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Institution: ***Alecu Russo Balti State University***

Course Description

Module Handbook

COURSE: **Effective Learning Strategies**

Effective Learning Strategies

Overview of the course	
Aims and Learning Objectives:	The course aims to introduce teachers to the concept of competences-based learning and provide them with concrete examples and ideas of how they can implement innovative teaching and learning activities in their classroom. The course explores five key challenges teachers face when using different types of learning: how to get students to collaborate effectively, how to facilitate student-driven activities, and how to assess the innovative strategies for learning / development of skills, why we need different types of learning: independent learning, Problem Based Learning, visual learning, reflective learning. At the end of the course, teachers should be able to design lessons that incorporate principles of various types -based learning and know where to find resources and support to develop their work further. By the end of the course and achievement of the proposed learning tasks, each trainee will be able to: • explain the need to extend the training results, introducing the concept of competence into vocational training; • define competences due to families of complex situations; • determine the content (s) needed to develop specific skills; • design the learning process through learning units; • design and develop competency assessment tools. • pursue the realisation of the specific objectives in independent learning within coursework and during the independent activities; • determine the student's preferential learning style according to the personal self-analysis sheet; • select independent learning models according to the student's defining characteristics; • design with learners the customized learning profiles in relation to the dominant learning style; • guide the elaboration of the Prospective Plan of the Academic Study and of the Current Student Plan. • understand the essence of PBL as an effective and relevant pedagogical approach to be used in classrooms; • value the effective collaboration within PBL and develop it inside and outside the classroom; • understand how to build students' independence within PBL; • ask questions to encourage students' initiative which leads to PBL; • experience with a set of project-based learning activities; • identify the tools and resources which are related to project-based

	learning and can be used during the classroom work; • experiment with strategies and teaching tools introduced in the course; • reflect upon their own teaching practice; • describe the visual style of learning; • comply with methodical requirements in the application of information viewing tools, • build graphic organizers using ICT resources; • develop didactic approaches using visual learning technologies; • develop criteria for evaluation of didactic activity in relation to visual learning. • identify specific peculiarities of reflective learning; • make use of methodical suggestions on stimulating reflective learning; • to develop teaching techniques which are specific to reflective learning methods; • to apply reflexive learning technologies; • to develop evaluation criteria for reflexive learning activities.
Target Audience	The target course audience is: 1. University academic staff; 2. Pre-university teachers. The course may also be useful to other audiences: a. Students from specialties in the field of Education Sciences (2nd Cycle, Master); b. HR employees involved in continuing training of the staff.
Duration and estimated workload of course	The course is scheduled for 150 hours (5 ECTS), including 40 hours – f2f, 110 hours – resource-based individual activity. For university teachers, the f2f hours will be organized during 5 weeks (8 hours per week). For the audience members of continuing education courses (school teachers), the number of f2f hours will be reduced to 16 hours, which will be taught within three weeks. The course contains five modules: 1. Innovative strategies for training / development of the skills 2. Independent Learning 3. Problem Based Learning 4. Visual Learning 5. Reflective Learning
Assessment and Certification	The following evaluation strategies will be used within the course: • Oral evaluation • Written assessment tests • Practical tests • Individual and group projects Students who will complete the course, will successfully pass the tests and evaluation projects, are going to obtain a certificate.

