

SYLLABUS

1. Program details

1.1 Higher education institutions	West University of Timișoara, Romania Universidad Pública de Navarra (UPNA), Pamplona, Spain
1.2 Faculty / Department	Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor's degree
1.6 Study program / Qualification	Psychology-Cognitive Science

2. Discipline details

2.1 Discipline name	Foreign Language 3 UNITA Collaborative Online International Learning (COIL) offered by Universitatea de Vest din Timișoara (UVT) and Universidad Pública de Navarra (UPNA)						
2.2 Tenured teacher - course activities	Lecturer Ramona Bran, PhD (UVT) Associate Professor Aneider Iza Evriti, PhD (UPNA)						
2.3 Tenured teacher – seminar / laboratory activities	Lecturer Ramona Bran, PhD (UVT) Associate Professor Aneider Iza Evriti, PhD (UPNA)						
2.4 Study year	II	2.5 Semester	1st	2.6 Type of assessment	Col	2.7 Discipline regime	DOP
2.5 Google Classroom code		sg7hpnwk					

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

3.1 Number of hours per semester	2	Of which: 3.2 course	1	3.3 seminar/laboratory	1
3.4 Total hours from the curriculum	28	Of which: 3.5 course	14	3.6 seminar/laboratory	14
Time fund distribution:					hours
Study based on the textbook, course material, bibliography, and notes					8
Additional documentation in the library, on specialist electronic platforms / in the field					6

Preparing seminars/labs, homework, papers, portfolios, and essays	6
Tutoring	-
Examinations	2
Other activities	-
3.7 Total hours of individual study	22
3.8 Total hours per semester	50
3.9 Number of credits (ECTS)	2

4. Prerequisites (where necessary)

4.1 for curriculum	<ul style="list-style-type: none"> Not applicable
4.2 for competencies	<ul style="list-style-type: none"> English language level B2/C1 Digital skills: Average level of proficiency in the use of OERs, LMSs, MS Office. The UNITA UVT-UPNA COIL, including the collaborative teaching-learning and assessment activities, will be organized online (using the Google for Education Package and OERs). Romanian and Spanish students and teachers will communicate and collaborate in English, online, using digital technologies for effective international collaboration across distances and cultures.

5. Conditions (where necessary)

5.1 for conducting the course	<ul style="list-style-type: none"> All lectures and class materials will be posted on Google Classroom. Attendance 50%
5.2 for conducting the seminar/laboratory	<ul style="list-style-type: none"> All seminar materials/assignments will be posted on Google Classroom. Attendance 70% (or 50% for those who prove they are employed/medical leave)
5.3 for the use of generative Artificial Intelligence (genAI) in academic tasks	<p>Using Generative Artificial Intelligence (genIA) tools (e.g. ChatGPT, Gemini, Claude, Copilot, etc.) is permitted only under the conditions established by the course/seminar professors and in compliance with the rules of academic integrity.</p> <p>- Permitted uses: brainstorming ideas, support for writing and structuring, translations, linguistic revisions, generation of images, graphics, diagrams, illustrations, video or audio materials, avatars and other digital objects, exclusively for didactic purposes.</p>

	<p>- Prohibited uses: full generation of works (essays, reports, projects) or presentation of content created by genIA as exclusively personal.</p> <p>For any work (essay, portfolio, project, etc.), the student is required to complete a transparency declaration form (made available on the course platform). This document states:</p> <ul style="list-style-type: none"> - the tool used and version, - the type of support provided by genIA, - the way in which the content was verified and integrated. <p>Failure to declare the use of genIA is tantamount to a violation of academic integrity norms and will be treated according to UVT regulations.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> - verifying the accuracy and relevance of the generated content, - respecting confidentiality and copyright, - critical and personal integration of the results obtained with genIA. <p>The details will be presented and discussed during the first course and seminar meeting.</p>
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6. Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes

Knowledge	<p>Graduates:</p> <ul style="list-style-type: none"> • will have the knowledge and ability to understand specific terminology and to describe in English the main concepts or paradigms used in psychological research and practice • will have the ability to adapt specific terminology and communication strategies in English depending on the socio-professional categories targeted as clients and the type/register of speech.
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Skills	<p>Graduates should demonstrate the ability to:</p> <ul style="list-style-type: none"> • use the language and terminology specific to the field of study correctly, so that they can communicate and interact in English with other people in teams focused on the achievement of common tasks and with future clients as well; • read and debate the contents of books, textbooks, articles, case studies, etc. from the field studied, thus demonstrating at least the ability to understand and transmit the basic elements of the respective contents in English; • present arguments in English in front of an audience made up of people with different levels of training and education, so that, through the language used, these arguments could be understood by different people; • communicate efficiently in groups and assume specific roles in teamwork when communication is carried out in English.
Responsibility and autonomy	<p>Graduates should demonstrate that:</p> <ul style="list-style-type: none"> • they have acquired the ability to work independently (possibly with minimal guidance) to obtain the information (bibliography, case studies, theories, fields studied); • they have the ability to identify their own learning sources and resources; practice guides, etc. in English necessary to perform a specific task associated with one of the topics studied; • they have the ability to reflect on the progress made in the English language learning process.

