence • *Horizons francophones, des Balkans au Caucase* - French through the diversity of national cultures from the Balkans to the Caucasus, passing through the Carpathians and the Black Sea **Key terms**: *cultural and intercultural element, cultural and intercultural content, task, activity, intercultural exercise.*
Topic 6. The principles of intercultural pedagogy and the dynamics of intercultural competence development	
Reference objectives	**Content units**
Students will be able: – to describe the principles of intercultural pedagogy; – to analyze the dynamics of the intercultural approach; – to propose concrete ways of applying the principles and the intercultural didactic approach in the didactic activity.	**The principles of intercultural pedagogy and the dynamics of intercultural competence development** • The principles of intercultural pedagogy. Intercultural dynamics • The didactic approach to the formation of intercultural competence **Key terms:** *principles of intercultural pedagogy, intercultural dynamics.*
Topic 7. Teaching strategies of the written document as a carrier of intercultural valences	
Reference objectives	**Content units**
Students will be able: – to identify the formal and semantic particularities of the written text as an authentic document; – to propose strategies for exploiting the written text at the French language time to form the intercultural competence; – to elaborate thematic files, including didactical written documents; – to simulate lesson sequences based on the elaborated pedagogical files.	**Teaching strategies of the written document as a carrier of intercultural valences** • Genres and types of written documents • Teaching strategies applied to the written document to form the intercultural competence • Working corpus: literary text, journalistic text, scientific text, documentary, cartoon **Key terms**: *method, process, task, activity, strategy, didactic scenario, pedagogical record.*

Topic 8. Teaching strategies of the audio-video document as a carrier of intercultural valences	
Reference objectives	**Content units**
Students will be able: – to identify the formal and semantic peculiarities of the different types of audio-visual texts as authentic documents; – to propose strategies for using audio-visual text at the French language lesson to develop intercultural competence; – to elaborate thematic files, including didactic audio-visual documents; – to simulate lesson sequences based on the elaborated pedagogical files.	**Teaching strategies of the audio-video document as a carrier of intercultural valences** • Genres and types of audio-video documents • Teaching strategies applied to the audio-video document to form the intercultural competence • Working corpus: video reports, teaser for a movie or book, advertising **Key terms**: *method, process, task, activity, strategy, didactic scenario, pedagogical record.*
Topic 9. Teaching strategies of the iconic document as a carrier of intercultural valences	
Reference objectives	**Content units**
Students will be able: – to identify the formal and semantic peculiarities of the different types of iconic texts as authentic documents; – to propose strategies for exploiting the iconic text at the French language time to form the intercultural competence; – to elaborate thematic files, including didactic iconic documents; – to simulate lesson sequences based on the elaborated pedagogical files.	**Teaching strategies of the iconic document as a carrier of intercultural valences** • Genres and types of iconic documents • Teaching strategies applied to the iconic document to form the intercultural competence • Working corpus: pictures, paintings, drawings, photographs **Key terms**: *method, process, task, activity, strategy, didactic scenario, pedagogical record.*
Topic 10. Evaluation of the intercultural competence	
Reference objectives	**Content units**
Students will be able: – to discuss the essence of intercultural competence evaluation; – to differentiate the descriptors for intercultural competence for each of levels A1 - A2; – to evaluate the level of intercultural competence based on the descriptors in the regulatory acts.	**Evaluation of the intercultural competence** • Tools for evaluating the intercultural competence • Descriptors for (pluri-/inter-) cultural competence **(**CEFRL, Curriculum) • Grids for assessing intercultural competence **Key terms**: *grid for assessing intercultural competence, descriptor of (pluri-/inter-) cultural competence.*

V. INDEPENDENT ACTIVITY OF THE STUDENT

Outcomes	Expected product	Didactic strategies	Evaluation criteria
Identification of the (inter) cultural elements of contacted cultures: Romanian and a Francophone culture	colaborative WIKI: *Patrimoine culturel et approches interculturelles*	Judicious selection of (inter) cultural contents Developing the strategy for structuring a collaborative Wiki Elaboration of the Wiki page, by integrating the different ways of presenting the contents: verbal, iconic, sound, video Oral presentation of the product made	Critical analysis of the selected contents Arguing the ideas presented Production of a coherent multimodal text (tables, diagrams, images, video sequences, etc.) Answer the questions Volume – 2 pages A4 + oral presentation of 5 min
Assessment of the education in the Republic of Moldova from an intercultural perspective	Synthesis: *Enseignement des langues et interculturalité: le cas du français en Moldavie*	Identification of the common problem for several sources Determining and arguing the problematic character Editing the synthesis text	Formulation of the problem Identifying arguments Production of a coherent text Volume – 1, page A4
Planning of a didactic approach, capitalizing on the cultural valences of the document, according to the level of training: primary, secondary, (high school)	Fiche/projet didactique: *Stratégies didactiques appliquées au fichier écrit/iconique/ audio-visuel comme porteur de valences interculturelles*	Identification of the activity and level of competence of the product (3 products) Determination of methods and techniques Writing a communicable product (3 products)	Determining the objectives/techniques Writing tasks Develop a professional product Volume – 1-2 page A4 per product

VI. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING/LEARNING/EVALUATION

The didactic paradigm of the discipline provides for the collaboration of the forms, the means, the methods and the didactic procedures, in order to implement the conception of the discipline and the principles of student centered education.

In order to achieve the objectives, the following *forms of training organization* will be practiced: introductory course, current thematic course, synthesis course, introductory seminar, resume and development seminar, application seminar, integrative seminar.

