

„Alexandru Ioan Cuza” University of Iași
Faculty of Philosophy and Social-Political Sciences
Department: Doctoral School
Filed of studies: Social Sciences – Sociology/Social Work

DISCIPLINE CHART

NAME OF DISCIPLINE				PARADIGMS OF KNOWLEDGE AND COMMUNICATION					CODE: SC3		
CICLE OF STUDIES (L-BA/M-MA/D-Ph.D.) AND YEAR OF STUDIES 1, 2, 3, 4					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.								
0,75	0,75	-	-	22.5	62.5	10	M			RO	

HOLDER OF THE COURSE	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME		DEPARTMENT
	PROF.PH.D. DANIELA ȘOITU		Doctoral School/ Sociology and Social Work

HOLDER OF THE SEMINAR	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME		DEPARTMENT
	PROF.PH.D. DANIELA ȘOITU		Doctoral School/ Sociology and Social Work

PREVIOUSLY COMPLETED DISCIPLINES	
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OBJECTIVES*	1. Knowing, explaining and interpreting the theoretical and practical contents of the studied topics 2. Presentation and practice of ecosystem knowledge and communication strategies 3. Assimilating and applying the specific elements of the life course paradigm
SPECIFIC COMPETENCES GAINED	
PROFESSIONAL COMPETENCES **	1. In-depth knowledge of theoretical developments and methodological approaches specific to the knowledge ecosystems and to the paradigm of life-course 2. 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 3. The use of highly specialized knowledge based on original thinking and research in the field of knowledge ecosystems and life-course paradigm 4. Integrated use of the actual and previous knowledges in the field of social sciences and those from the knowledge ecosystems
TRANSVERSAL COMPETENCES	1. To be able to consider issues related to personal and public frames within his research activity 2. To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations 3. To be able to apply longitudinal self-evaluations on the learned processes, the acquired skills and the professionalisation needs 4. To be able to use and improve the digitalised and the multilinguistic skills in the doctoral studies and research.
CONTENT OF COURSE	1. THE KNOWLEDGE ECOSYSTEM. SOCIAL WORK ECOSYSTEMS 2. THE PARAGIGM OF LIFE-COURSE. HOLISTIC KNOWLEDGE AND SYSTEMIC COMMUNICATION. RISKS AND VULNERABILITIES 3. LIFECOURSE WELL-BEING AND HEALTHY AGEING. SOCIAL WORK PERSPECTIVES
BIBLIOGRAPHY (SELECTIVE)	1. Elder, G.H., Giele, J.K. (Eds) (2009). <i>The Craft of Life Course Research</i> . Guilford Press, New York, London, 2. Järvi, K., Almpantopoulou, A., Ritala, P. (2018). <i>Organization of knowledge</i>

