Institution: **TIRASPOL STATE UNIVERSITY** (TSU)

Course Description

Module Handbook

COURSE: *INNOVATIVE PEDAGOGICAL APPROACHES*

Overview	
Aims and Learning Objectives:	The course is aimed at training the teachers in the conditions of the innovative approach in education. The important issues such as access, affordability, and personalized learning in higher education, we would be helped by having a richer understanding of the changes that are already occurring. The course offers a more descriptive view to capture the growing number of approaches enabled by educational technology, since the field is rapidly changing. The goal of the course is to develop into a professional learning community discussing PBL even after the course has finished.
Target Audience	**The main audience** University teachers involved in continuing education Lyceum teacher, school teacher and college teachers Educators (preschool teachers) Teachers of mathematics and informatics Managers of Educational Institutions **Other audiences who might be interested to participate** Tutors from inclusive schools MA students Managers of correctional institutions **Specific requirements of such a target audience:** The ability to vary in a relevant way the educational interventions Positive attitudes and motivations to activate in the key of innovative pedagogy expectations The ability to use algorithms of organizing educational processes, including the application of digital technologies.
Duration and estimated workload of course	The length of the course is 8 weeks The number of modules: 6 The anticipated workload for the participants per week 37,5 hours Number of ECTS awarded : 10 ECTS
Assessment and Certification	**The main assessment strategies on the course** Quiz, peer review, portfolio The assessment activities are designed to check comprehension of the studied contents in each module and are focused to promote social motivation, to enhance student's learning and to reflect on learners own practice abilities. Paper certificate
Module Overview	I. **Dimensions of the innovative pedagogy. The challenges for the trainers from XXI century** II. **Lifelong learning** III. **Transformative learning** IV. **Motivation – internal drive of active learning**

	V. Progress in Pedagogical Competence - Mega Result of Innovative Interventions
	VI. Critical thinking – meta value in educational outcomes
Ongoing activities	Participants will use the interactive platform Moodle. They will use the following ICT tools for online course: Office 365, Smart Notebook, Google Forms, ProProfs, Plickers, TestMoz, Fast Stone Capture, Camtasia, evzid etc.

Module Number:	Description
Module Title:	**I.** **Dimensions of the innovative pedagogy. The challenges for the trainers from XXI century**
Learning objectives of module:	**Learners pursue future endeavours with the knowledge and ability to:** - describe the key question of Innovative Pedagogy: the educational, psychological, organizational factors/conditions that have a formative utmost effect on the mind, character, or physical ability of an individual. - outline advantages and disadvantages of diverse educational delivery models: ad hoc online courses and programs, fully online programs, School-as-a-Service, educational partnerships, competency-based education, blended/hybrid courses and the flipped classroom, and MOOCs etc. - evaluate the main steps of thinking on innovative process construction; - design a learning scenario using one of the innovative methods examined and the ICT.
Content to be covered (indicative)	Introduction The describing of the key question of Innovative Pedagogy: the educational, psychological, organizational factors/conditions that have a formative utmost effect on the mind, character, or physical ability of an individual. Video 1: Effective Pedagogy at Scale: Social Learning and Citizen Inquiry https://www.youtube.com/watch?v=YFIfTZGzXO4 The advantages and disadvantages of diverse educational delivery models: ad hoc online courses and programs, fully online programs, School-as-a-Service, educational partnerships, competency-based education, blended/hybrid courses and the flipped classroom, and MOOCs etc. The describing of the main steps of thinking on innovative process construction: 1. What is desirable for users (both students and future employers)? 2. What is possible with curriculum and technology? 3. What is viable at educational market? 4. What is beneficial for the community? 5. What is sustainable for our environment? **Video2.** Dr Dylan Wiliam Webinar: 5 Key Components of an Effective TLC https://www.youtube.com/watch?v=VYQK5Ghl4xk The main categories of innovative pedagogy The educational policies versus educational outcomes The role of teachers in the innovative pedagogical approach. The describing of the innovative teaching methods that are now in use across the globe

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Teaching and learning activities	**Activity 1:** Brainstorming: The key question of Innovative Pedagogy **Activity 2.** Philips 6x6x6. Task: Split randomly into groups Read the description of teachers' profiles below Discuss about *the ideal innovative teachers' profile* **Activity 3. The PRO-CONTRA technology.** Analyse the advantages and disadvantages of diverse educational delivery models
Assessment	**Reflection about the own innovative pedagogical experiences and the elaboration of the PPt presentation „My new innovative pedagogical experience"** Short quiz covering the content from videos.
Workload	**1,5 ECTS**