The methodological system is one adapted to the needs of the students and integrates modern forms and means of training and communication: e-mail, chat, forum. The *teaching methods* are interactive, the emphasis being placed on the involvement of the

students in the debate of the proposed topics, in the accomplishment of case studies or the practice of designing learning situations.

The course will give priority to interactive lectures, with the application of master strategies: oral presentations, accompanied by PPT presentations, video-conference planning, problematization. The seminars will contain case studies, the elaboration of didactic resources, the planning of learning situations, group activities.

There will also be integrated different *strategies for training the methodological competence* of the students - future French teachers. *Cognitive strategies* will be used: activation (of a strategy for solving a task), elaboration (of a strategy), organization (of a plan of ideas for example), transfer (of the strategy for solving a task when solving a new task); *affective strategies:* motivation, cooperation, conflict resolution; *management strategies*: time management, material and human resources management.

Materials and means: paper and electronic format media, selective bibliography list, multimedia presentation materials (PPT, video conferencing, audio).

The *evaluation* of the discipline is carried out by formative and final evaluation tests, complemented by self-evaluation. The formative evaluation will be based on clearly defined requirements and criteria and communicated in advance to the students for each unit. Mandatory, the student will present, in writing, two papers for attestation. The products of the individual work will be integrated in the student portfolio and will be evaluated with a grade. Participation in seminars will be appreciated with a mark. The admission to the examination is conditioned by the attendance of the seminar and the presentation of a final integrating project. The exam consists of a written test, with two subjects, evaluated at each of the three levels: knowledge, application, integration. Self-assessment will be requested at the end of each training activity. The mark of the final evaluation will consist of the mark given to the activity per semester (60%) and the one from the exam (40%). The semester grade will be calculated according to the formula: (T1 + T2 + activity from the seminar)/3) x 0.6 + IA x 0.4.

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Curriculum *Didactics of the English language:* infusional approach

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PRELIMINARIES

The discipline *Didactics of the English language* is intended for students from dual specialties, the field of *Educational Sciences*, who study English as a second specialty. The discipline *Didactics of the English language* is a fundamental discipline and aims to familiarize students with the methods of teaching/learning the foreign languages; with strategies and techniques for teaching and planning communication activities (oral/written expression, comprehension/writing); with the peculiarities of language acquisition by the students. Also, the discipline is justified by the intercultural dimension of education, which resides in the training of teachers to perceive, accept, respect and experience diversity. Teachers need to be well prepared for the complexity of the contemporary world, manifested strongly from the perspective of the relational and human values. Their responsibility lies in the deep understanding of the vital role of cultural diversity in shaping democratic citizenship.

The course focuses on the principles of appreciation and respect of cultural diversity, of progressivity, differentiation and individualization, on training young people as creative people, able to appreciate different cultures, to respect and to positively value cultural differences.

This course will help emerging teachers to cope with the demands and train them in finding optimal solutions in terms of solving everyday problems in the teaching of the subject, so that they can cope creatively with situations that may arise in the teaching/learning process through, by means of the ability to address differences with respect, care and pedagogical skill. The theoretical material included represents the most modern research in the field, corresponds to the current teaching requirements and stimulates critical and creative thinking of the students. The language of instruction is English.

I. LEARNING OUTCOMES

- To distinguish the notions, principles, forms of organization of the educational process, the methods and the means of teaching the English language;
- To acquire the mechanisms of learning a foreign language and simultaneously solving various aspects regarding the transmission of linguistic knowledge and the development of communication skills in a foreign language;
- To identify the perspectives of approaching the class of students and its dimensional structures, in order to ensure the appropriate behaviors for carrying out the teaching-

learning-evaluation process;

- To select and adapt suitable ways and means of communication in order to streamline the managerial approach;
- To distinguish the principles and norms of the complex activity of planning, preparing, organizing, coordinating and administering all the elements involved in the educational process;
- To determine the succession of the learning units and the detail of the thematic contents for each unit in relation to the competences associated with them;
- To determine the correlation between the curricular components: objectives - contents - teaching-learning-evaluation strategies;
- To develop didactic projects for various types of extracurricular lessons and activities;
- To design a strategy of actions in disciplinary situations in order to promote academic success, the social and emotional development of the students;
- To capitalize on the relations that are established between the verbal aspects of the didactic communication, the nonverbal aspects and the psychological and social variables involved in the educational process;
- To use possibilities of modifying one's own training path for career development in accordance with personal aspirations and institution specificity.

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Content units	No. of hours		
		Lecture	Seminar	Individual activity
1.	**English Language Didactics. Language learning and teaching.** Learning strategies. Learning theories**.** Student - centered learning. Learning styles.	2	2	4
2.	**The evolution of teaching approaches and methods.** Humanistic approaches. Task-based instruction. Communicative language teaching approach. Dimensions of comunicative competence.	2	2	4
3.	**Common European Framework of Reference for Languages (CEFRL).** Common reference level. Competences and their taxonomy. European objectives, principles and goals of teaching a foreign language. **EU cultural and linguistic diversity policies.**	2	2	4
4.	**Classroom management**. Components of classroom management**.** Effective teachers**.** Raising students' motivation**.** Classroom management style. Procedures and routines. **Socio-cultural issues in classroom management.**	2	2	4
5.	**Teaching reading.** Developing reading comprehension. Types of reading. Pre - reading activities. While - reading stage. Post - reading stage. Methods of learning to read.	2	2	4