Description of modules

Module Number: 1	Description
Module Title:	**Innovative strategies for training / development of the skills**
Learning objectives of module:	By the end of the study module and achievement of the proposed learning tasks, each trainee will be able to: • explain the need to extend the training results, introducing the concept of competence into vocational training; • define competences due to families of complex situations; • determine the content (s) needed to develop specific skills; • design the learning process through learning units; • Design and develop competency assessment tools.
Content to be covered (indicative)	Learning unit 1. **The main issues of the definition of "competence"** *Lesson MOODLE 1*. The training process. Learning outcomes (knowledge, skills, and competencies). The world of work - the world of training. Rationalization of the industrial production process (F. Taylor). The notion of "Objective". Pedagogy through Objectives: Advantages and Limits. ***Formative assessment* during the lesson study.** *Video 1.* The provenance of "Competence" as a notion. Analysis of various definitions of "Competence" as a notion. Criticism of skills training. *Lesson MOODLE 2. A linguistic incursion into the issues of "*Competence" as a notion. Potential Competence and Competence-Result (Ianus Bifrons). ***Formative assessment* during the lesson study.** **External link: Difference between Competence and Competency** *PPT presentation*: Overview of the subject **The issue of the definition of competence.** *Short quiz* covering the content from lesson 1, 2, video 1. Learning unit 2. **Situational Approach to Competence** *Video 1.* Competence and situation: competence source and criterion. The notion of resource and classification of resources. *Lesson MOODLE 1.* Failure to define a priori competences. Defining competences through family of situations. Main concepts of "Competences" as a notion. Competence properties. *Formative assessment during the lesson study* *Lesson MOODLE 2.* Content in Proficiency Approach (Use of Competent Action Matrix). Types of situations: learning situations, integration situations, assessment situations (adapting to new situations). *Formative assessment during the lesson study* *Lesson MOODLE 3. Virtual competences (formulated in the curriculum) and real ones.* General skills and competences. Key Competencies. The connection between learning a competence and real results. *Formative assessment during the lesson study* *PPT presentation*: Overview of the subject **Situational Approach to Competence** *Mutual evaluation:* Developing a family of situations for a competence which was developed during the lesson module.

	Learning unit 3. **Designing and implementing the training process focused on competences development.** *Lesson MOODLE 1.* Designing the competences training process. Definition of learning. Stages of competence formation by dealing with complex situations: exploration, basic learning, integration, adaptation to new situations (evaluation), enrichment. *Formative assessment during the lesson study* *Lesson MOODLE 2.* The training design algorithm: the formulation of virtual competences - the translation of competences into the language of situations - the determination of the learning contents - the determination of the teaching-learning methods - the designing and elaboration of evaluation methods. *Formative assessment during the lesson study* *Video 1.* Learning-oriented strategies for competencies formation / development. Contextualization-decontextualization-recontextualization processes in competences development. *PPT presentation*: Overview of the subject **Designing and implementing the training process focused on competences development.** *Mutual evaluation:* Determining the content needed to develop competence which was defined by a family of situations using the appropriate action matrix (continuation of the learning unit 2 task). Learning unit 4. **Competences Assessment** *Lesson MOODLE 1.* Learning outcomes as a measure of the competence development level. The objective of evaluation in the training process (situation, actions, resources, treatment of the situation, reflection) and during the work (carrying out professional tasks). Assessment of two-step skills in the training process: (a) resource evaluation; (b) the self-evaluation of competences. *Formative assessment during the lesson study* *Lesson MOODLE 2.* Assessment tools: authentic knowledge tests and situations. Elaboration of evaluation tools. The summative test. Properties of evaluation tools. Authentication requirements ***Formative assessment during the lesson study*** ***External link:* Jonnaert, Ph. (2014). Évaluer des compétences? Oui, mais de quelles compétences s'agit – il?** *PPT presentation*: Overview of the subject **Competences Assessment** *Final evaluation:* Public presentation of the competency approach of a learning unit, based on one of the taught courses (design, realization, evaluation).
Teaching and learning activities	Learning unit 1. **The main issues of the definition of "competence"** *Resource- and experience-based individual activity 1:* According to the recent publications regarding the competency-based approach in the training process, it is stated that the definition of competence proposed by different authors "converge" towards a single definition acceptable by most specialists. Provide arguments "pro" or "counter" to the statement, analysing at least 20 definitions from different sources which have appeared during the last 30 years. *Resource-based small group activity 2:* Study the article of Belgium pedagogue

