SYLLABUS

1. Information about the study program

1.1 Higher education institution	Babeș-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Science
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

2. Information about the course

2.1 Title of the course	Applied Informatics in Psychology and Cognitive Sciences						
2.2 Teacher in charge of the lecture	Vasile Cioban						
2.3 Teacher in charge of the seminar	Sebastian Vaida						
2.4 Study year	1	2.5 Semester	1	2.6. Examination type	C	2.7 Course type	DC

3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	3	out of which: 3.2 lecture	2	3.3 seminar / laboratory	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar / laboratory	14
Distribution of the allocated amount of time:					hours
Individual study (textbook, course support, bibliography, and notes)					20
Supplementary documentation at the library using specialized electronic platforms in the field					25
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					13
Tutoring					10
Exams					5
Other activities: research activities					

3.7 Total number of hours of individual study	68
3.8 Total number of hours per semester	125
3.9 Number of credits (ECTS)	5

4. Prerequisites (if applicable)

4.1 Curriculum	NA
4.2 Competencies	Digital, minimal

5. Requirements (if applicable)

5.1 For the lecture	• Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2 For the seminar / laboratory	• Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

Professional skills	**Knowledge and understanding** • Understanding the importance of the new informational and communication technologies (IT&C) such as Web 2.0, social media, open technologies. Knowing the historic evolution, current status and futures tendencies. • Acquisition of informational units (concepts, methods, techniques, technologies, and services) specific to open education (blogs, wiki, podcasts, videocasts, collaborative systems, social networks, file-sharing networks, photo, video and audio networks, virtual archives, MOOC, Creative Commons licensing). • Identification of IT&C benefits for psychology and applying the knowledge in the field of psychology and other related areas. **Explanation and interpretation** • Explaining and interpreting theoretical and practical content – digital / web / social media. • Explaining and interpreting the relation between web services and technologies associated with forming psychology specific competencies. • Developing abilities for analysis and synthesis of information regarding IT&C apps and tools useful for psychology. **Instrumental - applicative** • Discovering the apps specific to the educational package GAFE (Google Apps for Education). • Familiarizing with social media, information curation systems, collaborative bookmarking systems, networks for sharing images / video / audio / files / documents / presentation / pods / casting / (non)academic / virtual worlds / avatars and other educational resources, MOOCs. • Using other specific instruments for (self)promotion in the online environment: LinkedIn, Facebook, Business, websites. **Attitude**

	• Showing positive and responsible attitudes towards science. • Cultivating a scientific environment centered on values and democratic relations. • Promoting a system of cultural, moral, and civic values. • Developing personal and professional potential, through scientific activities. • Getting involved in institutional development and promoting scientific innovation. • Getting involved in partnerships with other students, scientists and institutions with similar interests and responsibilities.
Transversal skills	• Self-evaluation of long-term learning needs, and adaptation of professional skills to the present and futures social context.

7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	Preparing students for the process of understanding and using of modern electronic devices, online tools, and apps, to be used for (self)promotion as professionals, and a more adapted work to an everchanging world.
7.2 Specific objectives	• Developing clear and correct representations of the concepts specific to digital/web environment. • Understanding the realistic and efficient use of digital/web services and technologies, applied to psychology. • Preparing students for the digital and web world, so that they operate correctly, both theoretically and practically with the key and operational concepts specific to psychology. • Developing an IT&C culture.

8. Content

8.1 Lecture	Teaching strategies	Remarks
Introduction	Interactive lecture, demonstrative example, synthesis of knowledge, guided discovery, brainstorming, peer tutoring	
Google Apps for Education	Lecture, learning through cooperation, demonstrative example, synthesis of knowledge, guided discovery	
Using of photo-video-audio gear	Interactive lecture, demonstrative example, synthesis of knowledge, guided discovery, brainstorming, peer tutoring	
Creating professional websites with predefined tools and apps	Lecture, learning through cooperation, demonstrative example, synthesis of knowledge, guided discovery	
Creating a Facebook business profile	Interactive lecture, demonstrative example, synthesis of knowledge, guided	

	discovery, brainstorming, peer tutoring	
Creating a LinkedIn professional profile	Lecture, learning through cooperation, demonstrative example, synthesis of knowledge, guided discovery	
Creating flyers, posters, visit cards	Interactive lecture, demonstrative example, synthesis of knowledge, guided discovery, brainstorming, peer tutoring	

References:

- Aitchison, J. & Lewis, D. (2003). New Media Language, Routledge Publishing.
- Corbeil, J.R., Khan, B. & Corbeil, M.E. (2021). Microlearning in the Digital Age. The Design and Delivery of Learning in Snippets. Routledge.
- Lipschultz, J.H. (2020). Social Media Communication. Concepts, Practices, Data, Law and Ethics, Routledge Publishing.
- Sajja, P.S. & Akerkar, R. (2012). Intelligent technologies for web applications, Routledge.
- Solomon, G. & Schrum, L. (2014). Web 2.0 How-To for Educators: Tools to Meet the Need of Every Student, Second Edition, ISTE.

8.2 Seminar / laboratory	Teaching strategies	Remarks
Introduction to Applied Informatics in Psychology. Finding the WHY, WHAT and HOW they plan to achieve their objectives related to the chosen course.	Exposure, conversation	
Online communication. Platforms and apps (GAFE / Microsoft Teams / Zoom / Facebook / WhatsApp / email / messenger).	Presentation, knowledge synthesis, conceptual clarification, practical activities	
Synchronous and asynchronous communication. Email communication (Gmail tips & tricks).	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Photo-video basics and principles. Photo editing.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Video editing. Audio recording. Online streaming.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Static communication. Website design with predefined tools.	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	

Website creation from A to Z	Presentation, knowledge synthesis, conceptual clarification, group activities, Guided discovery, practical activities	
Social media communication. Facebook business profile	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Social media communication. Instagram, Twitter, and other tools	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Static communication. LinkedIn	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Communication through images. Using Canva for flyers, posters, business cards	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Google Apps for Education, MS Teams, Zoom and other platforms for training	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
(Self)Promotion with photo-video-audio tools and programs	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Using technology for research	Knowledge synthesis, conceptual clarification, conversation	

9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The proposed lecture and seminar offer central topics in fundamental and applied research in the fields of cognitive sciences, and their approach is based on the most recent results found in the literature. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lecture	Portfolio project	Portfolio project	
10.5 Seminar / laboratory	Portfolio project	Portfolio project	
10.6 Minimum passing score			
The final grade consists of: a. score obtained in the written exam in proportion of ….. b. research project …..			

Date 13.12.2021

Signature of the teacher in charge of the lecture

Signature of the teacher in charge of the seminar

Approval date in the department

Signature of the Head of the department /director