



Institution: Cahul State University

Course Description

Module Handbook

COURSE: INTERACTIVE PEDAGOGICAL TECHNIQUES IN STUDENT-CENTERED LEARNING



COURSE DESCRIPTION

Overview	
Aims and Learning Objectives:	<p>The new mutations in economic, social, political and cultural life have led to a change in people's economic and social status, which means constant efforts to adapt to change and social integration; the changes in the demographic structure indicate an increase in the number of elderly people compared to the share of young people represent the conditions that imposed this principle in the educational practice.</p> <p><i>Innovative pedagogy involves the integration into a unique system of methods, techniques, strategies and approaches to the education of children, youth and adults. Such an integrative vision determines substantive changes in organizing the process of study.</i></p> <p>The discipline aims to ensure an opening to a category of population that has passed the age of first schooling, but which is the target of many current professional programs.</p> <p>The content of the course allows exploring the extension of the concept and practices of innovative pedagogy and modern pedagogical principles. Speaking about innovative pedagogy, one cannot fail to touch the subject of permanent education as an important means of achieving self-education through radical change of paradigm: identifying the actors of the educational process, the subject in one person. Thus, self-education becomes an "own education".</p> <p>By the end of the course participants should have:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - knowledge and understanding of the major theories and pedagogical models specific to innovative pedagogy; - critical analysis of the General principles of innovative pedagogy; - comparative analysis of variations and how to use methods and means specific to innovative pedagogy; - argumentation and capitalizing on the importance of innovative pedagogy in vocational training of scientific-pedagogical frameworks;



	<ul style="list-style-type: none"> - classification and characterization methods, techniques and strategies of teaching, revealing the conditions of their use effective from the perspective of innovative pedagogy; - characterization of activities of innovative pedagogy and the design of concrete ways to implement it. <p>Application:</p> <ul style="list-style-type: none"> - orderly use of concepts of innovative pedagogy; - valorization the pedagogical theories in concrete situations for developing an effective didactic approach from the perspective of innovative pedagogy; - use suitable and professional of the materials intended for innovative pedagogy; - empowering the proper use of the instruments for the assessment of innovative pedagogy outcomes; - designing, organizing and conducting activities of innovative pedagogy. <p>Integration:</p> <ul style="list-style-type: none"> - developing necessary attitudes and skills for innovative pedagogy. - compliance with the rules of professional ethics based on explicit values options, specific to the specialist in sciences of education; - cooperation in teams working to solve various tasks of innovative pedagogy; - development of a specific behavior of the process of innovative pedagogy. - explaining the role of activism in innovative pedagogy.
<p>Target Audience</p>	<p>The course is relevant to:</p> <ul style="list-style-type: none"> - pre-university teachers from different specialties; - managers of pre-university institutions to obtain the necessary skills for quality assurance of educational process; - people with secondary general education, high school education, vocational education, incomplete higher education and higher education in humanities, real, technical, etc. to obtain the necessary



	<p>skills for the teaching process.</p> <p>All of this are interested in using innovative pedagogical approaches to engage students in topics linked to develop students’ pedagogical competence. The focus of the course is on the practical and pedagogical activities within a classroom environment so will be more relevant to practicing teachers.</p> <p>The course is designed for all categories of teachers, however, sections of the course might include reference to tools and resources that will only be relevant to either group. While it is necessary to have substantial knowledge of pedagogy to participate in the course.</p>
<p>Duration and estimated workload of course</p>	<p>The length of the course is 15 weeks The number of modules: 4 The anticipated workload for the participants per week 20 hours Number of ECTS awarded: 10 ECTS</p>
<p>Assessment and Certification</p>	<p>Assessment will be via a self-assessment activity and peer-assessment activities with a mostly formative focus. The assessment activities are designed to check comprehension of the content covered in the module but more importantly should help teachers reflect on their own practice and bridge the gap between new knowledge and own practice.</p> <p>There will be 4 peer assessment activities in Modules 1-4 where participants have to submit their Learning Designs and provide informal feedback to their peers’ Learning Designs. The Learning Designs will have been developed iteratively throughout the course with a first formal feedback phase at the end of Module 3. The design should incorporate the pedagogical strategies, resources and tools introduced on the course. Participants then have to examine the designs of 3 of their peers and write a review for each based on a set of rubrics.</p>
<p>Module Overview</p>	<ol style="list-style-type: none"> 1. active learning 2. continuing education 3. instructive-educational particularities in the context of inclusive education 4. curriculum design – theoretical and practical applications
<p>Ongoing activities</p>	<p>Participants will prepare a Learning Diary as they progress through the course. In the Learning Diary, they collect their responses to the questions and activities set during the module. They also collect resources from the course or shared by other participants that are relevant for their own teaching context. The Learning Diary is shared with peers during the course and is submitted as part of all peer review activities to provide</p>



	<p>some context to the reviewing party.</p> <p>Participants will prepare a Learning Design with additional elements added to this Design as part of Modules 1-4. The design will include the pedagogical strategies, resources and tools introduced on the course.</p>
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Overview Modules

