

SYLLABUS

NAME OF DISCIPLINE		PARADIGMS OF KNOWLEDGE AND COMMUNICATION				CODE: DS003		
CICLE OF STUDIES D-Ph.D. YEAR OF STUDIES 1		D	Semester	I	THE STATUS OF DISCIPLINE (OB -compulsory/ OP -optional/ F -facultative)		OB	
NUMBER OF HOURS PER WEEK		TOTAL HOURS SEMESTER	TOTAL HOURS SEMESTER *	NUMBER S OF CREDITS	TYPE OF EVALUATION (P -along the way, C -colloquium, E -exam, M -mixed)		TEACHING LANGUAGE	
C	S	L	Pr.					
3	3	-	-	84	166	10	M	RO

HOLDER OF THE COURSE	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME	DEPARTMENT
	PROF.PHD. DANIELA ȘOITU, PROF. PH. GEORGE POEDE, PROF. PHD. MIHAI DINU GHEORGHIU PROF. PHD. GHEORGHE ILIE FARTE PROF. PH. DANIELA COJOCARU	Doctoral School of PSPS – Social Work

HOLDER OF THE SEMINAR	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME	DEPARTMENT
	PROF.PHD. DANIELA ȘOITU, PROF. PH. GEORGE POEDE, PROF. PHD. MIHAI DINU GHEORGHIU PROF. PHD. GHEORGHE ILIE FARTE PROF. PH. DANIELA COJOCARU	Doctoral School of PSPS – Social Work

PREVIOUSLY COMPLETED DISCIPLINES	
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OBJECTIVES*	1. Understanding the role that social knowledge paradigms play in the design and conduct of research. 2. Understanding how research questions, theoretical framework, and methodological approach are articulated in a sociological investigation 3. Knowing, explaining and interpreting the theoretical and practical contents of the studied topics 4. Presentation and practice of ecosystem knowledge and communication strategies 5. Assimilating and applying the specific elements of the life course paradigm
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SPECIFIC COMPETENCES GAINED AND LEARNING OUTCOMES	
PROFESSIONAL COMPETENCES ** AND LEARNING OUTCOMES	1. Competence: In-depth knowledge of theoretical developments and methodological approaches specific to the knowledge ecosystems and to the paradigm of life-course Learning Outcome: By the end of the program, the doctoral student will be able to explain and critically compare major theoretical developments and methodological approaches within knowledge ecosystems and the life-course paradigm. 2. Competence: Appropriate use of professional language related to the knowledge ecosystems and to the paradigm of life course in communication with various entities during doctoral research Learning Outcome: By the end of the program, the doctoral student will be able to employ specialized terminology accurately in academic writing and oral presentations, ensuring effective communication with the scientific community and institutional partners. 3. Competence: The use of highly specialized knowledge based on original thinking and research in the field of knowledge ecosystems and life-course paradigm Learning Outcome: By the end of the program, the doctoral student will be able to design and conduct original research, formulate hypotheses, and propose innovative solutions to complex problems in the field of knowledge ecosystems and the life-course paradigm. 4. Competence: Integrated use of the actual and previous knowledges in the field of social