	<p><i>ecosystems: Prefigurative and partial forms. Research Policy</i>, Volume 47, Issue 8, p. 1523-1537</p> <ol style="list-style-type: none"> Morgan, L. A., Kunkel, S.R. (2007). <i>Ageing, society and the life course</i>. 3rd Edition, Springer Publishing Company, NY, USA Reichert, S. 2019. <i>The Role of Universities in Regional Innovation Ecosystem</i>; Study of European University Association, p.22. Șoitu D., Rebeleanu, A. (coord.) (2016). <i>Noi perspective asupra cursului vietii. Cercetări, politici și practici</i>. Editura Universității Alexandru Ioan Cuza din Iași, Iași UN (2015) <i>Transforming Our World: The 2030 Agenda for Sustainable Development</i>. United Nations Sustainable Development Knowledge Platform, Department of Economic and Social Affairs. https://sustainabledevelopment.un.org Michael J. Shanahan, M.J., Mortimer, J.T., Kirkpatrick Johnson, M. (2016). <i>Handbook of the Life Course</i>, vol II., Springer International Publishing Switzerland, DOI 10.1007/978-3-319-20880-0 Kirkwood, T.B.L., Cooper, C.L. (Eds) (2014). <i>Wellbeing. A Complete reference Guide</i>, Vol. IV. <i>Wellbeing in Later Life</i>, Wiley Blackwell, UK Landry, S., Cooper, C.L. (Eds) (2014). <i>Wellbeing. A Complete reference Guide</i>, Vol. 1. <i>Wellbeing in Children and Families</i>, Wiley Blackwell, UK
CONTENT OF THE WORKS OF SEMINAR / LABORATORY	<ol style="list-style-type: none"> Knowledge square: education, research, innovation and services to society Science with and for citizens / Citizen science. Actors and resources for learning, research and transfer Micro, mezzo and macro approaches in the life course paradigm
BIBLIOGRAPHY (SELECTIVE)	<ol style="list-style-type: none"> Carr, D. (ed. in chief) (2009). <i>Encyclopedia of the Life Course and Human development</i>, Vol. 1. <i>Childhood and Adolescence</i>, Vol. 2. <i>Adulthood</i>, Vol 3. <i>Latter Life</i>, Maxmilian Social science Library, NY, USA 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 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. 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/ 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 Reichert, S. 2019. <i>The Role of Universities in Regional Innovation Ecosystem</i>; Study of European University Association, p.22. Ricci, A., Sessa, C., Weber, M. ș.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 Șoitu, D., (2021). <i>Lifelong Investments for a Healthy Ageing</i>. In Șoitu, D., Ș. Hoșková-Mayerová, F. Maturo (Editors) <i>Decisions and Trends in Social Systems. Innovative and Integrated Approaches of Care Services</i>. Vol 198, Springer International Publishing, eBook ISBN: 978-3-030-69094-6; DOI: 10.1007/978-3-030-69094-6; pp. 41-52 Șoitu, D., Șoitu, C., (2021). <i>Dinamica micro și macro în îngrijirea pe termen îndelungat. Pledoarie pentru investiții în resursa umană de vârf. [Micro and Macro-Dynamics in long-term care / Advocacy for investments in top management human resources]</i>. Revista de Asistență socială Revista de Asistență Socială, year XX, nr. 2/2021, pp.121-132 Thomas, L.D.W., Autio, E. (2020). <i>Innovation Ecosystems in Management: An Organizing Typology</i>. In <i>Oxford Research Encyclopaedia of Business and Management</i>; Oxford University Press: Oxford, UK. UN (2015) <i>Transforming Our World: The 2030 Agenda for Sustainable Development</i>. United Nations Sustainable Development Knowledge Platform,

	Department of Economic and Social Affairs. https://sustainabledevelopment.un.org 12. Vodă, A.I., Bortoș, S., Șoitu, D. (2023). Knowledge Ecosystem: A sustainable Theoretical Approach. <i>European Journal of Sustainable Development</i> , Volume 12, Issue 2, June 2023, pp. 47-53; ISSN 2239-5938; DOI: 10.14207/ejsd.2023.v12n2p47; https://ecsdev.org/ojs/index.php/ejsd/issue/view/51
METHODOLOGICAL LANDMARKS ***	Lecture, creative teaching and learning approaches, problem-based learning, research based learning, critical thinking, group works, learning using new media

EVALUATION	methods	Dialogic and practical evaluations to verify knowledge and skills; Preparation and participation at seminars and courses;	
	forms	Formative and summative assessment	
	Weight of evaluation forms in the formula of final grade	Final evaluation: - participation in the final exam and obtaining at least 50% of the score; The final exam will be a colloquium on the course contents. Seminar: - carrying out the works at the seminar and obtaining at least 50% of the score; Final grade is the average of the assessments for the course and seminar.	
	Minimal standards of performance ****	Ecosystem framing or highlighting the life course paradigm of a research topic at student' choice, using various sources and information. Participation in the final colloquium and obtaining at least 50% of the score Active participation in at least 50% courses and seminars.	

* 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.Ph.D. Daniela Șoitu

Signature of seminar holder
Prof.Ph.D. Daniela Șoitu

Date of approval in department
25.09.2025

Signature of director of Doctoral School
Prof.Ph.D. Nicolae Râmbu