



Institution: State Agrarian University of Moldova (SAUM)

Module Handbook

MODULE: INNOVATIVE PEDAGOGICAL APPROACHES



Innovative pedagogical approaches

Overview										
Target Audience	University teaching staff; teachers from colleges. The number of participants will not exceed 25 persons. Participants will be selected according to their training needs and the possibilities of the SAUM Department of Continuous Training and Consultancy of Teaching and Scientific Staff.									
Duration and estimated workload of course	The duration of the courses for SAUM teachers will be 15 weeks, with 4 contact hours per week. The duration of the courses for teachers from colleges will be 2 weeks (34 hours for face to face activities).									
Estimated workload of course										
Form of studies		The name of the module		Total number of hours				Number of credits	Assessment	
				Total	inclusive					
					L	S	Lab.	IW		
Face to face – university teaching staff		Innovative pedagogical approaches		150	24	22	4	100	5	Exam
Blended learning (face to face +distance learning) - teachers from colleges				150	-	22	4	124	5	Exam
<i>Note: L – lectures (theoretical lessons); S – seminars, Lab. – laboratory lessons, IW – individual work.</i>										
Topics and allocated workload										
No	Topics		For university staff				For teachers from colleges			
			Hours				Hours			
			L	S	Lab	IW	S	Lab.	IW	
1.	Embedding innovation skills in teaching and learning		2	2	-	8	2	-	10	
2.	Teaching and learning innovations using modern technologies		4	2	-	12	2	-	16	
3.	Innovative teaching and learning using student partnership		2	2	-	8	2	-	10	
4.	Innovation through play, role play and games in higher education		2	2	-	8	2	-	10	
5.	Problem-based teaching and learning		4	2	-	12	2	-	16	
6.	Interdisciplinary learning		2	4	-	12	4	-	14	



	through project methods								
7.	Innovation through investigative teaching and learning	4	4	-	16	4	-	20	
8.	Innovative approaches to assessment of acquired knowledge and skills	4	4	4	24	4	4	28	
	Total	24	22	4	100	22	4	124	
<p><i>Note: while the university teachers will benefit from face-to-face training, teachers from colleges will benefit from distance learning on theoretical topics. Practical training, formative and summative (final) assessment for teachers from colleges will be done face-to-face.</i></p>									
Certification	Audiences will receive certificates.								

<p>Learning objectives of module:</p>	<p>Learning objectives: To acquaint the trainees with the theoretical and applicative aspects of the innovative pedagogical approaches, to develop skills of applying innovative pedagogical approaches in traditional classrooms, blended learning and eLearning, at different stages of the teaching-learning-assessment process as well as skills of developing students` professional and transversal competences according to the curriculum provisions.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • to argue the need of innovative pedagogical approaches; • to distinguish particularities of innovative pedagogy in comparison with traditional pedagogy; • to argue the advantages and challenges of innovative pedagogy; • to know what a profile of innovative teacher represents; • to explain the features of the innovative pedagogy; • to distinguish and explain the content of the innovative pedagogy elements; • to know the particularities of different innovative teaching and learning approaches: using modern technologies, using student partnership, play-role, problem-based teaching and learning, project methods, investigative teaching and learning; • to understand the role and content of innovative methods of assessment and self-assessment of acquired knowledge and skills; • to apply innovative approaches listed above in teaching, apart in classrooms and within blended learning and eLearning; • to monitor innovative student learning; • to apply innovative approaches of the assessment; • to monitor self-assessment through innovative methods and tools; <p>to develop the professional competencies of students required by the curriculum as well as the following transversal competencies: ability for the use of ICT; ability of working in groups; creative skills; skills of decision making; communication skills; entrepreneurial skills; innovative skills; openness for lifelong learning; feeling of recognition and the respect for diversity and multiculturalism; respect for professional values and ethics etc.</p>	
Content to	The topics	Activities



be covered	1. Embedding innovation skills in teaching and learning	<p>Lecture - explanation, discussion.</p> <p>Interactive seminar. Debate on the topic: “Benefits of Innovation in Teaching and Learning”</p>
	2. Teaching and learning innovations using modern technologies	<p>Lecture - debate, explanation, demonstration.</p> <p>Interactive seminar. Drawing up and presenting a case study on "Opportunities for using modern teaching and learning technologies at the taught course unit".</p>
	3. Innovative teaching and learning using student partnership	<p>Lecture - debate, explanation, description, demonstration, conversation.</p> <p>Interactive seminar. Design and public presentation of a case study to reflect the methods of achieving a didactic activity through partnership with students, distinct, in a traditional classroom and in distance and mixed training.</p>
	4. Innovation through play, role play and games in higher education	<p>Lecture - debate, explanation, description, demonstration.</p> <p>Interactive seminar. Design and public presentation of a case study to reflect the role play, distinct, in a traditional class and in distance and mixed training.</p>
	5. Problem-based teaching and learning	<p>Lecture - Demonstration, explanation, description.</p> <p>Interactive seminar. Design and public presentation of an innovative case study focused on finding the solution for a practical problem.</p> <p>Description of the set of actions to be taken to motivate students for a cooperative engagement in the case study.</p>
	6. Interdisciplinary learning through project methods	<p>Lecture-debate, dispute, explanation.</p> <p>Interactive seminar. Design and public presentation of a case study: "Opportunities to apply the project method to the taught course unit "</p>
	7. Innovation through investigative teaching and learning	<p>Lecture - debate, explanation, demonstration.</p> <p>Interactive seminar. Drawing up and presenting a case study: "Opportunities to apply investigative teaching and learning methods to</p>



		achieve concrete curricular objectives"
	1. Innovative approaches to assessment of acquired knowledge and skills	<p>Lecture - debate, explanation, description, demonstration.</p> <p>Interactive seminar. Group activity: "Innovative methods of formative and summative assessment; identifying their advantages over traditional methods of assessment".</p> <p>Laboratory lesson. Developing and placing a set of tests and / or exercises for the formative assessment of student performance on the MOODLE platform.</p>
Learning tools	<p><i>For preparation for lessons</i> the following ICT will be used: computer, Microsoft Word, Microsoft Excel, Microsoft PowerPoint.</p> <p><i>At the lessons and seminars, the following ICT will be used:</i> multimedia projector, computer, document camera, audio conference set, interactive whiteboard, Microsoft Word, Microsoft Excel, Microsoft PowerPoint.</p> <p>The study content (lectures, methodical instructions for practical lessons and seminars), interim assessment tests, tasks for the final assessment will be prepared and placed on www.moodle.uasm.md platform by lecturers, involved in study process. Also, the lectures conducted face to face will be recorded and placed on the platform. <i>For creating video-lessons</i> will be used BigBlueButton.</p> <p><i>The provision of study materials</i> will be done by using Moodle platform www.uasm.md.</p> <p><i>Communication</i> with trainees will be partially done face to face, partly online, through the platform www.moodle.uasm.md. Communication in online regime will include: involving the audience in discussion during video-conferencing, solving the unclear questions within lessons and during individual work, delivering tasks, offering consultations, solving organizational questions etc.</p>	
Assessment	<p><i>For self-evaluation</i>, self-evaluation tests will be used through the MOODLE platform.</p> <p><i>The formative assessment</i> will be done during the seminars and laboratory lessons through self-evaluation as well as teacher's assessment of the competencies obtained, based on performed tasks (indicated above).</p> <p>TASK FOR THE FINAL EVALUATION:</p> <p>Designing and presenting a public lesson with the optimal use of innovative methods and tools.</p>	

Recommended bibliography

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