



Enhancing Teaching Practices at PSU

PENZA STATE UNIVERSITY

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Overview of the course

This professional development program is aimed at teaching skills enhancement of Penza State University academic staff. The program plans to train teachers in contemporary strategies for designing curricula and programs, taking into account the requirements of the Bologna process and the best European practices, as well as mastering modern teaching methods in the context of student-centred teaching and learning approach.

Programme Contacts

Teaching Team			
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2003 – 2006 Penza State Pedagogical University, Assistant at the Department "German Language and German Language Methodology"			
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2010 – 2013 Penza State Pedagogical University, Head of the department "German Language and German Language Methodology"			
2013 –2017 Penza State University Deputy Head of International Cooperation Department; Associate Professor at the Department "Foreign Languages and FLT Methodology"			
2017 – present Penza State University, Head of the Language & Examination Centre; Associate Professor at the Department "Foreign Languages and FLT Methodology"			
List of Recent Publications:			
1. Razuvaeva T. Methods of developing reading competence in foreign language classes // Issues of Russian education reforming: Proceedings of the All-Russian research and practice conference. Ulyanovsk: UISPU, 2005. P. 38-42.			
2. Shaidenko N.A., Razuvaeva T. Developing reading competence of future foreign languages teachers in German practice classes. Study guide. Tula-Penza: TSPU, 2005. 124 p.			
3. Razuvaeva T. Accounting for individual and personal features of students in the process of developing their reading competence in a foreign language // Foreign languages: linguistic and methodological aspects: Proceedings. Ed. 5. Tver: TSU, 2007. P. 33-38.			
4. Razuvaeva T. Improving reading competence of future foreign language teachers // Proceedings of V.G. Belinsky Penza State Pedagogical University. Series Social sciences. Penza: PSPU, 2009. No. 12(16). P. 225-230.			
5. Razuvaeva T. Study guide on developing reading competence of foreign language faculty students in German language classes "Deutschland als Reiseziel". Study guide in German. Penza: PSPU, 2009. – 128 p.			
6. Razuvaeva T. Competence based education: a brief theoretical analysis// Proceedings of Kostroma State University, 2010. No 16, 1. P. 266-269.			
7. Razuvaeva T. Developing reading competence of future foreign language teachers within competency-based model of education // Teacher of the 21st century. Moscow, 2010. No. 1/3. P. 16-192.			
8. Razuvaeva T. Assessment of the reading competence in a foreign language of students within competency-based approach: analysis of Russian and foreign experience // Proceedings of Penza State Pedagogical University. Penza, 2011. No. 24. P. 756-761.			
9. Razuvaeva T. Competence based education: a brief analysis of key concepts and problems// Proceedings of Penza State Pedagogical University. Penza, 2012. No. 28. P. 986-989.			
10. Razuvaeva T. Testing as a control means in teaching students reading in a foreign language// Philological sciences. Theory and practice issues. Tambov, 2013. No. 4-2 (22). P. 152-155.			
11. Razuvaeva T., Schulz W. Training of teachers in Russia: problems and prospects for development// University Education: Proceedings of the All-Russian research and practice conference. Penza, 2014. P. 490-492.			
12. Razuvaeva T. The problems of training foreign languages teachers in a multicultural educational environment// V Avdeev readings: Proceedings of the All-Russian research and practice conference. Penza, 2017. P. 351-355.			

13. Vasin S.M., Markina T.A., Razuvaeva T.A. Features of the system of training and retraining of high school teachers in Germany// Kazan Pedagogical Journal. Institute of Pedagogy and Psychology of Professional Education of RAE Academy of Social Education, 2018, № 5. P. 153-158.

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1993 – present Penza, Russia Penza State University, Faculty of Informatics and Computer Science, Associate Professor of CAD Department

2016 –2018 Penza, Russia Penza State University, Deputy Director of Inter-branch Regional Centre for professional development and distance education

2010 – 2013 Penza, Russia Penza State University, Deputy Director of Penza Regional Centre of distance education

2010 – 2011 Yoshkar-Ola, Russia Research Institute for Monitoring the Quality of Education, Expert

2003 – 2005 Moscow, Russia State Research Institute of Information Technologies and Telecommunications "Informika", Editor of the section of the Federal Educational Portal

2002 – 2004 Penza, Russia Penza State University, Deputy Director of Penza Centre of Internet-education

1984 – 1992 Penza, Russia Penza State University Assistant, Engineer, Researcher

List of Recent Publications:

1. Vasilyev A.P., Glotova T.V., Chernetsov V.I. Information system of complex utilization of the reusable power sources in Penza region Open Education, 2011. № 2-2. P. 203-206.