	Nico Hirtt „L'approche par compétences: une mystification pédagogique". Which author's statements do you agree with? Bring arguments. What do you disagree with? Bring counter arguments. Learning unit 2. **Situational Approach to Competence** *Individual practical activity 1:* For a competence in a given discipline: develop a family of complex situations that can be used to develop that competence (at least five situations) *Individual practical activity 2:* For the competence defined in the practical work 1: determine the resources needed for training / demonstration of this competence, using the "Matrix of Competent Action" Learning unit 3. **Designing and implementing the training process focused on competences development.** *Individual practical activity 1:* Formulate the learning goals for one of the studied disciplines. Make up the respective learning activities and the evaluation methods for each of the goals. *Individual practical activity 2:* Identify a resource list (on paper and on digital support, and make a mini-report (max. 8 pages) on the topic "The stages of teaching-learning which is oriented toward competences development." Learning unit 4. **Competences Assessment** *Individual practical small group activity 1:* Develop a summative test for assessing competency resources defined in activity 1, unit 2. *Individual practical activity 1: Design a* learning unit based on one of the studied disciplines which was taught, focusing on competence approach.
Assessment	Types of evaluation are indicated in the "Content".
Module Number: 2	**Description**
Module Title:	**Independent learning**
Learning objectives of module:	**Competences developed within the module:** • cognitive skills: identifying the characteristics of the three independent learning models: the triadic model (B. Zimmerman), the self-regulation learning model (P. Pintrich), the adaptive learning model (M.Boekaerts); • cognitive skills: to justify the need of independent learning during the classes and during the individual training sessions; • enforcement skills: assigning / classifying students according to the defining features in the field of self-learning; • designing independent learning strategies / methods related to the defining features in the field of self-learning and academic performance of students; • enforcement skills: assessment of the student's LI (independent work) during and out of the course hours. **Module Learning Outcomes:** Upon completion of the module study and the accomplishment of the proposed tasks each trainee will be able: • to pursue the realisation of the specific objectives in

	independent learning within coursework and during the independent activities; • to determine the student's preferential learning style according to the personal self-analysis sheet; • to select independent learning models according to the student's defining characteristics; • to design with learners the ustomized learning profiles in relation to the dominant learning style; • to guide the elaboration of the Prospective Plan of the Academic Study and of the Current Student Plan.
Content to be covered (indicative)	*Learning unit 1.* **Independent learning** • Concepts. Quantification of independent work in ECTS credits • Specific objectives of independent learning in coursework and during the independent activities • Independent learning models: the triadic model (B. Zimmerman), the self-regulation learning model (P. Pintrich), the adaptive learning model (M.Boekaerts); • Defining features of independent learning students ***Basic content presentation methods on the Moodle platform:*** 1. Informative support in PDF version 2. Power Point presentation *Learning unit 2.* **Independent Learning Strategies** • Cognitive, metacognitive strategies, resource management, motivation orientation, emotions self-regulation • Stages of strategy implementation ***Basic content presentation methods on the Moodle platform:*** 1. Power Point presentation *Learning unit 3.* **Independent Learning Styles** • Typology of learning styles • Preferential learning styles - learning activities: interconnections • Criteria for selecting preferential learning styles by students ***Basic content presentation methods on the Moodle platform:*** 1. Informative support in PDF format 2. Power Point presentation *Learning unit 4.* **Management of The Individual Academic Studies** • Goals setting • The Perspective Plan vs. the Current Plan • Independent work methods • Evaluation of independent work ***Basic content presentation methods on the Moodle platform:*** 1. Informative support in PDF format 2. Power Point presentation