	<p>sciences and those from the knowledge ecosystems</p> <p>Learning Outcome: By the end of the program, the doctoral student will be able to integrate concepts and methods from social sciences with those from knowledge ecosystems, producing interdisciplinary analyses and drawing relevant conclusions for doctoral research.</p>
TRANSVERSAL COMPETENCES AND LEARNING OUTCOMES	<p>1. Competence: To be able to consider issues related to personal and public vulnerabilities within his research activity</p> <p>Learning Outcome: By the end of the program, the doctoral student will be able to integrate awareness of personal and public vulnerabilities into research design and analysis, demonstrating sensitivity to ethical and social contexts.</p> <p>2. Competence: To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations</p> <p>Learning Outcome: By the end of the program, the doctoral student will be able to demonstrate tolerant, equitable, and non-discriminatory attitudes in professional interactions, respecting diversity across cultural and social contexts.</p> <p>3. Competence: To be able to apply longitudinal self-evaluations on the learned processes, the acquired skills and the professionalisation needs</p> <p>Learning Outcome: By the end of the program, the doctoral student will be able to conduct longitudinal self-assessments, identifying progress in acquired skills and defining future professional development needs.</p> <p>4. Competence: To be able to use and improve the digitalised and the multilingual skills in the doctoral studies and research in social work</p> <p>Learning Outcome: By the end of the program, the doctoral student will be able to effectively use advanced digital tools and multilingual resources to support documentation, analysis, and dissemination of doctoral research in social work.</p>
CONTENT OF COURSE	<p>Topics 1-3: Prof.PhD. Daniela Şoitu, 25%</p> <p>1. Knowledge Ecosystems. Social Work Ecosystems. 2. Theoretical Perspectives in Social Work Research. Complexity Theory and the Life Course Paradigm. Social Resources, Risks and Vulnerabilities 3. Research on Well-Being Across the Lifespan and Healthy Aging - Social Work Perspectives</p> <p>Topics 4-6: Prof. PhD. George Poede 20%</p> <p>4.Objectivity and subjectivity in political science 5.Political theory and its problems. political science and the theory of knowledge 6. Social and political reality and the political system</p> <p>Topics 7-9: Prof. PhD. Mihai Dinu Georghiu 20%</p> <p>7.The qualitative methods in the social sciences 8. An introduction into the sociology of the elites and the field of power 9. Social boundaries in communities</p> <p>Topics 10-12: Prof. PhD. Gheorghe Ilie Fârte, 20%</p> <p>10. Objectivist and hermeneutic approaches in social reality research 11. Fundamentals of argumentative communication 12. Types of evidence supporting the thesis of an argumentative communication</p> <p>Topics 13-14: Prof. PhD. Daniela Cojocaru, 20%</p> <p>13. Conducting research in the social science: theoretical perspectives and methodological approaches 14. Triangulation in social research: meanings and applications</p>
BIBLIOGRAPHY (SELECTIVE)	<p>1. Elder, G.H., Giele, J.K. (Eds) (2009). <i>The Craft of Life Course Research</i>. Guilford Press, New York, London,</p> <p>2. Järvi, K., Almpantopoulou, A., Ritala, P. (2018). <i>Organization of knowledge ecosystems: Prefigurative and partial forms</i>. <i>Research Policy</i>, Volume 47, Issue 8, p. 1523-1537</p> <p>3. Morgan, L. A., Kunkel, S.R. (2007). <i>Ageing, society and the life course</i>. 3rd Edition,</p>

- Springer Publishing Company, NY, USA
4. Reichert, S. 2019. *The Role of Universities in Regional Innovation Ecosystem*; Study of European University Association, p.22.
 5. Șoitu D., Rebeleanu, A. (coord.) (2016). *Noi perspective asupra cursului vieții. Cercetări, politici și practici*. Editura Universității Alexandru Ioan Cuza din Iași, Iași
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 22. Gheorghiu, M.D. (2005). *Analiză și Intervenție în Știința Socială*, Editura Universității A. I. Cuza, Iași.
 23. Gheorghiu, M.D., de Saint Martin, M. (Eds.) (2011). *Educație și Frontiere Sociale. Franța, România, Brazilia, Suedia*, Iași, Polirom.
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	<p>34. Flick, U. (2017). „The Disenchantment of Mixed-Methods Research and Revisiting Triangulation as a Perspective”, <i>Qualitative Inquiry</i>, 23, pp. 46-57.</p> <p>35. Guba, E.G., 1990, <i>The paradigm dialogue</i>, SAGE.</p> <p>36. Tashakkori A., Teddlie C. (2003). The past and the future of mixed model research: From “data triangulation” to “mixed model designs. In Tashakkori A., Teddlie C. (Eds.), <i>Handbook of mixed methods in social and behavioral research</i>, pp. 671-701, SAGE.</p> <p>37. Tashakkori A., Teddlie C. (Eds.). (2010). <i>The SAGE Handbook of mixed methods in social and behavioral research</i> (2nd ed.). Thousand Oaks. SAGE</p> <p>38. Elster, J. <i>Comportamentul social: fundamentele explicației în științele sociale</i>. Editura ALL.</p> <p>39. Frymier, A., & Nadler, M. (2007). <i>Persuasion: Integrating Theory, Research, and Practice</i>. Kendall/Hunt Publishing Company.</p> <p>40. Griffin, E., Ledbetter, A., & Sparks, G. (2019). <i>A First Look at Communication Theory</i> (10th edition). McGraw-Hill Education.</p> <p>41. Hill, B., & Leeman, R. E. (1996). <i>The Art and Practice of Argumentation and Debate</i>. Mayfield Pub. Co.</p> <p>42. Ho, H. L. (2021). The Legal Concept of Evidence. E. N. Zalta (ed.). <i>The Stanford Encyclopedia of Philosophy</i>. https://plato.stanford.edu/archives/win2021/entries/evidence-legal.</p> <p>43. Noelle-Neumann, E. [1980] (2004). <i>Spirala tăcerii. Opinia publică – învelișul nostru social</i>. Editura Comunicare.ro.</p> <p>44. O’Keefe, D. (2016). <i>Persuasion: Theory and Research</i>. Sage Publications.</p> <p>45. Obadă, D. R., & Fârte, G. I. (2024). <i>Principiile și managementul relațiilor publice</i>. Tritonic.</p> <p>46. Pattee, G. (1920). <i>Practical Argumentation</i>. University of California Libraries.</p> <p>47. Reynolds, R. A., & Reynolds, J. L. (2002). Evidence. In J. P. Dillard, & M. Pfau (eds.), <i>The Persuasion Handbook: Developments in Theory and Practice</i> (pp. 427-444). Sage Publications.</p> <p>48. Ruggeri, K., Stock, F., Haslam, S. A., Capraro, V., Boggio, P., Ellemers, N., ... Willer, R. (2022). Evaluating expectations from social and behavioral science about COVID-19 and lessons for the next pandemic. <i>Center for Open Science</i>. https://doi.org/10.31234/osf.io/58udn.</p> <p>49. Rybacki, K. C., & Rybacki, D. J. (2004). <i>O introducere în arta argumentării: pledarea și respingerea argumentelor</i> (V. Murariu, Trad.) Polirom.</p> <p>50. Toulmin, S. (2003). <i>The Uses of Argument</i>. Cambridge University Press.</p>
<p>CONTENT OF THE WORKS OF SEMINAR / LABORATORY</p>	<p>Topics 1-3: Prof. PhD. Daniela Șoitu, 20%</p> <p>1. Knowledge square – how to study education, research, innovation and services to society? Holistic knowledge strategies and communication in systems</p> <p>2. Science with and for citizens / Citizen science. Actors and resources for learning, research and transfer in social work. Tools for studying social resources, risks and vulnerabilities</p> <p>3. Researching ageing. Micro, mezzo and macro approaches for research in social work</p> <p>Topics 4-6: Prof. PhD. George Poede 20%</p> <p>4.Objectivity and subjectivity - general meanings the problem of the subject in political science</p> <p>5.The general theory of the political problem. ways to approach problems. Landmarks for an epistemology of political science. the structure of the objects and subject of political research. intelligibility schemes.</p> <p>6.Socio-political reality and its knowledge. analogies and interferences of political science with other social sciences. politics - a defining element of social life.</p> <p>Topics 7-9: Prof. PhD. Mihai Dinu Georghiu 20%</p> <p>7. Qualitative methods: observation, interview, case study, biographical method, documentary analysis</p> <ul style="list-style-type: none"> • A preliminary exercise on the semantic field of observation. Participatory observation. The main stages of qualitative observation. • Types of observation. Observation practice. • Fundamental conditions of observation. What is observed? Observation device, access conditions on the field, organization of observation, sampling, data collection

