Universitatea Naţională de Ştiinţă şi Tehnologie Politehnica Bucureşti
Facultatea de Electronică, Telecomunicaţii şi
Tehnologia Informaţiei

COURSE DESCRIPTION

1. Program identification information

1.1 Higher education institution	**National University of Science and Technology Politehnica Bucharest**
1.2 Faculty	**Electronics, Telecommunications and Information Technology**
1.3 Department	**Electronic Devices, Circuits and Architectures**
1.4 Domain of studies	Electronic Engineering, Telecommunications and Information Technology
1.5 Cycle of studies	Bachelor/Undergraduate
1.6 Programme of studies	Microelectronics, Optoelectronics and Nanotechnologies

2. Date despre disciplină

2.1 Course name (ro) (en)				Managementul clasei de elevi Classroom Management			
2.2 Course Lecturer				Popovici Ramona			
2.3 Instructor for practical activities				Popovici Ramona			
2.4 Year of studies	3	2.5 Semester	2	2.6. Evaluation type	E	2.7 Course regime	F
2.8 Course type		C	2.9 Course code	04.C.06.L.035		2.10 Tipul de notare	Nota

3. Total estimated time (hours per semester for academic activities)

3.1 Number of hours per week	2	Out of which: 3.2 course	1	3.3 seminary/laboratory	1
3.4 Total hours in the curricula	28	Out of which: 3.5 course	14	3.6 seminary/laboratory	14
Distribution of time:					hours
Study according to the manual, course support, bibliography and hand notes Supplemental documentation (library, electronic access resources, in the field, etc) Preparation for practical activities, homework, essays, portfolios, etc.					25
Tutoring					5
Examinations					2
Other activities (if any):					15

3.7 Total hours of individual study	47.00
3.8 Total hours per semester	75
3.9 Number of ECTS credit points	3

4. Prerequisites (if applicable) (where applicable)

4.1 Curriculum	Passing all courses within the psychopedagogical training program
4.2 Results of learning	Not applicable

5. Necessary conditions for the optimal development of teaching activities (where applicable)

5.1 Course	The course will take place in a room equipped with a video projector

5.2 Seminary/ Laboratory/Project	The laboratory will take place in a room with specific equipment, which may also include a video projector.

6. General objective *(Reffering to the teachers' intentions for students and to what the students will be thought during the course. It offers an idea on the position of course in the scientific domain, as well as the role it has for the study programme. The course topics, the justification of including the course in the currcula of the study programme, etc. will be described in a general manner)*

Students will acquire the basic issues of classroom management and the elements necessary for the practical application of the theoretical knowledge acquired.

7. Competences *(Proven capacity to use knowledge, aptitudes and personal, social and/or methodological abilities in work or study situations and for personal and proffesional growth. They refflect the empolyers requirements.)*

Specific Competences	• Analyzes the characteristics of the classroom as a social group and their impact on the educational process. • Identifies types of relationships in the school group (cooperation/competition, socio-affective, leadership) and methods for investigating them. • Recognizes types of school conflict and chooses appropriate prevention and resolution strategies. • Evaluates and optimizes the classroom's educational climate through appropriate interventions. • Compares managerial styles of the teacher and argues for classroom management options depending on context. • Develops intervention plans to improve relationships and the dynamics of the student group.
Transversal (General) Competences	• Applies principles of professional ethics and responsibility in the teacher–student relationship and in managing conflicts. • Demonstrates autonomy in selecting and applying classroom management methods, depending on the situation. • Collaborates effectively in a team and communicates clearly, arguing viewpoints in educational contexts. • Reflects critically on one's own managerial style and on the effects of the classroom climate on performance.