Teaching and learning activities	*Learning unit 1.* **Independent Learning** ***Activities:*** • ***Reading*** *- The glossary of the theme with reference to selecting unknown terms in the text and searching for the appropriate explanations in the indicated sources;* • ***Conversation -*** *Panel Discussion with reference to the specific objectives of the independent work;* • ***Graphic organizer*** *- Venn diagram (common and different in the three independent learning models);* • ***Work according to the algorithm*** *- Elaboration of the essay by the algorithm "My Defining Characteristics in Independent Learning";* • ***Learning through the game –*** *Didactic game: "Connect using the arrows the independent learning model with the defining features of the student"* *Learning unit 2.* **Independent Learning Strategies** ***Activities:*** • ***Graphic organizer*** *- Conceptual map showing the strategies of independent learning;* • ***Modeling*** *- Creating your own independent learning strategy;* • ***Reading*** *– Analytical reading „*Highlight the basic ideas which reflect the stages of strategies implementation"; • ***Essey*** *- Unstructured essay on the subject "Impact of applied strategy on learning outcomes";* • ***Learning through the game*** *– Simulate strategies for emotions self-regulation;* • ***Teaching movie*** *– Describe the emotion control strategies you see in the movie.* *Learning unit 3.* **Independent learning styles** ***Activities:*** • ***Reading -*** *Analytical reading – highlight the basic ideas of the presented text;* • ***Conversation*** *- Heuristic conversation on the impact of learning styles on choosing a personalized learning strategy;* • ***Modeling*** *– determining the preferential learning style according to the personal self-analysis sheet;* • ***Algorithmization*** *- Processing information presented by algorithm;* • ***Graphic organizer*** *- Venn diagram (common and different in the three independent learning models);* • ***Graphic organizer -*** *Linear Table "Learning Methods for Students with Slow Rhythm";* • ***Teaching movie*** *- Examining learning profiles based on 2 case studies presented in the film.* *Learning unit 4.* **Management of the individual academic study** ***Activities:*** • ***Notes*** *- Taking notes by tagging the key words of the following topic*

	„Establish the objectives of independent work"; • ***Reading*** *– Formulate some text questions according to RICAR technique;* • ***Graphic organizer –*** *The Venn chart on the topics „The Prospective Plan of the Academic Study" vs „Current plan of the academic study";* • ***Graphic organizer*** *- Linear table „Correspondence of independent activity versus learning styles";* • ***Graphic organizer*** *- Synoptic table „Configuring the independent learning process;* • ***Teaching movie*** *– video „Why do some high school students succeed and others fail in independent learning?".*
Assessment	Types of evaluation are indicated in the "Content".
Module Number: 3	**Description**
Module Title:	Problem Based Learning
Learning objectives of module:	At the end of module study completion, after achievement of the proposed learning tasks, each trainee will be able to: • understand the essence of PBL as an effective and relevant pedagogical approach to be used in classrooms; • value the effective collaboration within PBL and develop it inside and outside the classroom; • understand how to build students' independence within PBL; • ask questions to encourage students' initiative which leads to PBL; • experience with a set of project-based learning activities; • identify the tools and resources which are related to project-based learning and can be used during the classroom work; • experiment with strategies and teaching tools introduced in the course; • reflect in their own teaching practice; • appreciate the work of their colleagues.
Content to be covered (indicative)	**Learning unit 1. Problem based learning - a way to access the skills of the 21st century. What is PBL and why should you use it?** *Lesson MOODLE 1*. Teaching and Learning in the 21st Century: Precepts for Changing the Learning Paradigm. Important elements of PBL: relevance, challenge, motivation, interdisciplinarity, authenticity, collaboration. Analytical Reflections on Buck Institute Summary -Research Summary on the Benefits of PBL – http://bie.org/object/document/research_summary_on_the_benefits_of_pbl *Lesson MOODLE 2.* Project-based learning, project design and PBL approaches: how do we make the difference? PBL components: student focus, collaboration, real world adjustment, types of audience, creative problem solving, etc. • *Video 1.* Reviewing how PBL is different from the type of training that most of us are accustomed to. https://www.youtube.com/watch?v=hnzCGNnU_WM *Formative assessment* during the lesson study. Pro arguments and criticisms regarding PBL.