6.	**Developing listening comprehension**. Listening principles. Pre - listening activities. While – listening stage. Post – listening stage. Types of listening.	2	2	4
7.	**Developing writing skills.** Approaches to teaching writing. Pre - writing activities. While - writing stage. Post - writing stage. Text-based approaches. Guided writing activities. Academic writing.	2	2	4
8.	**Developing speaking abilities.** Speaking competence. Accuracy and fluency. Stages of a speaking activity. Challenges of speaking activities. Main features of teahing pronunciation.	2	2	4
9.	**Focus on teaching vocabulary.** Components of teaching vocabulary. Denotative/connotative meanings. Types of vocabulary. Stages of introducing vocabulary. Strategies for enhancing memory.	2	2	4
10.	**Teaching grammar.** Inductive appoach. Deductive approach. Methodological principles in teaching grammar. Types of exercises.	2	2	4
11.	**Planning a lesson.** Planning models. Types of lessons. Practical constraints. The Curriculum. Aims/goals/objectives of the lesson. Techniques. Interactions. Resources. Stages of a lesson. Principles of variety and flexibility. **Approaches and activities that help develop the intercultural competence.**	4	4	8
12.	**English language school curriculum**: national experiences. Structure and its nature. Domains, competencies, objectives, activities, strategies and goals. Linguistic and thematic contents. **Intercultural perspectives of the English Language Curriculum in general education.**	4	4	8
13.	**Assessment and evaluation.** Principles of effective Classroom assessment.Types of assessment. Teaching self-assessment skills. Types of tests/items. Designing tests. Error correction. Teacher correction versus self-correction. Feedback.	2	2	4
Total		**30**	**30**	**60**

III. LEARNING UNITS

Topic 3. Common European Framework of Reference for Languages (CEFRL) EU policies regarding cultural and linguistic diversity	
Reference objectives	**Content units**
Students will be able: – to determine the CEFRL (Common European Framework of Reference for Languages) components; – to describe the European cultural and linguistic values; – to generalize on the competences acquired during the teaching of a foreign language;	• Common European Framework of Reference for Languages • Reference educational fields • Their competences and typology. European key competences • European objectives, principles and aims in foreign language teaching

– to analyze the general objectives, the reference objectives, the conceptual-thematic orientations, the linguistic contents; – to analyze the relationship between plurilingualism and interculturality; – to evaluate the values of the European institutions; – to propose descriptors for a level of competence.	• CEFRL levels and descriptors • Interculturality, multilingualism and European values • Evolution and values of European institutions • EU Framework Program on ICE

Topic 4. Classroom management. Consolidation of the intercultural dimension in classroom management	
Reference objectives	**Content units**
Students will be able: – to define the concept of *classroom management;* – to determine the goals of classroom management; – to compare different classroom management styles; – to analyze the qualities of a successful teacher; – to propose classroom management activities and rules; – to identify solutions for solving and avoiding problems in classroom management; – to create a plan of rearrangement of the class and to evaluate the benefits of the proposed changes; – to develop in a team a project that would propose solutions for solving intercultural problems.	• Classroom management components • Classroom management styles • Motivating students • Monitoring • Presentation of tasks • Placement of students in the classroom • Interaction and relationship in a class of multiethnic students • Management of students-students and teachers-students relationships
Topic 11. Didactic planning. Planning of intercultural activities	
Reference objectives	**Content units**
Students will be able: – to identify types of teaching projects; – to describe the types of lesson; – to describe the methodology for operationalizing the educational objectives; – to present the logics of organizing a didactic project according to the type of lesson; – to analyze the concepts of *curriculum, study plan and didactic project;* – to analyze the mechanism for planning the didactic approach; – to propose modifications to the plan of an assisted lesson; – to develop an ICE didactic activity based on a text; – to create an observation sheet for the assisted lesson; – to develop a didactic project.	• Long and short term projects • The lesson as a basic form of organizing the instructional-educational process • Types of lessons • Formulating and operationalizing the competences, objectives, teaching/learning/evaluation activities • Teaching techniques • The English textbook • Principles of organizing intercultural didactic activities • Models of ICE didactic activities in the English language lesson

Topic 12. Foreign languages school curriculum: national experiences. Intercultural perspectives of the curriculum for English language in general education	
Reference objectives	**Content units**
Students will be able: – to define the concept of *curriculum;* – to list the sections of the National Curriculum; – to distinguish the functions of the basic curriculum; – to formulate operational objectives of the didactic sequences; – to analyze the curriculum for English language (secondary school and high school level); – to determine the intercultural dimension of the English curriculum; – to determine the structure and peculiarities of the curriculum for the English language – to evaluate the importance of the written, taught/operationalized, evaluated curriculum.	• Foreign language school curriculum: national experiences • Structure of the curriculum • Domains, competences, objectives, activities • Strategies and aims • Linguistic and thematic contents • Intercultural perspectives of the English language curriculum in general education