8. Learning outcomes *(Synthetic descriptions for what a student will be capable of doing or showing at the completion of a course. The learning outcomes reflect the student's acomplishments and to a lesser extent the teachers' intentions. The learning outcomes inform the students of what is expected from them with respect to performance and to obtain the desired grades and ECTS points. They are defined in concise terms, using verbs similar to the examples below and indicate what will be required for evaluation. The learning outcomes will be formulated so that the correlation with the competences defined in section 7 is highlighted.)*

Knowledge	*The result of knowledge aquisition through learning. The knowledge represents the totality of facts, priciples, theories and practices for a given work or study field. They can be theoretical and/or factual.* • Fully explains the characteristics of the classroom as a social group. • Provides examples of possible types of relationships within a class (cooperation, competition, socio-affective relationships, leadership relationships). • Identifies the main types of conflict in the school environment. • Expresses in own words the concepts of educational climate, classroom management, leader and manager. • Classifies methods of investigating relationships in the school group. • Compares various managerial styles of the teacher. • Lists the managerial roles that a teacher may have.
Skills	*The capacity to apply the knowledge and use the know-how for completing tasks and solving problems. The skills are described as being cognitive (requiring the use of logical, intuitive and creative thinking) or practical (implying manual dexterity and the use of methods, materials, tools and intrumentation).* • Applies methods to investigate interpersonal relationships in the school group. • Identifies the type of conflict and proposes strategies for its prevention or resolution. • Analyzes an educational climate and proposes optimization solutions. • Proposes models of positive relationships within the class. • Creates an intervention plan to improve relationships within a student group. • Formulates argued viewpoints regarding managerial styles or the classroom climate. • Adapts classroom management strategies according to context.
Responsability and autonomy	*The student's capacity to autonomously and responsably apply their knowledge and skills.* • Demonstrates responsibility in managing conflicts within school groups. • Applies principles of professional ethics in the teacher–student relationship. • Demonstrates autonomy in choosing and applying methods for managing relationships in a group. • Collaborates effectively with colleagues to complete team tasks. • Reflects critically on one’s own leadership/educational management style. • Analyzes the impact of a positive/negative educational climate on class performance. • Supports educational initiatives aimed at improving the dynamics of school groups.

9. Teaching techniques *(Student centric techniques will be considered. The means for students to participate in defining their own study path, the identification of eventual fallbacks and the remedial measures that will be adopted in those cases will be described.)*

The teaching methods used in the courses and seminars will be (non-exhaustive list) the following: interactive lecture – using visual presentations and open-ended questions to activate knowledge; case study – analyzing real or fictitious scenarios to understand conflicts and classroom management; debate – for developing critical thinking and formulating argued viewpoints; role-plays – simulating school life situations (conflict, cooperation, leadership); project-based learning – creating portfolios or mini-projects that analyze

the dynamics of a class; guided reflection – self-analysis exercises of managerial styles and one's own impact on the group; and finally, peer-to-peer feedback – exchange of opinions and reciprocal evaluation among colleagues to improve proposed solutions.

Where appropriate, sociometric investigation techniques will be used as examples – applying simple observation or questionnaire methods within the simulated class.

10. Contents

COURSE		
Chapter	**Content**	**No. hours**
1	1. Characteristics of the classroom as a social group a. Social characteristics of the small group, b. Particularities of the class as a specific group	2
2	2. Types of relationships in school groups a. Cooperation/competition relationships, b. Socio-affective relationships, c. Leadership relationships, d. Methods of investigating relationships within the class	2
3	3. Conflict management a. Types of conflict in the school context, b. Ways to prevent and resolve conflicts	6
4	4. Managers and leaders of the classroom a. Managerial roles of the teacher, b. Leaders in group dynamics	2
5	5. The educational climate of the class a. The concept of educational climate, b. Ways to optimize the class's educational climate	2
	Total:	14

Bibliography:

1. Cucoş, C. (2008, ediţia a doua revăzută şi adăugită). Psihopedagogie pentru examenele de definitivare şi grade didactice. Polirom
2. Emmer, E. T., & Evertson, C. M. (2016, ediţia a zecea). Classroom Management for Middle and High School Teachers. Pearson.
3. Gordon, T., Burch, N. (2011). Profesorul eficient, Ed. Trei, Bucureşti
4. Hameliuc, D. (1978), Profesori si elevi, Bucureşti, Editura Didactică şi Pedagogică.
5. Iucu B., R. (2006), Managementul clasei de elevi, Iaşi, Editura Polirom.
6. Jinga, I. (1993), Conducerea învăţământului, Bucureşti, Editura Didactica şi Pedagogică.
7. Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom Management That Works: Research-Based Strategies for Every Teacher. ASCD
8. Niculescu, M., (2016), Managementul clasei de elevi, Editura Presa Universitară Clujeană, 2016, Cluj-Napoca
9. Olsen. J., Nielsen, T. (2009). Noi metode şi tehnici pentru managementul clasei, Didactica Publishing House, Bucureşti.
10. Pânişoara, I. O. (2015) Profesorul de succes, Ed. Polirom, Iaşi
11. Popeanga, V. (1973), Clasa de elevi – subiect şi obiect al actului educativ, Timişoara, Editura Facla.
12. Potolea, D. (1989), "De la stiluri la strategii: o abordare empirica a comportamentului didactic", în Structuri,strategii, performante în învăţământ, Bucureşti, Editura Academiei.
13. Shindler, J.(2010) TRANSFORMATIVE CLASSROOM MANAGEMENT. Positive Strategies to Engage All Students and Promote a Psychology of Success. Jossey- Bass (Wiley)
14. Stan, E. (2009), Managementul clasei, Iaşi, Institutul European
15. Taylor, F.,V., (2000), Managementul conflictelor, Editura Polirom, Iaşi
16. Toma, St. (1994), Profesorul, factor de decizie, Bucureşti, Editura Tehnică.
17. Zlate, Mielu, (2004), Leadership şi Management, Polirom, Iaşi

SEMINARY

Crt. no.	Content	No. hours
1	1. Characteristics of the class as a social group a. analyzing and providing examples of the characteristics of the class group	2
2	2. Types of relationships in school groups a. Description of models of relational structures, b. Analysis of their pedagogical implications, c. Practicing methods of investigating the studied relationships	2
3	3. Conflict management – analysis of conflict cases in the school context and means of resolving them	6
4	4. Classroom managers – Critical analysis of managerial styles	2
5	5. The educational climate of the class – Examples of ways to optimize the classroom climate. Analysis of the consequences of a poor climate.	2
	Total:	14

Bibliography:

1. Cristea, S. (1996), Managementul organizaţiei şcolare, Bucureşti, Editura Didactică şi Pedagogică.
2. Iucu B., R. (2006), Managementul clasei de elevi, Iaşi, Editura Polirom.
3. Joiţa, E. (2000), Management educaţional. Profesorul manager: Roluri si metodologie, Iaşi, Polirom.
4. Păun, E. (1999), Şcoala – abordare socio-pedagogica, Iaşi, Editura Polirom.

11. Evaluation

Activity type	11.1 Evaluation criteria	11.2 Evaluation methods	11.3 Percentage of final grade
11.4 Course	Involvement in the lecture with questions, analyses and examples	Exam	20%
11.5 Seminary/laboratory/project	Involvement in preparing and discussing the issues addressed Case studies, projects, portfolio	Portfolio	80%
11.6 Passing conditions			
Obtaining 50% of the total score			

12. Corroborate the content of the course with the expectations of representatives of employers and representative professional associations in the field of the program, as well as with the current state of knowledge in the scientific field approached and practices in higher education institutions in the European Higher Education Area (EHEA)

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Date	Course lecturer	Instructor(s) for practical activities
25.09.2025	Popovici Ramona	Popovici Ramona

Date of department approval	Head of department
26.09.2025	Prof. Dr. Claudius Dan

Date of approval in the Faculty Council	Dean
26.09.2025	Prof. Dr. Mihnea Udrea

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