	<ul style="list-style-type: none"> • Recording and classification of observations • Field diary. Analysis of observations, coding, presentation of results • Exercises for mastering the observation method • Observation grid. Recommendations for development <p>Topics 10-12: Prof. PhD. Gheorghe Ilie Fârte, 20%</p> <p>10. Present a scholarly work relevant to the intended doctoral dissertation (article, book chapter, authored volume) highlighting (a) the nature of the objects investigated (individual, infra-individual or supra-individual; material or immaterial), (b) the approach (predominantly descriptive or predominantly normative), (c) the language used (predominantly denotative or predominantly connotative), (d) the type of explanations offered (causal or teleological) and (e) the theories that form the basis of the research. Rank in an argumentative manner the theories invoked by the author(s) on the interpretivism-objectivism axis using a scale from 1 to 5, where 1 indicates a strictly hermeneutic theoretical approach, and 5 indicates a strictly objectivist approach</p> <p>11. State three propositions (clear, contestable, and falsifiable) argued in a scholarly work relevant to your intended dissertation (article, book chapter, authored volume). Formulate three simple sentences and three compound sentences that could be argued in your dissertation. Specify the logical structure of these sentences and the types of evidence that could be used in their argumentation</p> <p>12. Relate a claim to evidence, warrant, backing and rebuttal in a scientific context</p> <p>Topics 13-14: Prof. PhD. Daniela Cojocaru, 20%</p> <p>13. Conducting research in the social science: theoretical perspectives and methodological approaches</p> <p>14. Triangulation in social research: meanings and applications</p>
<p>BIBLIOGRAPHY (SELECTIVE)</p>	<ol style="list-style-type: none"> 1. Carr, D. (ed. in chief) (2009). <i>Encyclopedia of the Life Course and Human development, Vol. 1. Childhood and Adolescence, Vol. 2. Adulthood, Vol 3. Latter Life</i>, Maxmilian Social science Library, NY, USA 2. European Commission (2020), <i>Citizen Science and Citizen Engagement. Achievements in Horizon 2020 and recommendations on the way forward</i>, Directorate-General for Research and Innovation, ISBN 978-92-76-17928-3 doi:10.2777/05286 3. Hecker, S., Wicke, N., Haklay, M., & Bonn, A. (2019). <i>How does policy conceptualise citizen science? A qualitative content analysis of international policy documents. Citizen Science: Theory and Practice</i>, 4, 1. https://doi.org/10.5334/cstp.230. 4. Jacob CM, Cooper C, Baird J, Hanson M. (2019). <i>What quantitative and qualitative methods have been developed to measure the implementation of a life-course approach in public health policies at the national level?</i> Copenhagen: WHO Regional Office for Europe; 2019 (Health Evidence Network (HEN) synthesis report 63). https://pubmed.ncbi.nlm.nih.gov/31693320/ 5. Järvi, K., Almpantopoulou, A., Ritala, P. (2018). <i>Organization of knowledge ecosystems: Prefigurative and partial forms. Research Policy</i>, Volume 47, Issue 8, p. 1523-1537 6. Maturo, A., Hošková-Mayerová, Š., Soitu, D.-T., Kacprzyk, J. (Eds). (2017). <i>Recent Trends in Social Systems: Quantitative Theories and Quantitative Models</i>, Springer International Publishing Switzerland, eBook ISBN: 978-3-319-40585-8; DOI: 10.1007/978-3-319-40585-8; Hardcover ISBN: 978-3-319-40583-4 7. Milne, A., Ray, M., Donnelly, S., Lonbay, S., Montgomery, L., Corradini, F., Şoitu, D., Rossi, E., Riekkinen-Tuovinen, S., Notari, G. & Carter Anand J. (07 Feb 2024): Admission of an older person into a care home in Europe: exploring the dimensions of a 'Healthy Transition' and the potential role of social work, <i>European Journal of Social Work</i>, DOI: 10.1080/13691457.2024.2308593; vol 27 Issue 6, pp. 1152-1165 WOS:001158616300001 https://doi.org/10.1080/13691457.2024.2308593; eISSN: 1468-2664; ISSN print: 1369-1457 8. Reichert, S. 2019. <i>The Role of Universities in Regional Innovation Ecosystem</i>; Study of European University Association, p.22. 9. Ricci, A., Sessa, C., Weber, M. ş.a. (2017). <i>New Horizons: Future Scenarios for Research & Innovation Policies in Europe. A report from project BOHEMIA Beyond the Horizon: Foresight in Support of the Preparation of the European Union's Future Policies in Research and Innovation</i>. Luxembourg: Publications Office of the European Union, ISBN 978-92-79-66614-8 doi: 10.2777/906131 10. Şoitu, D., (2021). <i>Lifelong Investments for a Healthy Ageing</i>. In Şoitu, D., Š. Hošková-Mayerová, F. Maturo (Editors) <i>Decisions and Trends in Social Systems. Innovative and</i>