IV. INDEPENDENT ACTIVITY OF THE STUDENT

Expected product	Didactic strategies	Evaluation criteria
Terminologic glossary according to the Common European Framework of Reference for Languages	**Implementation strategies** 1. Selection of the key terms for each content unit in the curriculum in the discipline *Didactics of the English language* 2. The terminological/hierarchical structuring of concepts depending on the topic, problem or other criteria (eg, intercultural competence) 3. Defining and explaining concepts **Presentation ways** Memory Cards	The complexity of the information presented Motivation of the terminology structuring strategy Quality of information sources Presentation and support of the product Volume - 3 pages
Didactic project	**Implementation strategies** 1. Identify the activity and level of competence 2. Identifying the objectives 3. Analysis of educational resources 4. Elaboration of optimal teaching strategies with the focus on capitalizing on intercultural experiences 5. Elaboration of evaluation tools **Presentation ways** Written presentation of the teaching project	Scientific and methodical documentation Correlation between objectives and lesson components Harnessing knowledge, skills The effectiveness of teaching-learning-evaluation methods and strategies The relevance of the teaching materials Volume - 4-5 pages

Intercultural educational project (establishing a partnership with another class, school or a concrete problem regarding local intercultural relations, integration of a minority, etc.)	1. The components and stages of an intercultural educational project (design, implementation, monitoring and evaluation, follow-up elements) 2. Elaboration and implementationt/simulation of the development of an intercultural project - Development of the project fiche - Carry out the proposed project/ simulate the proposed project -Evaluation of the proposed project	The quality of the presentation Consistency, fairness Independence Originality Respecting the time limit, space limit

V. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING-LEARNING-EVALUATION

The main methods of training are the *oral expository method* (lecture, explanation and description) and *conversational method* (conversation, debate, case study, reflective exercises and problematization). The efficiency of the *team lecture*, as a form of interactive exposure, is due to the students' involvement in the teaching of the contents. Thus, they are motivated and show a greater degree of responsibility, because they are assigned a rather challenging task, being carefully advised and assisted by the teacher. This type of lecture is especially welcome in comparative studies (eg, *EU and RM policies in the field of intercultural education*).

In the case of a topic that has not been studied directly, but has been tackled in others, we recommend the interactive lecture with the strategy *Know - Want to know - Learned* by taking the LINK technique: *List - Investigate - Note - Know* (eg, *the integration of the intercultural dimension in classroom management, grammar teaching*, etc.).

For the development of practical skills, planning skills, with a heuristic character, one can opt for *lecture-demonstration*, the discovery process being guided by the teacher.

During the seminars, students set and deepen the knowledge taught at the course or perform practical work. These can be seminars - debate, seminars based on reports, seminars based on the exercise: problem solving and exercises, presentation of projects.

The valorisation of the teaching strategies/technologies implies an interaction between the university lecturer and the student, through a close correlation with the pedagogical objectives, the transmitted contents, the forms of accomplishing the training and the evaluation means. The teaching methods used are active and interactive, developing thinking and communication skills, which contributes to the creation of an academic environment characterized by openness to cultural diversity and the positive use of differences during lessons.

The way of organizing the teaching/learning process synthesizes the traditional methods with the modern ones (*computer use, algorithmization, problematization, brainstorming*), methods that belong mainly to the guided discovery (*heuristic conversation, observation/guided discussion, programmed training, case study, Venn diagram, reflective journal, jigsaw*). In addition, students are involved in various simulation activities: *learning on didactic simulators, simulation games, didactic games*.

The evaluation process has a systemic character, being structured on a set of methodical actions, specifically instrumented. It ends with the diagnosis of learning outcomes. The focus will be on both the final product and the learning process. The results of the student evaluation are materialized by grades and credits. The evaluation of the results is based on oral methods (*free presentation, evaluation conversation, oral questioning, interview)*, in the context of continuous evaluation, and written methods (*current papers* (in seminars), final evaluation papers (*in exam sessions*, *questionnaires evaluation, reports, portfolios*). The continuous assessment is also based on two attestations by means of written examinations. In general terms, the evaluation focuses on the training of competences at the three behavioral levels, with varying degree of complexity: knowledge, application, integration.

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Curriculum *Sociolinguistics and English civilization (Great Britain and United States of America):* infusional approach

Field *Educational Sciences*
Specialties: *French language and literature/English language, Romanian language and literature/English language, Russian language and literature/English language*

Authors: Tamara MATEI, dr., assoc. prof.
Irina GÎNCU, dr., univ. lecturer

PRELIMINARIES (*Sociolinguistics*)

Modern English is often referred to as the global "lingua franca" and is the internationally dominant language in all spheres of life. Sociolinguistics is one of the modern disciplines (it was developed in the second half of the twentieth century) that aims to approach language facts from an extralinguistic, socio-cultural perspective. Therefore, the discipline *English Sociolinguistics* covers a variety of topics and contents that refer to typical communicative situations and intentions, taking into account the interests of the society and the daily needs of the students.

The course is intended for the students of cycle I, the field of *Educational Sciences*, as well as to the people interested in various aspects of the interaction between language and society.

The object of study is the functioning of the language in its micro- and macrosocial context. Among the most important problems are the linguistic variation (determined by social factors) and the corresponding invariants (within a given community and, respectively, at the level of the individual behavior); the functioning of the linguistic variants in a national community; the relationship between the standard and non-standard variants, their mutual influences, determined by the extralinguistic factors; bilingualism and multilingualism, languages and linguistic varieties in contact and so on.

The activities within the discipline aim to develop to future teachers the following skills; recording and appreciating the relationship between language and society, diversity against linguistic uniformity, determined or influenced by social factors; differentiating the forms of existence of the language in relation to the social group that uses it, commenting on the way of expressing the different social groups; to "locate" the speaker by the way he or she speaks. In addition, monolingualism and diglossia, bilingualism, specific situations of the Republic of Moldova will be especially monitored.