	Learning unit 2. Challenges for Effective Collaboration in PBL *Lesson MOODLE 1*. New types of collaboration within PBL. Strategies and activities to promote effective collaboration between students, teaching staff (classroom). Strategies and activities to promote effective collaboration outside the classroom. *Formative assessment* during the lesson study. *Lesson MOODLE 2.* Strategies and activities to promote effective collaboration outside the classroom. *Formative assessment* during the lesson study. *Lesson MOODLE 3.* Strategies and activities to promote effective collaboration within virtual networks. *Mutual evaluation:* Analysis of offered collaborative examples which can be appropriate in different contexts. **Learning unit 3**. **Problem Based Learning** - steps and practical aspects. Analysis of PBL steps after Practical PBL Series: Design an Instructional Unit in Seven Phases, Amber Graeber, *Edutopia* – *http://www.edutopia.org/blog/practical-pbl-design-amber-graeber* ***Lesson MOODLE 1.*** **Identifying the results.** What will you evaluate at the end? PBL as a course which is oriented on collaboration, research and problem solving processes. Possible results of PBL learning: Students acquire conceptual content / knowledge or develop different habits which are specific to a subject such as writing or communication. ***Lesson MOODLE 2.*** **How do we conceive the scenario?** *PPT presentation*: how we design motivating and interesting scenarios in order to generate productive discussions. Analysis of problems examples and scenarios of PBL. http://www1.udel.edu/inst/resources/sample-problems.html http://capewest.ca/pbl.html http://stembrowardschools.com/science/science_general/pbl/ ***Lesson MOODLE 3.*** **Introduction Problem-Based Learning (PBL)** **-** Asking the Right Questions: exploring the importance of asking the right questions and some appropriate example. Revising phrases, context, and calendar. - Independence development: identifying a range of activities, strategies and tools that can build students' independence. - Increasing resilience: exploring why resilience is an essential part of becoming more independent. Identifying a range of activities, strategies, and tools that can create student resistance. ***Lesson MOODLE 4.*** **Research** -Definition of the problem and determination of what is known about the problem (based on previous knowledge). -Identify the things you need to learn more about the problem (research topics): - How to find resources / problem solving data (databases, interviews, etc.). -Making up good questions for research. Research assumptions.

	- Sharing roles in the group. **Lesson MOODLE 5. Performance Production** - Creating products and presentations that synthesize research, solutions and learning. - Finding resources to develop fundamental knowledge - Collaborative presentation of discoveries, including one or two solutions, in the form of posters. ***Lesson MOODLE 6.*** **Evaluation** -Formative assessment: Looking at examples of formative assessment strategies in PBL, including self- and peer-assessment -Summative assessment: Looking at examples of summative assessment strategies in PBL, including peer-assessment -Peer-assessment for professional development: Exploring how peer-assessment and peer-review can be a valuable tool to develop one's own teaching practice.
Teaching and learning activities	**Learning unit 1. Problem - based learning - a way to access skills. What is PBL and why should you use it?** *Resource- and experience-based individual activity 1:* Analyze the study, dated 2015, which was run by the National Association of Colleges and Employers and specify the skills that most employers appreciate. (http://www.naceweb.org/s11182015/employers-look-for-in-new-hires.aspx) *Resource- and experience-based individual activity 2:* Analyze the terms proposed by the chief editor of the Buck Institute, John Lamer, which are often used as similar to problem-based learning, project-based learning, research-based learning, case-based learning, etc. Find the aspects that differentiate all of them. (visit the 2015 Edutopia posting http://www.edutopia.org/blog/pbl-vs-pbl-vs-xbl-john-larmer). *Resource-based small group activity 3:* Analyze the Gold Standards Model in PBL, which highlights the criteria for the most rigorous and effective project-based learning. Develop a broadest list of professional development opportunities offered by the PBL Standards: (http://bie.org/blog/gold_standard_pbl_essential_project_design_elements) **Learning unit 2. Challenges for Effective Collaboration in PBL** *Individual practical activity 1:* Teachers are asked to choose a tool, an activity, an idea presented during the course, to implement it in a specific context of their own teachings and to report on successes and failures.