2. Glotova TV, Igoshina LV, Krevsky IG, Sheremetyeva EG Organization of the professional development of teachers of computer science under the program "Algorithms and programming..." with use of distance technologies in Proceedings of the XVI International Scientific and Methodical Conference «University education», 2012. P. 328.

3. Krevskiy I.G., Glotova T.V., Matyukin S.V., Sheremeteva E.G. PROTOTYPE OF ENVIRONMENT FOR THE IMPLEMENTATION OF THE NETWORKING OF UNIVERSITIES, ENTERPRISES AND INNOVATORS Modern problems of science and education, 2013. № 6.

4. Krevskiy I.G, Glotova T.V., Matukin S.V. FUNCTIONAL MODELLING THE NETWORK ENVIRONMENT OF INTERACTION BETWEEN UNIVERSITIES, BUSINESSES AND INNOVATORS Fundamental research, 2013. № 10-11. P. 2427-2430.

5. Krevskiy I.G., Glotova T.V., Deev M.V., Matyukin S.V., Shirkanov A.V. NETWORK EDUCATIONAL ENVIRONMENT FOR SPECIALISTS TRAINING IN FIELD OF INNOVATION ACTIVITIES. Fundamental research, 2014. № 11-5. P. 1000-1004.

6. Krevskiy I.G., Glotova T.V., Dragunov D.G., Matyukin S.V. INFORMATION ENVIRONMENT OF NETWORK COOPERATION BETWEEN UNIVERSITIES AND THE REAL SECTOR OF ECONOMY Modern problems of science and education, 2014. № 6. P. 3.

7. Glotova T., Deev M., Krevskiy I., Matyukin S., Sheremeteva E., Shlenov Y., Shlenova M Models of Supporting Continuing Education of Specialists for High-Tech Sector Knowledge-Based Software Engineering. 11th Joint Conference, JCKBSE, 2014, Volgograd, Russia, September 17–20, Proceedings. Springer – Communications in Computer and Information Science, Volume 466, 2014. P. 100–112.

8. Glotova T.V., Krevskiy I.G., Deev M.V. CHALLENGES AND OPPORTUNITIES OF NETWORK TECHNOLOGIES FOR UNIVERSITIES. Fundamental research, 2014. № 11-6. P. 1229-1232.

9. Bershadskiy A.M., Glotova T.V., Krevskiy I.G. Meeting the requirements of National Education Standards 3+ - the step in the development of e-learning nformation society: education, science, culture and technology of the future a collection of scientific articles. Proceedings of the XVIII International Joint Scientific Conference "Internet and Contemporary Society" (IMS-2015), 2015. P. 21-32.

10. Glotova T., Deev M., Krevskiy I., Matukin S., Mkrttchian V., Sheremeteva E. Individualized learning trajectories using distance education technologies Creativity in Intelligent Technologies and Data Science. First conference, CIT&DS 2015, Volgograd, Russia, September 15–17, Proceedings. Springer - Communications in Computer and Information Science, Volume 535,

2015. P. 778-792.1. Bershadskiy A., Glotova T., Krevskiy I. Modern University: educational and information technologies in the multi-level system of higher education In: Information society: education, science, culture and technology of the future. Proceedings of the XIX International Joint Scientific Conference "Internet and Contemporary Society", 2016. P. 143-160.
 11 Krevskiy I., Glotova T., Deev M., Matyukin S., Sheremeteva E. Models for Cooperation Continuing Educations of Specialist with Life Cycle of E-Learning Resources and Educational Programs in Handbook of Research on Estimation and Control Techniques in E-Learning Systems. Chapter 18 - IGI Global, Hershey, PA, USA, 2016. P. 261 – 289. DOI: 10.4018/978-1-4666-9489-7.ch018

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List of Recent Publications:

1. Androsova O., Brykina S. Intercultural competence and forms of its control // Lingvomethodical aspects of teaching a foreign language in high school. Collection of scientific articles. Penza, 2014. P. 64-69.
2. Brykina S., Androsova O. Professional competence of future translators: some ways of its control // Lingvomethodical aspects of teaching a foreign language in high school. Collection of scientific articles. Penza, 2014. P. 75-78.
3. Brykina S., Androsova O. The role of background knowledge in the formation of the professional competence of future translators // Pedagogical Institute named after V.G. Belinsky: traditions and innovations. Proceedings of the Scientific Conference. Penza, 2015. P. 283-285.14. Androsova O. Lexico-grammatical features of political discourse // Contentus. 2014. №10 (27). P. 22-28.
4. Yurchik K., Androsova O.E. Toponymy of Great Britain in the diachronic aspect. // III Avdeev readings. Proceedings of the All-Russian scientific-practical conference. Penza, 2015. P. 112-115.
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10. Androsova O.E., Vlazneva S.A. Multiple choice questions and essays as means of assessing the level of competence in the study of economic disciplines // Kazan Pedagogical Journal. Kazan, 2018. № 5 (130). P. 121-125.
11. Androsova O., Ozhegova E. Russian ethnic words in the stories written by I.S. Turgenev and ways to translate them into English // Izvestiya Vysshikh Uchebnykh Zavedenii. The Volga region. Humanitarian sciences. Penza, 2017. № 2 (42). P. 116-125.
12. Igumnova D., Androsova O. The creative legacy of the American children's writer Dr. Seuss // Avdeev readings. Proceedings of the V All-Russian Scientific and Practical Conference. Penza, 2017. P. 171-175.

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2010 – 2013 Penza State University, Associate Professor at the Department "Vocational Pedagogics and Psychology"

2013 – present Penza State University, Associate Professor at the Department "Economic Theory and International Relations"

List of Recent Publications:

1.Vlazneva S.A. Conditions for optimizing economic vocational training // The journal of Volgograd State Pedagogical University. 2008. № 4. P. 76–80.

2. Vlazneva S.A. Vocational training of students while studying economic subjects // Pedagogical education and science. 2009. № 2. P. 26–31.

3.Vlazneva S.A. Control and knowledge assessment in the process of studying economic theory// University Proceedings. Volga Region. 2011. № 4. P. 130–136.

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5.Vlazneva S.A., Vlaznev A.I. Interactive learning methods in economic students training at a higher school // Izv. Penz. gos. pedagog. univ.im. V. G. Belinskogo. 2012. № 28. P. 714–719.

6.Vlazneva S.A., Vlaznev A.I., Marko A.A. Study of higher education system in Penza region // Izv. Penz. gos. pedagog. univ.im. V. G. Belinskogo. 2012. № 28. P. 720–724.

7. Vlazneva S.A., Vlaznev A.I. Continuous education system: from the high school to postgraduate // Bulletin of Penza State University. 2013. № 2. P. 24–29.

8.Krasnova O.V., Mescheryakov A.S., Vlazneva S. A. Psychological and pedagogical foundations of the design of e-learning systems // Modern problems of science and education. 2014. P. 187.

9.Vlazneva S.A. Interaction of education and labor markets // The Agrarian Scientific Journal. 2014. № 5. P. 64–66.

10.Vlazneva S.A. Trends of changes in demand at the higher education market in Russia // The Agrarian Scientific Journal. 2014. № 6. P. 78–80.

11.Vlazneva S.A., Mishina N.A. Trends in demand for higher education // Factors of sustainable development of the economy of Russia at the present stage. II International Scientific and Practical Conference. Penza, 2015. P. 16–19.

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13.Volodin V.M., Pitaikina I.A., Vlazneva S.A. The increasing role of human potential in overcoming the crisis in the economy // The success of modern science and education. 2016. № 3. P. 18–26.

14. Androsova O.E., Vlazneva S.A. Multiple choice questions and essays as means of assessing the level of competence in the study of economic disciplines // Kazan Pedagogical Journal. Kazan, 2018. № 5 (130). P. 121-125.

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2005 – 2013 Penza State University, Associate Professor at the Department "Chemistry and biochemistry"

2013 – present Penza State University, Associate Professor at the Department "Chemistry"

List of Recent Publications:

1. Kolchugina I. Investigation of the kinetic regularities of the precipitation of the rhodium-nickel alloy from the acetate-chloride electrolyte. // Progressive technology and ecology issues in electroplating and PCB manufacture: Collection of articles of the All-Russian Scientific and Practical Conference. Penza: PSPU, 2004 P.58.

