SYLLABUS

1. Information about the study program

1.1 Institution	Technical University of Cluj-Napoca
1.2 Faculty	Faculty of Electrical Engineering
1.3 Department	Power Systems and Management
1.4 Field of study	Energy Engineering
1.5 Cycle of study	master
1.6 Program of study/Specialization	Modern power systems - Cluj-Napoca in English language
1.7 Form of education	Full-time
1.8 Subject code	201.00

2. Information about the subject

2.1 Subject name				Psychopedagogy of Adolescents, Youths, and Adults	
2.2 Course responsible/lecturer				assoc. prof. Ionut-Dorin Stanciu, Ph.D. ionut.stanciu@dppd.utcluj.ro	
2.3 Teachers in charge of seminars				assoc. prof. Ionut-Dorin Stanciu, Ph.D. ionut.stanciu@dppd.utcluj.ro	
2.4 Year of study	1	2.5 Semester	1	2.6 Assessment	E
2.7 Subject category				Formative category	DC
				Optionality	DFac

3. Estimated total time

3.1 Number of hours per week	3	of which	3.2 Course	2	3.3 Seminar	1	3.3 Laboratory	-	3.3 Project	-
3.4 Total hours in the curriculum	42	of which	3.5 Course	28	3.6 Seminar	14	3.6 Laboratory	-	3.6 Project	-

3.7 Individual study:	
(a) Textbooks, lecture material and notes, bibliography	26
(b) Supplementary study in the library, online and in the field	20
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays	18
(d) Tutoring	10
(e) Exams and tests	2
(f) Other activities	7
3.8 Total hours of individual study (sum (3.7(a)...3.7(f)))	83
3.9 Total hours per semester (3.4+3.8)	125
3.10 Number of credit points	5

4. Pre-requisites (where appropriate)

4.1 Curriculum	Knowledge and competences corresponding to level 1 of the Teacher Training program.
4.2 Competence	Basic computer and digital literacy and basic proficiency in using web technologies.

5. **Requirements (where appropriate)**

5.1 For the course	For hybrid and blended learning and instruction: adequate LMS (e.g., MS Teams, Moodle, Canvas, Blackboard, etc.); Internet access; adequate broadcasting, streaming, and videoconferencing technology. For onsite teaching and learning: large classroom/visual and sound support.
5.2 For the applications Seminar / Laboratory / Project	For hybrid and blended learning and instruction: adequate LMS (e.g., MS Teams, Moodle, Canvas, Blackboard, etc.); Internet access; adequate broadcasting, streaming, and videoconferencing technology. For onsite teaching and learning: large classroom/visual and sound support.

6. **Specific competences**

Professional competences	C1. Designing educational and training programs adapted to different age/ training levels and various target groups. C2. Psychopedagogical counselling, guidance and assistance of various categories of individuals/ educational groups (pupils, families, teachers, employees, etc.). C3. Self-assessment and continuous improvement of professional practices and career evolution.
Cross competences	CT1. Implementation of the principles and norms of professional deontology, based on explicit value options, specific to the specialist in educational sciences. CT2. Effective cooperation in interdisciplinary professional teams, specific to the development of educational science projects and programs. CT3. Use of effective lifelong learning methods and techniques for continuing education and professional development.

7. **Expected learning results**

Knowledge	Studentul (candidat la profesia didactica) -defines core educational-psychology concepts relevant to adolescent/adult learning (learning, motivation, assessment, self-regulation, classroom climate) in teaching across upper-secondary, college, and university contexts. -distinguishes learning perspectives and how their implications shift with learner autonomy and expertise development when designing learning for more independent students and complex content. -explains cognition in complex learning (prior knowledge, misconceptions, cognitive load, expertise reversal, transfer) in lecture/seminar/lab design for advanced disciplinary topics. -explains motivation in adolescent/adult learners (identity, value, goals, self-efficacy, belonging) and how teaching practices shape it when supporting long-term projects and independent study. -summarizes self-regulated learning and metacognition in independent learning contexts for course-level planning, monitoring, and strategy use. -explains assessment principles for complex competencies (rubrics, validity, reliability, feedback literacy) in grading projects, essays, labs, presentations, and portfolios. -describes group processes in older learners (collaboration, social loafing, peer norms, conflict) in managing seminars, teamwork, labs, and project-based learning. -explains inclusion and accessibility principles (UDL-informed supports, stereotype threat, equitable participation) for diverse cohorts, widening participation, and disability accommodations. -explains academic integrity and learning-oriented approaches to plagiarism and AI-mediated work in assessment design and integrity processes in higher education. -describes principles of teaching-with-technology that support learning (cognitive load, multimodal design, online interaction) in blended/online platforms, LMS-based learning, and lecture capture.