	Resource-based small group activity 2: Teachers are asked to share examples of their own professional practice, where they feel they have effectively collaborated with colleagues. Develop a list of what they considered to have made effective collaboration possible. *Resource-based small group activity 3:* Teachers are asked to discuss the possible collaborative practices between students outside the classroom that would enhance the quality of PBL. **Learning unit 3. Designing and implementing the training process focused on skills development** *Individual practical activity 1:* Search for the following examples of PBL issues and probabilities using the websites below. http://www1.udel.edu/inst/resources/sample-problems.html http://capewest.ca/pbl.html http://stembrowardschools.com/science/science_general/pbl/ *Individual practical activity 2:* For a learning unit in a given subject, you have to formulate the learning objectives. For each objective formulated determine the respective learning activities and the evaluation methods. *Individual practical activity 3:*Make a resource list (on paper and on digital support and make a miniaturized (max. 8 pages) "Learning-teaching strategies oriented on skills development" *Resource-based small group activity 4.* Developing formative and cumulative assessment tools to measure student learning: group contracts, self-evaluation or peer-review forms, learning reflections, written examples as potential means of PBL assessment.
Assessment	-Formative assessment -Summative assessment -Peer-assessment
Module Number: 4	**Description**
Module Title:	**Visual learning**
Learning objectives of module:	**Competences developed within the module:** • cognitive skills: to identify the specifics of visual learning; • cognitive skills: to justify the importance of visualising the information; • enforcement skills: to design activities based on visual learning; • enforcement skills: to structure the information through the use of graphic organizers; • enforcement skills: application of tools for visualising the information (maps, films, images, graphic organizers). **Module Learning Outcomes:** Upon completion of the module study and the accomplishment of the proposed tasks each trainee will be able to:

	• argue the importance of visual learning in the teaching process; • describe the visual style of learning; • comply with methodical requirements in the application of information viewing tools, • build graphic organizers using ICT resources; • develop didactic approaches using visual learning technologies; • develop criteria for evaluation of didactic activity in relation to visual learning.
Content to be covered (indicative)	*Learning unit 1.* **Specific features of visual learning** • Discussion http://www.inspiration.com/visual-learning • PDF information support on Moodle platform *Learning unit 2.* **Description of the visual learning style** • Defining Learning Styles – PPT • Identifying your own learning style – *Questionnaire to establish learning styles* • Description of visual learning style - *Case study* *Learning unit 3.* **Visual learning technologies** Maps - *Map of the interactive world* https://www.google.ru/maps/@47.7563615,27.9297187,14z , http://harta-europei.com/harta-lumii.html • Graphs (diagrams, histograms) - *PPT, MICROSOFT WORD, Charts* • Graphic Organizers - *Conceptual Map* www.mindmeister.com https://creately.com/diagram-community/popular, • The pictures - *Image Selection Criteria, Image Application Rules, Text Insertions, Practical Activity: Selection of Images according to the Lesson Objectives, Importance of Images in Learning.* • Educational films – *Classification criteria for educational films, stages of implementation, types of questions on the viewed content, applying the multiple intelligence technique to the content of educational films, didactic modelling of a sequence of didactical approach with the application of educational film.* *Learning unit 4.* **Recommendations for the effective realization of visual learning** • PDF informational support on Moodle platform • Analysis of the studied information
Teaching and learning activities	*Learning unit 1.* **The specific of visual learning** • A discussion is started on the advantages and disadvantages of visual learning, Chart T is going to be filled in • The possibilities of visual learning are explored using the information on the website http://www.inspiration.com/visual-learning • Independent study of the PDF information support on the Moodle platform *Learning unit 2.* **Description of the visual learning style** • Defining learning styles during the mini lecture, using PPT on the Moodle platform • Individual application of the Learning Style Identity Quiz that can be downloaded from the Moodle platform • Each participant will realize his self-portrait with reference to the personal level of development of the visual learning style