2. Kolchugina I., Pereygin Yu., Semchenko T. Electrodeposition of nickel-tungsten alloy

- from acetate electrolyte. // Journal of Applied Chemistry. 2003. T.76 Iss. 9. P. 1563-1565.
3. Kolchugina I., Semchenko T. Electrodeposition of an alloy of nickel-tungsten from an acetate electrolyte. // Protective Coatings in Mechanical Engineering and Instrument Making: Collection of Materials of the All-Russian Scientific and Practical Conference. Penza: PSPU, 2003. P. 49-51
 - Perelygin Yu., Kolchugina I. Electrodeposition of rhodium-nickel alloy // Protection of metals from corrosion by metallic and non-metallic coatings: Abstracts of the scientific-practical conference and exhibition. Moscow, RCTU Mendeleev, 2004. P.55.
 4. Perelygin Yu., Kolchugina I. Acetate-chloride electrolytes for obtaining alloys of nickel with rhodium and tungsten // Reliability and quality 2005: Abstracts of the international symposium. Penza: PSPU, 2005 P.260.
 5. Kolchugina I., Perelygin Yu. Electrodeposition of nickel from dilute lactate electrolyte Coatings and surface treatment: Proceedings of the All-Russian Scientific and Practical Conference. - Moscow: Publishing Center Congress Center WTC, 2008- P.35-36. 2
 6. Kolchugina I., Kabanov S. Electrodeposition of nickel from a dilute electrolyte with the addition of lactic acid. Protective and special coatings, surface treatment in mechanical engineering and instrument making: Materials of the All-Russian Scientific and Practical Conference. Penza: PSPU, 2008. P.41-44
 7. Kolchugina I., Perelygin Yu., Kireev S. Electrodeposition of zinc from a lactate electrolyte (Article). Protective and special coatings, surface treatment in mechanical engineering and instrument making: Materials of the All-Russian Scientific and Practical Conference. Penza: PSPU, 2009. P.35-36
 8. Kolchugina I. Perelygin Yu. Kinetic regularities of zinc electrodeposition from a solution containing lactic acid. Protective and special coatings, surface treatment in mechanical engineering and instrument making: Proceedings of the All-Russian Scientific and Practical Conference. Penza: PSPU, 2010. P.28-31
 9. Kolchugina I. Perelygin Yu. Electrodeposition of zinc coatings from lactate electrolyte. Progressive technologies in modern mechanical engineering: Proceedings of the All-Russian Scientific and Practical Conference. Penza: PSPU, 2011. P.7-8
 10. Kolchugina I., Semchenko T. Method of water defluorization on filters with ceramic matrices. Ecology and resource and energy saving technologies at enterprises of the national economy: Proceedings of the All-Russian Scientific and Practical Conference. Penza: PSPU, 2011. P.56-60
 11. Kolchugina I. Semchenko T. Use of the vortex cavitation method for the purification of waste and natural groundwater from iron Ecology and resource and energy saving technologies at enterprises of the national economy: Proceedings of the All-Russian Scientific and Practical Conference. Penza: PSPU, 2012, p.24-29.
 12. Kolchugina I. Rashevskaya I. Independent creative work of students as a stage of training of young scientists // Modern problems of science and education. 2015. №5. P.553.
 13. Kolchugina I., Kabanov S. Kinetic regularities of zinc precipitation from a solution containing malic acid // Ecology. Production. Human. New chemical technologies, protective and special coatings: production and application: Collection of articles of the XXVII International Scientific and Practical Conference. Penza: PSPU, 2015. P. 65-69.
 14. Kolchugina I. Vanina G, Semchenko T. The main aspects of improving the teaching of chemistry for students studying in English // Problems and prospects of development of modern science and education: a collection of articles of the II International Scientific and Practical Conference. Penza: PSPU, 2015. P. 40-43.
 15. Kolchugina I. Specific electrical conductivity of aqueous solutions containing sulfuric acid and aluminum, copper or cadmium sulfate // News of higher educational institutions. The Volga region. Natural Sciences. 2017. №2 (18). P. 37-43.
 16. Perelygin Yu., Jaskula M., Kolchugina I. Some remarks about the meaning of isoelectric point of glycine // Jordanian life sciences for sustainable development. April 27-29, 2017. Al-al-Bayt University, P. 119