Skills	Studentul (candidat la profesia didactica) -analyses learning difficulties and misconceptions in complex content using educational-psychology concepts in diagnosing barriers in lectures, seminars, labs, and tutorials. -designs course/module structures using constructive alignment (outcomes–activities–assessment) informed by learning principles in university courses, advanced high-school tracks, and college modules. -designs learning tasks that foster deep processing and transfer (problem-based, case-based, inquiry, projects) for advanced disciplinary learning and professional preparation. -scaffolds students' self-regulation and metacognition (study strategies, planning tools, feedback literacy) in independent study and long-term assignments. -creates assessment tools and rubrics for complex performances; applies fair grading practices in projects, essays, labs, presentations, and transparent assessment. -provides high-quality formative feedback and facilitates peer feedback processes in seminars, writing-intensive courses, lab reports, and studio critique. -facilitates productive discussion and participation in large-group and small-group formats in lectures, seminars, tutorials, and hybrid/online sessions. -manages collaborative work dynamics and conflict using structured processes in team projects, labs, and group assignments. -collaborates with academic services (advising, disability services, quality assurance, programme committees) in coordinated student support and curriculum improvement. -implements integrity-aware assessment designs (authentic tasks, oral defenses, staged submissions) while maintaining educative framing in mitigating misconduct and supporting ethical learning behaviors.
Responsibility and autonomy	Studentul (candidat la profesia didactica) -assumes responsibility for a safe, respectful learning environment, including appropriate boundaries and referral when needed in adult/late-adolescent cohorts under institutional wellbeing procedures. -adheres to academic ethics and institutional standards (fairness, transparency, privacy, non-discrimination) in assessment, feedback, records, and communication. -justifies pedagogical and assessment choices using educational-psychology evidence and reflective argumentation in departmental, programme-committee, and accreditation accountability contexts. -reflects critically on bias, stereotyping, and power dynamics in higher-level teaching contexts in equitable participation, mentoring, and evaluation practices. -manages autonomously course responsibilities (planning, delivery, assessment cycles) while meeting institutional constraints in semester-long course delivery across modalities. -keeps up to date with research, regulations, and integrity/AI-related policy changes affecting higher education teaching through evidence-informed practice and policy compliance. -communicates responsibly with students and colleagues using professional, respectful, and feedback-literate language in supervision meetings, grade disputes, and academic advising. -safeguards integrity by applying consistent procedures and educative responses to misconduct in plagiarism/AI concerns, appeals, and documentation.

8. **Discipline objectives (resulting from the *key competencies gained*)**

7.1 General objective	To provide the course graduate with a set of competencies, skills and level of knowledge about him/herself which allows the formation of a competitive advantage and to provide to course graduate with a better understanding of his/her current academic status and curriculum.
7.2 Specific objectives	To enable the course graduate with the knowledge, skills, and abilities required for: - identifying functional and structural components of the human cognitive system relevant for learning and instruction; - collaborating with various experts from other fields, in

	activities relevant for learning and instruction; - curriculum building and instructional design relevant for one's professional pedagogical activity, based on the principles of , and within the frameworks of student-centered learning and evidence-based teaching.

