Institution: **Comrat State University (CSU)**

Course Description

Module Handbook

TITLE OF THE COURSE: INNOVATIVE PEDAGOGICAL APPROACHES

Innovative pedagogical approaches

Overview of the course	
Learning objectives of the course	The goal of innovative pedagogical approaches is purposeful change which introduces stable elements into the educational environment (innovation), and improves characteristics of certain elements, components and the educational environment itself; implementation of relevant methods and programmes, effective pedagogical technologies, their introduction in the educational process. *Course objectives:* fostering learners' pedagogical competences; study of recent educational technologies; getting familiar with innovative practice of teacher-learner interaction; learning the experience of designing and carrying out pedagogical innovations; forming learners' theoretical and pedagogical thinking, developing their skills in reflective pedagogical reality; identifying current issues and make up technologies to solve them. **Learning outcomes:** Upon completion of the course, learners are expected to: - develop a critical approach to information and skills to justify own point of view; - create attractive educational environments; - Conduct quantitative and qualitative evaluation of materials for recording, accumulating and evaluating learner's individual achievements; - Enhance their self- organizational and self-governance capacities. - Enable learners to become the subject of teaching/learning; - Identify problems and search for ways to solve them; - develop students' ability in a responsible manner to solve problems on their own, and find opportunities and solutions. - be empowered for experimental and research activity. - Form systems thinking (ability to consider and analyze objects being studied, problems in integrity of their relations and characteristics); - social competencies in behaviour and communication culture. - Organize students to gain knowledge independently, mastering skill in the process of cognitive and practical activity.
Duration and estimated workload of course	Course duration is 15 weeks No of modules: 6 modules Workload per week: 20 hours Number of ECTS awarded: 10 ECTS

Certification	Course participants will receive achievement certificates.
Target Audience	Internal teaching staff External teachers from higher education sector and pre-school education
	Overview of modules

Content to be covered	Modules	Activities
	1. Learner-centered teaching methods. Cooperation learning technique. Collaborative peer learning techniques	**Problem-solving lecture** Quick discussion 2.Formal lecture -presentation -conversation 1.**Theoretical workshop** Venn diagram Brainstorming Lotos. SINELG. Technique T. **2. Round table seminar** - problematisation -discussion -Gallery tour
	2. The technology of Portfolio- as the indicator of the integral Education Quality evaluating system	**Lecture** • Brainstorming • Presentation • Synectics **1. Theoretical workshop** • SINELG • problematisation **2.Workshop** • Portfolio demonstration • Analysis. • Self-reflection Portfolio • Reflection
	3. The ways of active learning methods (ALM) Moderation technique	**1.Visualization lecture** (verbalization, positioning, feed-back) - "bag of ideas" -"content analysis" - Power Point Presentation - Diagram "T" 1. **Problem-solving lecture** Problem-based summary of the information- solving problems; -problem situation analysis;

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		-setting new tasks on the base of highlighted conflicts; -hypothesis that stands for the idea; - problem solving; - result monitoring; -either approval or disapproval of the accepted hypothesis. **1. Interactive seminar.** Drafting comparative chart called "Plus, minus, interesting" on the contents of the lecture. Case study (analysis of particular situations)- the use of various active learning methods using an example of the fragment of the training session. Cluster drafting " the effects of moderation technology "(group work) with further presentation.
	4. Developing Critical Thinking through Reading and Writing Technique (DCTRWT)	**1."Advanced" lecture** **I.Warm-up activity** Revision 2. Evocation 3.Defining the theme **II. Realization / content comprehension** 1. Information perception 2. New and former knowledge correlation **III. Reflection** 1.Independent material systemanisation 2.Further theme studying **2.** Interactive lecture Brainstorming Venn Diagramm Information clusters • INSERT • "Zigzag" **1. (Discussion) Seminar** • Group discussion „Traditional lecture: pro and contra" Answering questions on the film "What are 'mind maps?", watched by the listeners before the training. • Demonstrating instructional video "How to draft a mind-map?" Completing the task. • "Expectations" after watching the film

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		2. **Training Workshop**
		• Energizer
		• Expectations/Anticipation
		• „Fishbone"
		• „Six thinking hats"
		• „Thick and thin questions"
		• "Cinquain"
	5. Problem-based learning	**Lecture (visualization)**
		• Presentation
		• Conversation
		• Group discussion
		• Work in small group
		• Techniques
		• "Six Thinking Hats"
		• "Insert"
		1. (Discussion) Seminar
		Group design and discussion of the tables "Comparative analysis of traditional and problem-based learning" "Advantages and disadvantages of problem-based learning" "Teacher's and learner's activities during the problem-based learning"
		Making recommendations for teachers to develop and carry out classes within problem-based learning. Discussion: providing arguments concerning the difference between traditional and problem-based learning; interactive methods: work in small groups, discussing the advantages and disadvantages of problem-based learning; project techniques for critical thinking: "One -Two -Together"
		2.Workshop Developing problem situation for further use in the learning process. Practical methods: carrying out pedagogic tasks, search method and group discussion.
		3. Workshop Developing stages of the lesson applying problem-based learning technique. Describing the way the technique should be used in the

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		professional activity. Interactive methods: work in small groups, search method, group discussion. **4. Workshop** Demonstrating a stage of the lesson applying problem-based learning technique.
	6. Project Based Learning Technique	**Lecture (Informative)** • lecturing Discussion: providing arguments concerning difference between project based learning technology and other didactic **technique** • "Incomplete sentence" **1. (Discussion) Seminar** • Group work and discussion: "Project Typology of foreign scientists of the 20th century" charts • Discussion: providing arguments concerning different types of projects. • "Plus – Minus – Interesting" chart based on "Project Types" **2. (Discussion) Seminar** • Conversation • Group discussion • Proof of Concept through Example technique **3. Workshop** • Designing projects by reference to key requirements and structural components • working in small groups • Searching method, group discussion. **4. Workshop** Designing an individual project based on the training course
Assessment	**Formative Assessment** **(peer assessment, self-evaluation)** **Types of assessment:** Designing a didactic project using the Developing Critical Thinking through Reading and Writing Technique (DCTRWT), in problem-based teaching (the way is chosen by the participant) • Peer Review of prepared didactic projects according the following plan • Formulating recommendations for a young teacher and their analysis • Docimologic test • Commentary on video	

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	• Compiling a topical vocabulary • „Incomplete Sentence" • „Card Questionaire" – testing (stickers) (compiling and picking the themes, ideas, topical points or ways of solving) • „Everything is in my hands" (I can do it) • "Proof of Concept through Example" Methodology ("POCE") • „Muhamor" („Mashroom") method