Aims and Objectives of the Programme

The aim of this programme is to develop academic staff teaching competences in new student-centred learning environments based on the pedagogical innovations of EHEA

To meet the programme aims, the following objectives will help complement your learning:

Objective:

- to help trainees develop the knowledge and professional skills design an outcome-oriented discipline programme based on the integration of SCTL principles and requirements of the National Educational Standards and Qualification Frameworks
- to provide trainees with the opportunity to develop their skills to apply innovative assessment & supporting feedback approaches and techniques fit for the learning outcomes of the discipline
- to make trainees familiar with innovative teaching methods and approaches in new student-centred learning environments

What you will Learn at Each Day Level

Day Level		
Module Code	Module Name	Aim of the Module
		Learning Outcomes
01	Curriculum development and learning outcomes	The aim of this module is to explore the essentials of an outcome-oriented programme development based on the integration of SCTL principles and requirements of the National Educational Standards and Qualification Frameworks
		After completing this module trainees should be able to: LO 1 - compare and contrast the differences between Teacher Centred and Student Centred Teaching and Learning approach at redesigning a programme/ module/ course; LO 2 - integrate the concept of SCTL and the requirements of the National Educational Standards and Qualification Frameworks at developing and modifying an outcome-oriented curriculum at programme/ module/ course level; LO 3 - apply knowledge of SCTL principles to designing learning outcomes; LO 4 - critically analyse and reflect on programme/ module/ course level development
02	Assessment and Feedback	The aim of this module is to provide trainees with innovative assessment approaches and techniques
		After completing this module trainees should be able to: LO5 - modernise the programme of the discipline you teach by introducing innovative assessment approaches and techniques to it LO6 – choose assessment methods and assessment criteria fit for the learning outcomes of the discipline LO7 – give feedback that supports learning and demonstrates how students are progressing in achieving the learning outcomes

03	Classroom management	The aim of this module is to make trainees familiar with innovative approaches to classroom management based on SCTL principles.
		LO 8 – to define the teacher’s role in contemporary higher education LO 9 – to apply effective classroom management techniques based on SCTL principles to the teaching process LO 10 – to manage a class for students with different cultural background
04	Innovative Teaching Approaches and Methods	The aim of this module is to make trainees familiar with innovative teaching methods and approaches for integrating them into their teaching practice.
		After completing this module trainees should be able to: LO 11 - reveal and analyse advantages/ disadvantages of innovative teaching methods and problems that may arise in their application to the teaching process LO 12 - introduce innovative teaching methods and approaches in their teaching practice in accordance with LOs and assessment tools
05	Integration of innovative information technologies into teaching practice	The aim of this module is to make trainees familiar with innovative teaching methods of e-learning for integrating them into their teaching practice.
		LO 13 - reveal and analyse advantages/ disadvantages of innovative teaching methods of e-learning and problems that may arise in their application to the teaching process LO 14 - introduce innovative teaching methods and approaches of e-learning in the teaching practice in accordance with LOs

Programme Learning Outcomes

	Programme Learning Outcome
PL01	to integrate SCTL principles and requirements of the National Educational Standards and Qualification Frameworks at developing an outcome-oriented discipline programme
PL02	to promote the revision of discipline syllabus including LOs, assessment techniques and feedback practices, teaching methods and approaches in new student-centred learning environments based on the pedagogical innovations of EHEA
PL03	to apply innovative assessment approaches and techniques fit for the learning outcomes of the discipline
PL04	to provide feedback at different points of the teaching process
PL05	to apply effective classroom management techniques and innovative methods & approaches in teaching practice in new multicultural student-centred learning environment

in accordance with LOs and assessment tools of the discipline

Mapping Programme Learning Outcomes with Module Learning Outcomes

Module Code	PLO1	PLO2	PLO3	PLO4	PLO5
01	X	X			
02		X	X	X	
03		X			X
04		X			X
05		X			X

Assessment and Feedback Strategy

The program contains a comprehensive assignment for the trainees to modify the programs of the disciplines they teach. After completing module 1 the trainees are to modify the aim and objectives of the discipline, requirements for the input knowledge and skills and learning outcomes integrating SCTL principles and the requirements of the Russian National Educational Standards of HE and Qualification Frameworks; after completing module 2 - to integrate into their programs some innovative assessment techniques for them to correspond to the set learning outcomes; after completing modules 4 and 5 - to integrate some innovative teaching methods and approaches to correspond to the set learning outcomes. A successful fulfilment of the module assignment is a condition for passing to the next module.