The students will study the language as a means of communication, which allows the recognition of the socio-cultural values carried by a society. Likewise, they will become aware of complex approaches of the relations between society and cultures/ethnicities, language and discourse, sociology and sociolinguistics, linguistics and sociolinguistics.

In particular, the course will broaden the students' cognitive horizons regarding language

and social classes, language variations, society and space, language and politics, language planning, social conversation and interaction, political discourse, language contact/conflict and management of plurilingualism, in order to develop a strong culture of communication.

I. LEARNING OUTCOMES

- To recognize the elements of the style, the level/register of the language;
- To identify the relevant information from most of the writings encountered in everyday life, such as: letters, brochures, small newspaper articles reporting certain facts;
- To select and adapt the compositional elements based on a full text or a piece of text proposed;
- To apply different strategies of synthesis, condensation of information to determine the reasons for the text;
- To establish the structuring criteria when writing a comparative/contrastive essay;
- To apply the criteria of intertextual structuring (logical-grammatical, semantic-stylistic);
- To integrate the knowledge accumulated in the writing of a coherent text from the studied field;
- To argue the necessity of intercultural dialogue for a coexistence and evolution in an intercultural society;
- To manifest effective communication skills in different formal and non-formal educational contexts, by capitalizing on the linguistic and cultural field;
- To promote intercultural dialogue in the resolution of inter-ethnic conflicts and the elimination of reluctance in mentality and behavior.

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Content units	No. of hours		
		Lecture	Seminar	IA
1.	The social study of language	4		4
2.	The ethnography of speaking and the structure of conversation	6		6
3.	Variation in speech	2		2
4.	Style, gender and social class	4		4
5.	Bilingualism and bilinguals	2		2
6.	Societal multilingualism	6		6
7.	World Englishes	4		4
8.	Applied sociolinguistics	2		2
	Total	**30**		**30**

III. LEARNING UNITS

Topic 2. The ethnography of speaking and the structure of conversation. Intercultural communication and language learning	
Reference objectives	**Content units**
Students will be able: – to analyze the structure of the conversation; – to define the peculiarities of the sociolinguistic conceptions; – to describe the factors that influence intercultural communication; – to generalize on the principles that facilitate intercultural communication; – to determine the orientations and trends of contemporary sociolinguistics.	• Scheme of the communication act • Difficulties in researching the conversation • Criteria applied to studying the structure of the conversation • Politeness and politeness formulas. Forms of addressing • Intercultural communication. Cultural dialogue • The sociolinguistic situation - the reflection of the communicative power of languages in a society
Topic 6. Societal multilingualism. Multilingualism and intercultural practicies	
Reference objectives	**Content units**
Students will be able: – to operate with the terms and notions of sociolinguistics; – to know the principles of the European Charter of Regional and Minority Languages; – to analyze the methods of promoting multilingualism in the EU institutions; – to determine and argue the correlation between sociolinguistics and other linguistic and nonlinguistic sciences.	• The definition and general characteristic of multilingualism • Multilingualism - a value of Europe and a common commitment • The European Charter for Regional and Minority Languages • Language and ethnic identity • Language and policy • Language rights • Pidgin and Creole languages • Diglossia

PRELIMINARIES (*English Civilization, Great Britain and the USA*)

The discipline *English Civilization (Great Britain and USA)* is intended for students from dual specialties, the field of Education Sciences, who study English as a second specialty. It is a specialized discipline and aims to familiarize students with the history and culture of the English-speaking countries, through the study of cultural, social and linguistic diversity, of the values of the European community, such as: freedom, democracy, human rights, tolerance and solidarity, participatory democracy in national and international level.

Also, this course aims to form a theoretical and practical basis related to the culture and civilization of the United Kingdom and the United States, by acquiring knowledge about the culture of English-speaking countries, comparatively presented, familiarizing

the student with the terminology specific to cultural studies and with the tools necessary for analyzing texts with informative content.

The assimilation of civilization and culture will not be limited to the simple accumulation of cultural elements (way of life, mentality, great historical personalities), it aims at a pedagogical approach to cultural differences, a strategy that takes into account differences (belief, gender, social or economic difference, etc.). This discipline will integrate data from geography, anthropology, social sciences, politics, culture, history by learning some aspects of diversity and multicultural society.

At the same time, for a better communication in a foreign language, the student must know its value system. Thus, in the training of the future foreign language teachers it is important both the assimilation of the vocabulary (linguistic competence) and the development of the intercultural competence.

I. LEARNING OUTCOMES

- To determine the weight of the socio-cultural component in understanding the source text;
- To identify the factors that contributed to the genesis and evolution of European civilization and culture;
- To explain the causes and content of the process of developing modern democratic principles;
- To distinguish the area of functionality of the values of European civilization and culture;
- To analyze the role played by prominent personalities in the formation and development of European civilization and culture;
- To compare the cultural representations of the English-speaking space and of other cultural spaces;
- To appreciate phenomena in European culture and civilization in the context of universal ones;
- To formulate hypotheses and conclusions regarding phenomena in European culture and civilization;
- To express an optimistic attitude, in a humanistic spirit, towards the universal values, belonging to the universal culture through the lens of the European and Romanian ones;
- To show confidence in the progress of contemporary European society;
- To value, through the national values, the spiritual and cultural belonging of the Republic of Moldova to the European space.