7. Contents

7.1 Course	Teaching methods	Observations
1. Introductory course	<p>Collaborative online international learning (COIL)</p> <p>Group reflective learning</p>	<p>The UVT-UPNA COIL initiative is presented to the Romanian students, as well as the partner universities and the benefits of the collaborative sessions for practicing English in real-life international contexts. References and course notes provided by the UVT professor. Thursday, 25th September 2025 13:00 (EET)</p>
2. Educational systems	<p>Collaborative online international learning (COIL)</p> <p>Group reflective learning</p>	<p>Joint lectures held online, in synchronic communication, every Thursday at 13:00 (EET) starting on 9th October, for the students taking the Foreign Language 3 course at both universities (UVT & UPNA).</p> <p>The 2 professors present the requirements, challenges and benefits of the collaborative online international learning modules UNITA COIL. At the same time, the 2 different higher educational systems (Romanian and Spanish) are briefly explained. References and course notes provided by both professors (UVT & UPNA).</p>
3. Psychological topics	<p>Collaborative online international learning (COIL)</p>	<p>Presenting the main psychological topics that will be investigated from a language point of view and the</p>

	Group reflective learning	guidelines for how the students in both countries are going to work together throughout the semester. References and course notes provided by the UVT professor.
4. Pedagogical perspectives	Collaborative online international learning (COIL) Group reflective learning	Presenting the main pedagogical perspectives that will be necessary for completing the course's tasks and the guidelines for how the students in both countries are going to work together throughout the semester. References and course notes provided by the UPNA professor.
5. Key psychological vocabulary	Collaborative online international learning (COIL) Group reflective learning	Discussing the key terminology related to the main psychological topics tackled in the COIL. References and course notes provided by the UVT professor.
6. Bringing together the psychological topics and educational issues	Collaborative online international learning (COIL) Group reflective learning	Discussing the educational application of the main psychological topics tackled in the COIL. References and course notes provided by the UPNA professor.
7. Final course	Collaborative online international learning (COIL) Group reflective learning	Providing clarifications and guidance for completing the course's tasks. Using AI to generate an example and then critically discuss it together. Students will make the necessary changes after the discussion. References and course notes provided by both professors (UVT & UPNA).
<p>References:</p> <p>Bran, R. (coord.) (2025). Mic dicționar englez-român de termeni din psihologie. Timișoara: Editura Universității de Vest. Available at: https://fsp.uvt.ro/ghiduri/</p> <p>Bran, R. (2024). English Language Skills for Aspiring Psychologists. Student Workbook. Timișoara: Editura Universității de Vest.</p> <p>Giralt, M., Betts, A., Pittarello, S., Stefanelli, C., 2022, Scenarios for the Integration of Virtual Exchange in Higher Education, Journal of International Students, Volume 12, Issue S3 (2022), 116-134, DOI: 10.32674/jis.v12iS3.4629</p> <p>Hancock, J. (2022, September 25). <i>Psychology research methods</i>. [Pressbooks]. Portland State University. https://pdx.pressbooks.pub/psych-research-methods/ available under a CC BY NC SA 4.0.</p> <p>Mühlbauer, J., & van der Velden, B. (2022). Toolkit for Integration of Virtual Exchange in Higher Education (printer-friendly). Zenodo. https://doi.org/10.5281/zenodo.7215694</p> <p>Phipps, G. S., Baquet, S. N., Hill, J., Pantoja-Patiño, J., Moh, Y., & Jenkins, K. (2023). Words Matter: The 7th Edition APA Publication Manual and Bias-Free Language Use in Counselor Education. Journal of Counselor Preparation and Supervision, 17(2). Retrieved from https://digitalcommons.sacredheart.edu/jcps/vol17/iss2/4</p> <p>Spielman, R., Jenkins, W., & Lovett, M. (2021). <i>Psychology</i>. BCcampus.</p>		

<https://opentextbc.ca/h5pppsychology/> available under a CC BY license.

All the references can be retrieved from Google classroom and WUT/UPNA library(ies).