- Integrated Approaches of Care Services*. Vol 198, Springer International Publishing, eBook ISBN: 978-3-030-69094-6; DOI: 10.1007/978-3-030-69094-6; pp. 41-52
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<https://plato.stanford.edu/archives/win2021/entries/evidence-legal>.

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60. Toulmin, S. (2003). *The Uses of Argument*. Cambridge University Press.

<p>METHODOLOGICAL LANDMARKS ***</p>	<p>Lecture, creative teaching and learning approaches, problem-based learning, research based learning, critical thinking, group works, learning using new media</p>
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<p>EVALUATION</p>	<p>methods</p>	<p>Dialogic and practical evaluations to verify knowledge and skills; Preparation and participation at seminars and courses;</p>
	<p>forms</p>	<p>Formative and summative assessment</p>
	<p>Weight of evaluation forms in the formula of final grade</p>	<p>Participation in seminars and completion of the indicated papers. Final evaluation: participation in the final exam and obtaining at least 50% of the score. The final exam will consist of four papers, one for each part of the course. The final grade is the average of the evaluations for the course and seminar. For the T10-T12 part of the course, the seminar grade accounts for 30% of the final grade, and the final paper grade accounts for 70%. The seminar mark is awarded based on the presentation of a seminar paper on one of the topics T10-T12.</p>

	Minimal standards of performance ****	Completion of papers for the chosen research topic. Participation in the exam and obtaining a minimum of 50% of the score for each of the four parts of the course. Correctly determining the differences between the theoretical and practical implications of concepts in doctoral research. Knowledge of fundamental concepts and theories; Coherence and scientific relevance of analyses and interpretations. Ability to design community space research; Ability to analyse and interpret community research data; Ability to generate strategies and policies to solve community problems.
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* objectives are made according to the chart of professional competences for the program of studies

** at the level of description

*** didactical strategy, materials, resources

**** reported to the competences made in Objectives or at the Minimal standards of performance from the chart 1L / 1M, according to case

Date of filing

10.09.2025

Signature of course holder

PROF. PHD. DANIELA ȘOITU,
 PROF. PHD. GEORGE POEDE,
 PROF. PHD. MIHAI DINU GHEORGHIU
 PROF. PHD. GHEORGHE ILIE FARTE
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Signature of seminar holder

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Date of approval in the Department

25.09.2025

Signature of Director of Doctoral School

Prof.Ph.D. Nicolae Râmbu