II. TOPICS AND DISTRIBUTION OF HOURS

No.	Content units	No. of hours		
		Lecture	Seminar	Individual activity
1.	The UK and the USA: Typical Traits and Physical Geography		2	2
2.	The UK and the USA: Climate and Human Geography		2	2
3.	Symbols of the UK and the USA		2	2
	Test 1 (topics 1-3)		2	2
4.	The UK and the USA: Educational System		4	4
5.	The UK and the USA: Economic System		2	2
6.	The UK and the USA: Political System		4	4
7.	Test 2 (topics 4-6)		2	2
8.	The Prime Minister, the President, the Role of the Monarchy		4	4
9.	British and American Holidays		2	2
	Presentation of reports/posters		2	2
	Test 3 (Topics 8-9)		2	2
	Total		**30**	**30**

III. LEARNING UNITS

Topic 1. The UK and the USA: Typical Traits and Physical Geography. Cultural diversity	
Reference objectives	**Content units**
Students will be able: – to retell about the history of the American/British flag; – to describe the geographical location of the United Kingdom, the relief, the waters; – to describe the geographical location of the USA, the relief, the waters; – to explain the usefulness of cultural diversity; – to identify certain geographical points on the map; – to estimate the advantages and disadvantages of UK's position on the island; – to determine the geographical particularities of the country they are studying (United Kingdom and USA); – to analyze models for the protection of cultural diversity; – to develop a structured essay assessing the particularities of the geographical position of the United Kingdom and the USA.	• Typically British • Typically American • The British Isles, the UK and Great Britain • Physical Geography of Great Britain and the UK • American Physical Geography • Natural Wonders of America • Protecting diversity • Linguistic and cultural diversity

Topic 6. The UK and the USA: Political System. Democracy and interculturality	
Reference objectives	**Content units**
Students will be able: – to list the peculiarities of the political system of the country studied; – to describe the main functions of the Parliament, the electoral system; – to characterize the process of passing and approving the draft law in Parliament; – to explain the concepts of the main political parties in the country; – to describe the fundamental values of the democratic society; – to identify the role of political parties in political life; – to distinguish the main aims of the political parties; – to compare the structure of the House of Commons and the House of Lords; – determine the qualification of the members of the Senate and the House of Representatives; – to analyze human rights from the perspective of interculturality; – to evaluate the process of issuing the law; – to develop a structured essay in which to formulate the similarities and differences between the political system of the United Kingdom and the USA.	• Government in the United Kingdom • US Political System • The Constitution • The Parliament • The House of Commons • The House of Lords • Types of Bills • The Party System • The System of Justice • Principles of an intercultural democratic society • Participation and social cohesion

IV. INDIVIDUAL ACTIVITY OF THE STUDENT

(for the discipline *Sociolinguistics and English civilization*)

Expected result	Didactic strategies	Evaluation criteria
Thematic report on one of the topics **Ex. *Sociolinguistics*** • *Intercultural communication styles* • *Linguistic/cultural factors of communication*	**Implementation strategies** 1. Writing a report and a PPT 2. Choosing the topic 3. Research, synthesis/analysis of information 4. The bibliographic study 5. Writing the content and preparing the report itself	Structure of the report Matching the theme of the report with the essence of the material analyzed in the final product Relevance of the methodology applied Theoretical processing and analysis

Ex. *Civilization* • *Good practices/intercultural openings* • *Protecting cultural diversity in the USA*	6. Presentation of the report **Methods of realization** – PPT, written and oral presentation at the end of the semester	Correct writing of bibliographic sources and references Compliance with the technical requirements Presentation of the product within the established deadlines Clarity of exposure and expression The complexity and relevance of the vocabulary used
Essay on the topics: **Ex. *Sociolinguistics*** *1. Linguistic variations and socio-cultural factors* *2. The functioning of the linguistic variants in a national community* *3. Bilingualism and multilingualism, languages and linguistic varieties in contact* **Ex. *Civilization*** *1. Living together in a world of diversity* *2. Models of participation and social cohesion in the USA/GB*	**Implementation strategies** – Essays/texts structured on the topics studied during the semester **Methods of realization** – Written presentation during the semester	Clarity of presentation and expression The complexity and relevance of the vocabulary used Respecting the appropriate structure (introduction, table of contents, conclusions) The lexical-grammatical correctness of the essay Respecting the requirements of page layout Using of logical connectors Originality and diversity of ideas Arguing ideas Volume of the paper (at least 1 page A4) Compliance with the deadline for presenting the product
Intercultural linguistic educational project (common for sociolinguistics and civilization) *Ex. Socio-cultural benefits of multilingual education in the US/EU* *Cross-Cultural Miscommunication* *Speech Communities and Language Networks*	**Implementation strategies** I. The components and stages of an educational project (design, implementation, monitoring and evaluation, follow-up elements) II. Elaboration and development/simulation of an intercultural project – Elaboration of the project fiche – Running the proposed project/simulate the proposed project – Evaluation of the proposed project	The quality of the presentation Consistency, fairness of presentation Independence Originality of the work Respecting the time limit, space limit

V. METHODOLOGICAL SUGGESTIONS FOR THE PROCESS OF TEACHING-LEARNING-EVALUATION

(for the discipline *Sociolinguistics and English Civilization*)

The main methods of training are the oral expository method (*lecture, explanation and description*) and conversational method (*conversation, debate, case study, reflective exercises and problematization*). The efficiency of the *team lecture*, as a form of interactive exposure, is due to the students' involvement in the teaching of the contents. Thus, they are motivated and show a greater degree of responsibility, because they are assigned a rather challenging task, being carefully advised and assisted by the teacher. This type of lecture is especially welcome in comparative studies (eg, *EU and RM policies in the field of intercultural education*).