Module Title:	II. Lifelong learning
Learning objectives of module:	**Learners pursue future endeavours with the knowledge and ability to:** - describe the permanent education principles, purpose, objectives, factors, forms, means and content in lifelong learning; - Implementing technologies in the context of lifelong learning.
Content to be covered (indicative)	Involvement in lifelong learning. Permanent education: principles, purpose, objectives. Factors, forms, means and content in lifelong learning. Implementing technologies in the context of lifelong learning. Psycho-hygiene of intellectual activity - a condition for optimization of the permanent education process
Learning and teaching activities	Activity 1: Lecture Activity 2. Round table „Factors, forms, means and content in lifelong learning". Activity 3. Workshop Implementing innovative technologies in the context of lifelong learning.
Assessment	Short quiz Elaboration of the unstructured essay on contemporary trends in LL learning and the own perspectives
Workload	1,5 ECTS

Module Title:	III. Transformative learning
Learning objectives of module:	**Learners pursue future endeavours with the knowledge and ability to:** - describe the essence of transformative learning; - elucidate the evolution of the concept of transformative learning; - design activities in the key of transformative learning in their professional

	field.
Content to be covered (indicative)	The essence of transformative learning The evolution of the concept of transformative learning The stages of transformative learning
Teaching and learning activities	Activity 1: Lecture and controversial debate Activity 2. Practical task: To design activities in the key of transformative learning in their professional field. Activity 3. Discussions on the forum Advantages and disadvantages of the transformative learning
Assessment	Short quiz covering the content Presentation of the design of the activity scenario elaborated in the key of transformative learning in the own professional field. The technology „Thinking hats"
Workload	1,5 ECTS
Module Title:	**IV. Motivation – internal drive of active learning**
Learning objectives of module:	**Learners pursue future endeavours with the knowledge and ability to:** Describe approaches of motivation from the perspective of various theories. Apply various innovative strategies to boosting motivation in the context of active learning.
Content to be covered (indicative)	Introduction to the motivational sphere of personality. Approaching motivation from the perspective of various theories. Determining the motivation for active learning. Strategies to boosting motivation in the context of innovative pedagogical approach.
Teaching and learning activities	Activity 1. Guided reading: Approaching motivation from the perspective of various theories. Activity 2. Applying the Technique „Generalized categorization"
Assessment	Create a short video to motivate students in their area of learning Designing and presenting a conceptual map to the compartment „Motivation – internal drive of active learning"
Workload	1,5 ECTS
Module Title:	**V. Progress in Pedagogical Competence - Mega Result of Innovative Interventions**

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Learning objectives of module:	Learners pursue future endeavours with the knowledge and ability to: - to inform and guide students in a range of roles relevant to evaluation practice; - to increase the awareness and understanding about the dimensions that make up 'good' evaluation practice
Content to be covered (indicative)	Evaluation references: essence Types of evaluation references Assessment descriptors and indicators vs innovative performance Self-evaluation
Teaching and learning activities	Activity 1: Lecture Activity 2: Socratic conversation Activity 3: Workshop analysis of descriptors and performance indicators in the context of the innovative pedagogical approach
Assessment	Short quiz Elaboration and presentation of a docimological test focused on the identification of students' innovative performances.
Workload	2 ECTS
Module Title:	**VI. Critical thinking – meta value in educational outcomes**
Learning objectives of module:	**Learners pursue future endeavours with the knowledge and ability to:** explain what does 'critical thinking' mean? evaluate the „lack of thinking" to compose questions for different content area in the critical thinking way design scenario for developing of critical thinking
Content to be covered (indicative)	What does 'critical thinking' mean? The evaluation of the „lack of thinking". What are the critical thinking questions for different content area in the context of innovative pedagogical approaches? How can education technologies help build knowledge and critical thinking?
Teaching and learning activities	Activity 1. Reflect on a recent experience and complete these statements: 1. The situation was follows… 2. The alternatives I could clearly see were follows… 3. The important alternatives that I missed were these .. 4. The reason that I missed these alternatives were … 5. Had I considered all the relevant, important alternatives, I would have acted in the following ways rather than the ways I did act … Activity 2. Work in pairs: Drawing up a list of recommendations for the development of critical thinking, taking into account the theory of multiple intelligences Activity 3: Participants are asked to compare 2 pedagogical approaches: Problem based learning and Learning based on Critical Thinking.

Assessment	Video recording of a lesson sequence using the techniques of critical thinking development A list of recommendations: How to teach to think critically
Workload	2 ECTS