	• Case studies (on the Moodle platform) will be proposed : identification of the character learning style in the analyzed situation *Learning unit 3.* **Visual learning technologies** • The types of visual learning technologies are going to be analyzed using the PDF support on the Moodle platform • Various types of scripted or online maps are going to be analyzed https://www.google.ru/maps/@47.7563615,27.9297187,14z , http://harta-europei.com/harta-lumii.html • The practical activity is used to visualize statistical results through Graphs (diagrams, histograms) using PPT, MICROSOFT WORD *(the average grade of the class by years of study, the percentage of quality, the number of eminent students, etc.)* • Defining the notion of graphical organizer by independent information analysis using PDF information support, on Moodle platform • Self-evaluation activities using different items are depicted on the Moodle platform • Conceptual maps are developed by using www.mindmeister.com https://creately.com/diagram-community/popular • The criteria for selecting images are analyzed • The image enforcement rules are used • Inserting images into the text • A practical activity of selecting images according to the objectives of the lesson is proposed • A discussion on the importance of images in learning is initiated • Analyzing the information support regarding the criteria for classifying educational films (PDF version on the Moodle platform) • It is asked to watch an educational film online • https://www.youtube.com/watch?v=ce_VUpyMUJw • The content of the watched movie is analyzed • The activity is discussed by highlighting the stages of applying the educational film • Determine the types of questions that were asked during the movie watching • The practical work is proposed: to select an educational film from the Internet according to the objectives of the day • It is required to apply the Multiple Intelligence Technique to the content of the selected educational film *Learning unit 4.* **Recommendations for the effective realization of visual learning** • Analyzing of the PDF informational support on the MOODLE platform • Group recommendations are formulated to achieve effective visual learning • A summative evaluation test is proposed on the Moodle platform

Assessment	See the content box
Module Number: 5	**Description**
Module Title:	**Reflective learning**
Learning objectives of module:	**Competences developed within the module:** • cognitive skills: identifying the characteristics of reflective learning; • cognitive skills: arguing the importance of reflective learning in activating learning; • enforcement skills: designing of reflexive learning approaches; • enforcement skills: assessment of reflective learning products; • enforcement skills: application of reflexive learning methods and techniques. **Module Learning Outcomes:** Upon completion of the module study and the accomplishment of the proposed tasks each trainee will be able to: • to argue the importance of metacognition in the teaching process; • to identify specific peculiarities of reflective learning; • to make use of methodical suggestions on stimulating reflective learning; • to develop teaching techniques which are specific to reflective learning methods; • to apply reflexive learning technologies; • to develop evaluation criteria for reflexive learning activities.
Content to be covered (indicative)	*Learning unit 1.* **Reflective learning** • Metacognition in the learning process • Reflective learning and active spirit *Learning unit 2.* **Types of personal reflection.** • Individual reflection • Collective reflection *Learning unit 3.* **Reflective Learning Methods and Techniques** • Techniques to reflect the emotional state • Reflection techniques for learning • Techniques to reflect learning content *Learning unit 4.* **Methodical Suggestions to Stimulate Reflective Learning** • Suggestions for students • Suggestions for teachers
Teaching, learning, and assessment activities	*Learning unit 1.* **Reflective learning** • Definition of reflective learning • Debate is organized to identify difficulties in organizing reflective learning • Questions are made up in order to stimulate reflective learning • The Moodle platform's PDF informational support is independently studied

	• *Learning unit 2.* **Types of personal reflection.** • Case studies which depict different types of reflection used in the teaching process are analyzed • Identifying the advantages and disadvantages of each type of personal reflection • The Moodle platform's PDF informational support is independently studied *Learning unit 3.* **Reflective Learning Methods and Techniques** • The Moodle platform's PDF informational support is independently studied • Reflective learning activities are offered for each participant • Different techniques to reflect the emotional state are applied • The techniques of the learning activity reflection are applied • Techniques to reflect learning content are applied *Learning unit 4.* **Methodical Suggestions to Stimulate Reflective Learning.** • The Moodle platform's PDF informational support is independently studied • Models of didactic projects are analyzed • A summative evaluation test is proposed on the Moodle platform