In the case of a topic that has not been studied directly, but has been tackled in others, we recommend the interactive lecture with the strategy *Know - Want to know - Learned* by taking the LINK technique: *List - Investigate - Note - Know*.

For the development of practical skills, planning skills, with a heuristic character, one can opt for lecture-demonstration, the discovery process being guided by the teacher.

During the seminars, students set and deepen the knowledge taught at the course or perform practical work. These can be *seminars - debate, seminars based on reports, seminars based on the exercise: problem solving and exercises, presentation of projects.*

The valorisation of the teaching strategies/technologies implies an interaction between the university lecturer and the student, through a close correlation with the pedagogical objectives, the transmitted contents, the forms of accomplishing the training and the evaluation means. The teaching methods used are active and interactive, developing thinking and communication skills, which contributes to the creation of an academic environment characterized by openness to cultural diversity and the positive use of differences during lessons.

The way of organizing the teaching/learning process synthesizes the traditional methods with the modern ones (*computer use, algorithmization, problematization, brainstorming*), methods that belong mainly to the guided discovery (*heuristic conversation, observation/ guided discussion, programmed training, case study, Venn diagram, reflective journal, jigsaw*). In addition, students are involved in various simulation activities: *learning on didactic simulators, simulation games, didactic games.*

Strategies for assessing the academic results

The evaluation process has a systemic character, being structured on a set of methodical actions, specifically instrumented. It ends with the diagnosis of learning outcomes. The focus will be on both the final product and the learning process. The results of the student evaluation are materialized by grades and credits. The evaluation of the results is based on oral methods (*free presentation, evaluation conversation, oral questioning, interview*), in the context of continuous evaluation, and written methods (current papers (in seminars), final evaluation papers (in exam sessions), *questionnaires evaluation, reports,*

portfolios). The continuous assessment is also based on two attestations by means of written examinations. In general terms, the evaluation focuses on the training of competences at the three behavioral levels, with varying degree of complexity: knowledge, application, integration.

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Integrated curriculum *for psycho-pedagogical internships*: infusional approach

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PRELIMINARIES

The internships are an important stage in the initial professional training in the educational field and ensure the realization of the fundamental principles of professional training process and the dynamics of the process of acquiring a professional behavior.

The internships offer functionality and value that is applied to the knowledge and skills developed during the years of study. As an integral part of the educational process, it represents a segment of interference between the study process and the professional activity. It is a first proof of adaptation/integration in the respective professional field, a stage of evaluation/self-evaluation, consolidation, amplification of professional competences, attitudes and motivation for a specific field of activity.

As a result of the internship, the student - future specialist, can determine the prospects of professional achievement in the educational system, and the internship results justify the award of the professional qualification to the graduate.

The aims of the internships are determined by the essence and structure of the activity of a professional educator. The systemic activity of any teacher (regardless of specialization, the discipline that he teaches, or the level of the education system in which he/she activates) consists of several basic competences. These competences are formed during the initial training within the specialty, both through the theoretical hours and through the internships.

The intercultural perspective of the professionalization internships of the future educators will be a dominant one for all 5 types of internship, during which one will capitalize on the acquisitions from all the disciplines, including values, attitudes, beliefs, knowledge about cultural diversity, interaction skills and intercultural communication.

I. GENERAL COMPETENCES

- Knowledge of the scientific, methodological and axiological foundations in the educational field;
- Identification, processing and analysis of information from various sources in order to perform professional functions and self-training;

- Designing, organizing and conducting educational activities in various multicultural educational environments (formal and non-formal framework);
- Applying modern technologies and educational strategies focused on the learner;
- Practical operation of the psychological instrumentation for diagnosing and studying the student's personality;
- Evaluation of various professional situations, elaboration of solutions and argumentation of decisions;
- Self-assessment of professional performance, based on relevant criteria;
- Identifying problems and solve them;
- Efficient communication in various socio-cultural and professional environments;
- Demonstrating leadership skills of the group of students;
- Demonstrating the initiative and promoting innovations in the educational field;
- Assuming ethical responsibility in the context of interpersonal and civic relationships with social impact;
- Demonstration of intercultural, civic, moral, self-knowledge and self-realization competences, in order to ensure equal opportunities in the evolution of each personality;
- Respecting the principles of intercultural communication;
- Adaptation to cultural differences, by increasing intercultural sensitivity.

II. LEARNING OUTCOMES

- To use documents of educational policies in the process of organizing and carrying out the instructive-educational approach by connecting to the European educational values and standards;
- To determine the correlation between the curricular components: objectives - contents - the whole teaching/learning/evaluation strategies;
- To design learning activities from the perspective of the competency-focused pedagogy paradigm, with an emphasis on the intercultural dimension;
- To use techniques and diagnostic tools specific to age particularities;
- To develop didactic projects for various types of extracurricular lessons and activities;
- To carry out the educational process by applying active-interactive strategies, the use of information technologies in relation to the expected purposes and the particularities of the beneficiaries;
- To identify the main intervention strategies in situations of educational crisis;
- To adapt the educational process to the needs of children with special educational needs through balanced reporting to otherness, without prejudice and discrimination;
- To effectively use ways to resolve conflicts in the multiethnic and polycultural educational space;
- To evaluate the results of the students' activities in the teaching/learning/evaluation process.