Module Number:	Description
Module Title:	I. Active Learning
Learning objectives	<p>Learners are expected to:</p> <ul style="list-style-type: none"> - Understand and characterize the concept and the principles of active learning - explain the most relevant characteristics of the active learning activities - Identify the pedagogical implications of active learning - determine the needs for curriculum alignment with active learning principles - apply the principles of curriculum design in the context of active learning - understand and apply assessment techniques in the context of active learning
Content to be covered (indicative)	<ul style="list-style-type: none"> - Concept, history, strategies, and impact of active learning - Teaching and learning activities within active learning; - Structure of the active learning process - Curriculum (re)design in the context of active learning - Principles of Assessment in the context of active and traditional learning
Teaching and learning activities	<ol style="list-style-type: none"> 1. Great Men have said Great Things! “Education is...” <ul style="list-style-type: none"> • Socrate: • Aristotel: • Comenius I.A.: • Pestalozzi: • Bloom: • etc. 2. Think – pair – share: <ul style="list-style-type: none"> • What does “Active Learning” mean to you? <ul style="list-style-type: none"> • How would you define “active learning”? 3. The Venn Diagram - “Andragogy” vs “Pedagogy” 4. Student debates: “Advantages and disadvantages of techniques, methods, and activities of active learning” 5. Small group discussion: “Principles and Methods of Assessment in the

	context of active learning”
Assessment	<p>Group self-evaluation for discussions – “ACTIVE LEARNING”</p> <p>Almost - always Sometimes - Never</p> <p>We check if we have understood very well what we have to do</p> <p>We follow our tasks</p> <p>Each of us contributes with opinions</p> <p>Each of us listens to the end before answering</p> <p>We express several opinions before reaching conclusions</p> <p>In the end we round up our conclusions</p> <p>One of us takes detailed notes of our discussion.</p>
Module Title 2:	Continuing Education
Learning objectives of module:	<p>Learners are expected to:</p> <ul style="list-style-type: none"> - Understand the European approaches to the continuing education; - Understand the Moldovan framework for continuing education - Understand and analyse the principles of lifelong learning education; - Select and apply relevant approaches for adult education - define the concept and apply the techniques of self-knowledge and personal development
Content to be covered (indicative)	<ul style="list-style-type: none"> - European lifelong learning/continuing education framework - Moldovan legislation regarding continuing education/lifelong learning - Adult education: features, specifics, techniques - Methods for adult education - Professional development & self-education: Self-knowledge, self-esteem, self-efficiency
Learning and teaching activities	<ol style="list-style-type: none"> 1. SWOT analysis – “Definitions, benefits and barriers of continuing education” 2. The Venn Diagram - legal context of continuous formation “Moldova – European Union” 3. The Grape – “Lifelong Learning” 4. Brain writing – “Social-psychological considerations on adult learning” 5. The Essay – “Self-knowledge and personal development” 6. The gallery tour – “Methods and techniques of self-knowledge and self-education”
Assessment	<p>The argument (the works included and their importance);</p> <p>Summaries of the studied literary works;</p> <p>Essays on different topics suggested by the teacher, adapted to the age and the student’s interests;</p> <p>Articles, commentaries on different books/articles of criticism;</p> <p>Individual worksheets;</p>



	<p>Individual/group projects; Current home assignments: Term tests; Drawings which illustrate scenes from literature or just possible illustrations (for students with visual abilities); Charts/graphic representations for connections between genres, literary species, current works/literary movements, narrative processes (for students with logical-mathematical intelligence); Recordings, photos from individual/group activities (museum visits, memorial houses, trips, movies after famous books, shows); Supplementary commentaries/evaluations of the teacher or group colleagues</p>
Module Title 3:	INSTRUCTIVE-EDUCATIONAL PARTICULARITIES IN THE CONTEXT OF INCLUSIVE EDUCATION
Learning objectives of module:	<p>Learners are expected to:</p> <ul style="list-style-type: none"> - Understand and explain the principles, benefits, and limitations of inclusive education - Understand and analyse the psycho-pedagogy of children with special educational needs - Understand and explain the concept of learning disability - Provide recommendations to students with learning disabilities - develop individualized educational plans
Content to be covered (indicative)	<ul style="list-style-type: none"> - Integration, inclusion, inclusive education - Inclusive school management - Normalization and its levels - learning disability: characteristics, barriers, combating - creating individualized educational paths: structure, requirements
Teaching and learning activities	<ul style="list-style-type: none"> • Create a “practical proof” or a recording of an Inclusive education, problem or message and share it with peers. • Create an Inclusive education crossword, poem, story, word cloud, web quest or mind map and share it with peers and provide feedback to each other • Share further examples of cross-curricular activities focusing on creativity and Inclusive understanding. • Use the introduced or shared activities as inspiration to design/adapt your own cross-curricular activity focusing on students’ creativity and Inclusive and educational understanding and add it on your Learning Design.



Assessment	Submitting Learning Design together with Learning Diary in the peer assessment process. Providing formal rubric based feedback to the activities of 3 peers.
Module Title 4:	CURRICULUM DESIGN – THEORETICAL AND PRACTICAL APPLICATIONS
Learning objectives of module:	<p>Learners are expected to:</p> <ul style="list-style-type: none"> - understand, define, and formulate the learning outcomes in terms of competences - select and apply appropriate student-centred teaching, learning, and assessment strategy.
Content to be covered (indicative)	<p>Concept, structure, and formulation of competence; Differences between objectives and competences; Learning through argumentation; Incidental learning; Context-based learning; Computational thinking; Adaptive teaching</p>
Teaching and learning activities	<ul style="list-style-type: none"> • Reflect on the skills you have taught at the courses taught and the re-formulations according to the examples presented. • Share your experience in formulating competencies and what barriers you have met. • Use strategies presented as inspiration also design / adapt our own courses and present an example of redesigned activity.
Assessment	Presentation of a work that will reshape a theme using the presented elements: objectives, skills, and use of a strategy outlined.