7.2 Seminar / laboratory	Teaching methods	Observations
1. Getting to know each other	Collaborative International Online Project-based virtual learning (PBVL) Team-based learning	References and bibliography provided by the UVT and UPNA professors.
2. Exploring 2 different educational systems	Collaborative International Online Project-based virtual learning (PBVL) Team-based learning	References and bibliography provided by the UVT and UPNA professors.
3. Team-based project work	Collaborative International Online Project-based virtual learning (PBVL) Team-based learning	Students will be distributed in international groups of 5-6 UVT and UPNA students each. Teams will receive the task to choose a psychological topic and work together in order to research the main aspects and explore educational issues connected to the topic.
4. Team-based project work	Collaborative International Online Project-based virtual learning (PBVL) Team-based learning	Students from both countries work together on a challenge-based learning approach supported by digital tools. This methodology promotes critical thinking, teamwork, and digital fluency, while building foundational terminological knowledge in psychology/cognitive science and pedagogy. It represents educational innovation in line with strategic priorities, particularly multilingualism, pedagogical transformation, digital transition, and inclusive mobility.
5. Team-based project work	Collaborative International Online Project-based virtual learning (PBVL) Team-based learning	Students from both countries work together on a challenge-based learning approach supported by digital tools. This methodology promotes critical thinking, teamwork, and digital fluency, while building foundational terminological knowledge in psychology/cognitive science and pedagogy. It represents educational innovation in line with strategic priorities, particularly multilingualism, pedagogical transformation, digital transition, and inclusive mobility.
6. Team-based project work	Collaborative International Online Project-based virtual learning (PBVL) Team-based learning	Students put together presentations (written portfolio and oral presentations) of their main findings.
7. Final seminar	Collaborative International Online	Students deliver their presentations, hand in their written portfolios, as well as an individual reflective diary based on their experience during the COIL.

	Project-based virtual learning (PBVL) Team-based learning	
<p>References:</p> <p><i>Bias-free language</i>. (n.d.). https://apastyle.apa.org. https://apastyle.apa.org/style-grammar-guidelines/bias-free-language?_ga=2.115237186.434099711.1634542070-295803057.1539256796.</p> <p><i>Bias-free Language Effective Writing Practices Tutorial Northern Illinois University</i>. (n.d.). Northern Illinois University. https://www.niu.edu/writingtutorial/style/bias-free-language.shtml.</p> <p>Bran, R. (coord.) (2025). Mic dicționar englez-român de termeni din psihologie. Timișoara: Editura Universității de Vest. Available at: https://fsp.uvt.ro/ghiduri/</p> <p>Bran, R. (2024). English Language Skills for Aspiring Psychologists. Student Workbook. Timișoara: Editura Universității de Vest.</p> <p>Hewings, M., Thaine, C. (2020). Cambridge Academic English. An Integrated Course for EAP (Student's Book). Cambridge University Press.</p> <p>Mühlbauer, J., & van der Velden, B. (2022). Toolkit for Integration of Virtual Exchange in Higher Education (printer-friendly). Zenodo. https://doi.org/10.5281/zenodo.7215694</p> <p>Nerantzi, C., Abegglen, S., Karatsiori, M. and Martinez-Arboleda, A. (Eds.) (2023). 101 Creative ideas to use AI in education. A collection curated by #creativeHE. Graphic Design by Bushra Hashim. CC-BY-NC-SA 4.0.</p> <p>All the references can be retrieved from Google classroom and WUT/UPNA library(ies).</p>		

8. Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The content of the course respects the content of other similar courses offered by European universities. Due to the internationalization and curricular development strategies of the universities from the UNITA European Alliance, a curricular compatibility was identified between the Foreign Language 3 course at the UVT, Romania and the Foreign Language 3 at UPNA, Spain, both courses having a common learning objective, course thematic and expected learning outcomes. The 2 professors from the partner universities have introduced the collaborative online international learning (COIL) approach, by adopting new teaching-learning methods (PBVL and team-based learning in international environment, using digital tools for effective communication and collaboration across distances and cultures) and by comprising the COIL activities into the evaluation process of their courses.

9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Course 9.5 Seminar / laboratory	Knowledge about field-specific terminology Language proficiency	Completion of the collaborative learning project (presentation and written portfolio), involving team-based work with peers from UPNA. Completing the student's reflective learning journal about the individual contribution in the collaborative	100%

		elaboration of the project and feedback given to peers.	
9.6 Minimum performance standard			
<p>Course: Attendance 50%</p> <p>Seminar: 70% attendance (in the case of those who are not employed, are not on medical leave, do not have children in their care - they will need 50% attendance) and active contribution during synchronous classes.</p> <p>Grading in other exam sessions is based on the same grading methods (completing a learning project, but individually, not in collaboration) and bibliography. Students who do not attend the seminar (0% attendance) will have to re-enroll the following year. Additional tasks and clarifications will be posted on Classroom before the exam sessions for students who do not meet attendance requirements.</p> <p>In order to increase one's grade, a written exam will be taken based on the same bibliography.</p>			

Date of completion,
03.09.2025

Tenure teacher (UVT),
Ramona-Alice BRAN, Ph.D.
Lecturer

Date of approval

Head of Department
Delia Virgă, Ph.D.
Professor