III. INTERNSHIP ADMINISTRATION

No.	Internship type	Semester	Period	No. of hours	Evaluation		Responsible
					Credits	Form	
1.	Practicum for Psychology	III	Sept.-Decem.	60	2	Ev. within the discipline	Course coordinators *General Psychology*
2.	Practicum for Pedagogy	IV	Febr. - May	60	2	Ev. within the discipline	Course coordinators *General Pedagogy*
3.	Extracurricular internship	IV	June-August	240	8	Colocvium	Course coordinators *General Pedagogy*
4.	Didactic internship	V	Sept.-Decem.	180	6	Examination	Course coordinators *Discipline didactics General pedagogy* and coordinators of the discipline from the specialty department
5.	Pedagogical internship	VI	March-April	360	12	Examination	Course coordinators *Discipline didactics General pedagogy* and coordinators of the discipline from the specialty department

IV. DESCRIPTION OF INTERNSHIPS

1. PRACTICUM IN PSYCHOLOGY

Objectives:

- Application of general psychology/age psychology knowledge in practical activities;
- Using the methods of psycho-pedagogical knowledge of the student;
- Designing and carrying out the psycho-pedagogical observation with a concrete purpose in order to describe the personal identity of a student;
- Determining the fields, respectively the sub-fields of the school record, which can be completed based on observation;
- Use of psychological tests for teachers in order to know the student;
- Identifying elements of the school record by applying psychological tests that can lead to an increase in knowledge;
- Determining the socio-affective climate of the class of students, using the sociometric method;
- Analysis of interpersonal relationships and informal micro-groups within the student class;

- Elaboration of the psycho-pedagogical characteristic of the student;
- Analysis of students' attitudes, emotional states, behavioral manifestations and performances.

Planning and implementation of the psycho-pedagogical observation

Requirements for the design and implementation of the psycho-pedagogical observation:

– Designing the psycho-pedagogical observation based on the established rules;
– Elaboration of the observation grid according to the proposed aim;
– Delimiting the field of observation according to the proposed goal and the real possibilities of the student;
– Realization of the observation itself. Correct recording of observable data;
– Processing of observation data. Establishing the relevance of the data recorded in relation to the purpose pursued;
– Detailed analysis of observed behavioral units;
– The correct elaboration of the observation protocol that contains: description of the context, description of the subject, description of actions and behaviors, interpretation of situations, description of feelings and feelings of the observer during the observation.

2. PRACTICUM IN PEDAGOGY

Objectives:

- Demonstrating the applicability of pedagogical concepts in various educational contexts;
- Determining the functional correlation between the components of the educational process (competences - objectives - contents - methods - forms - evaluation);
- Formulating and pursuing the achievement of intercultural education objectives;
- Elaboration of curricular products (projects of educational activities, docimologic test);
- Identifying problem situations and ways of solving them in different cultural contexts.

Project of the educational activity elaborated on the basis of traditional contents and the new educations

Requirements for the elaboration of the educational activity project:

– Respecting the structure of the educational activity project according to the form of organization of activities;
– Respecting the correlation: aims - contents - teaching technologies - evaluation;
– Selection of instructional-educational content according to the specificity of the education field and of the social and multicultural demands;
– Use of time-relevant bibliographic sources;

– Addressing the contents in accordance with the specificity of the age, the interests of the students and the intercultural responsibilities;
– Detailed description of each stage of the projected activity.

3. EXTRACURRICULAR INTERNSHIP

a) Objectives:

- Creating the favorable context for the development of educational activities;
- Designing extracurricular activities taking into account the individual interests and particularities of the children;
- Organizing/carrying out educational activities;
- Efficient management of children's free time;
- Studying the personality of children, based on observation and conversation, in various educational situations;
- Effective communication and networking in different educational situations;
- Respecting the values and principles of education;
- Forming students' attitudes towards different cultures and their representatives;
- Developing students' interest in the axiological essence/content of other cultures;
- Developing children's awareness and behavior in the spirit of tolerance and non-discrimination, accepting equal opportunities for all;
- Facilitating intercultural dialogue and promoting multiculturalism, with the aim of promoting understanding, tolerance and respect for diversity.

b) The products of the activity of the trainee student

4. DIDACTIC INTERNSHIP

a) Objectives:

- Identification of the particularities of the instructional-educational process carried out within the educational institution;
- Analysis of the curriculum and curricular products, used in the teaching activities in the specialized discipline;
- Analysis of assisted instructional-educational activities;
- Arguing for the efficient use of teaching technologies;
- Observing the correlation/connection of the actors of the educational process in the achievement of the didactic process;
- Design of instructional-educational activities.

b) The products of the activity of the trainee student

5. PEDAGOGICAL INTERNSHIP

Objectives:

- Determining the specificity of the application institution;
- Identification of curricular products specific to the application institution;

- Establishing a collaborative relationship with the administration of the application institution (mentor, leaders, teachers, student groups);
- Creation of a psycho-pedagogical climate favorable to the intercultural educational approach;
- Elaboration of short-term didactic projects and educational activities projects;
- Attend mentor and colleagues lessons;
- Organizing, conducting and monitoring lessons and educational activities, including those with focused in ICE;
- Evaluation and self-evaluation of didactic projects, lessons learned and educational activities;
- Investigating the relationships established within the student body and the sociometric status of the students;
- Creating a coherent and coordinated system for the inclusion of children from other ethnicities and preparing the other children for their acceptance, without any differences in behavioral or verbal manifestation.