9. **Contents**

8.1. Lecture (syllabus)	Number of hours	Teaching methods	Notes
Human development. Fundamental theories --- the socio-cognitive perspective (t. Piaget, t. Vygotski)	2	Interactive / participatory lectures. problem-solving; debating; case studies; role play; inquiry learning;	-
Human development. Fundamental theories -- the social and moral perspective (t. Kohlberg, t. Erickson)	2		
Thinking and cognitive processes: Critical thinking and scientific argumentation.	2		
Thinking and cognitive processes: Cognitive biases, logical errors, and reasoning errors.	2		
The Self and the Personality: Self (concepts/constructs).	2		
The Self and the Personality: Personality (Big 5/OCEAN, MBTI).	2		
Advanced psychomoral developments: self-regulation, self-determination, self-actualization (Maslow).	2		
Lifelong learning and andragogy (adult learning): learning in adults vs youths (Bloom's taxonomy; andragogy; self and ageing).	2		
Lifelong learning and andragogy (adult learning): (the connectivist perspective and the TPACK model).	4		
Methods and instruments of scientific knowledge and assessment of human personality (interviews, focus-groups, questionnaires/scales, action-research, quasi-experiments and experiments).	2		
Student-centeredness of instruction (student-centered learning). Learning styles and teaching/instructional styles.	4		
Overview and exam preparation.	2		
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8.2. Seminar /Laboratory/Project	Number of hours	Teaching methods	Notes

Comparative analysis of developmental stages and milestones.	4	Interactive / participatory lectures. problem-solving; debating; case studies; role play; inquiry learning;	-
Self-constructs relevant for effective psychological, social, and academic functioning and performance. (academic self, locus of control, self-efficacy, independence and autonomy).	4		
Management of learning (initiation, maintaining, engagement, monitoring, adapting). Motivation and self-motivation. Self-determination and self-regulation of learning.	4		
Effective instruction from a psychological perspective]. Personalized instructional design.	4		
The identification and differential management of developmental challenges.	4		
Methods and instruments of scientific knowledge and assessment of human personality (interviews, focus-groups, questionnaires/scales, action-research, quasi-experiments and experiments).	4		
Evaluation and self-evaluation of individual academic performances and standards.	4		
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-	-		
-	-		
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Bibliography same as for course			

10. **Alignment of course contents with the expectations of the community, professional associations, and potential employers**

The skills sought to be acquired in this course pertain to:

- Being capable of understanding, designing and delivering evidence-based and scientifically sound both direct and hybrid instruction (technology-mediated and technology-enhanced instruction)
- Being capable of collaborating with professionals, experts, and specialists from other disciplines in instructional tasks and activities that require or make use of educational psychology knowledge (e.g., for curricular/instructional design).

The course was designed to meet the requirements and contents of similar courses delivered in European Union universities.

11. **Evaluation**

Activity type	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	Assessment criteria consider critical thinking, logic, soundness of reasoning and argumentation, problem-solving, adequacy, accuracy/precision, completeness, fluency, and relevance.	Written tests (e.g., quizzes, structured and/or unstructured critical analyses tests).	50%
10.5 Seminar/ Laboratory/Project	Assessment criteria consider effectiveness of peer-collaboration, critical thinking, logic, soundness of reasoning and argumentation, problem-solving, adequacy, accuracy/precision, completeness, fluency, and relevance.	Individual and/or team/collaborative project portfolio consisting of structured and/or unstructured assignments.	50%
10.6 Minimum standard of performance			
The total weighed score exceeds the equivalent of 5/10 of the final grade. Each assessment exceeds 50% of the allotted grading.			

Date of filling in:		**Title First Name Last Name**	**Signature**
11.06.2026	Lecturer	assoc. prof. Ionut-Dorin Stanciu, Ph.D.	-
	Teachers in charge of application	assoc. prof. Ionut-Dorin Stanciu, Ph.D.	-

Date of approval in the department - _____	Head of department Assoc. Prof. Eng. Horia Gheorghe Beleiu, PhD _____
Date of approval in the faculty - _____	Dean Assoc. Prof. Eng. Andrei Cristinel Cziker, PhD _____