Assessment Matrix

Module Code	Portfolio - project	questionnaire with cases dealing with classroom management
01	X	
02	X	
03	X	
04		X
05	X	

Details of each assessment can be found in each module guide

Academic Misconduct

The rights, duties, and responsibilities of students are regulated by the Penza State University Internal Rules:

https://pnzgu.ru/files/pnzgu.ru/doki/sveden/prikaz_pravila_vnutrennego_rasporyadka.pdf

Procedure for planning, conducting and monitoring contact work of students with teachers is regulated by the Regulation on the organization and conduct of contact work:

https://pnzgu.ru/files/pnzgu.ru/doki/sveden/polojenie_o_kontaktnoy_rabote.pdf

Programme Delivery

№	Modules	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Workshops	
1	Curriculum development and learning outcomes	14		4	10
2	Assessment and Feedback	14		4	10
3	Classroom management	14		4	10
4	Innovative Teaching Approaches and Methods	14		4	10
5	Integration of innovative information technologies into teaching practice	14		4	10
	a review session	2		2	10
		72		22	50

University Library

Building 3, ground floor, serving readers from 9 a.m. to 6 p.m., Saturday - from 9 a.m. to 1.30 p.m., closed on Sunday, tel. +7 (8412) 36-82-02

Building 9, room 104, serving readers from 9 a.m. to 6 p.m., Saturday from 9 a.m. to 1.30 p.m., closed on Sunday, tel. +7 (8412) 36-80-13

Building 11, ground floor, serving readers from 9 a.m. to 6 p.m., Saturday - from 9 a.m. to 1.30 p.m., closed on Sunday, tel. +7 (8412) 71-62-92

Electronic Resources Hall - building 1, room 308, from 9 a.m. to 5 p.m., Saturday from 9 a.m. to 1.30 p.m., closed on Sunday, tel. +7 (8412) 36-80-03

Electronic Reading Room - building 9, room 110, from 9 a.m. to 5 p.m., Saturday from 9 a.m. to 1.30 p.m., closed on Sunday, tel. +7 (8412) 36-80-58

Trainees Opportunities

The program is implemented at the International Centre for teaching & learning, in a room with a projector.

The materials of the program are available at the educational platform of the university <http://moodle.pnzqu.ru/>

The trainees have access to all reading rooms and libraries of the university. The trainees of the program has right to an individual education plan. Upon completion of training, trainees who successfully completed all 5 modules receive a certificate.

Trainees Responsibilities

The trainees of the program are to:

1. respect the rights of others;

2. respect the property of others, and the property, equipment, facilities and programs of the University;
3. comply with the normative standards, rules and regulations of the University as well as with federal, state, and local laws;
4. attend classes according to the timetable.

Essential Readings

1. Anderson, L. W., & Krathwohl, D. R. (2000). A taxonomy for learning, teaching, and assessment: A revision of Bloom's taxonomy of educational objectives. White Plains, NY: Longman.
2. Andrich, D. (2002). A framework relating Outcomes Based Education and the Taxonomy of Educational Objectives. *Studies in Educational Evaluation* 28(1): 35-59.
3. Angelo, T. A., & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers (2nd ed.). San Francisco: Jossey-Bass.
4. Barna, L. M. (1997). Intercultural Communication. Wadsworth Publishing Company.
5. Beaudry, J., & Wilson, P. (2010). Concept mapping and formative assessment: Elements supporting literacy and learning. In P. L. Torres & C. V. Marriott (Eds.), Handbook of research on collaborative learning using concept mapping (pp. 449–473). Hershey, PA: Information Science Reference.
6. Bershadskiy A., Glotova T., Krevskiy I. (2016) Modern University: educational and information technologies in the multi-level system of higher education
<https://elibrary.ru/item.asp?id=27548353>
7. Biggs, J.B. (2003). Teaching for Quality Learning at University. Buckingham: Open University Press/Society for Research into Higher Education.
8. Biggs, J. (2005). Aligning teaching for constructing learning. Available online at: https://www.heacademy.ac.uk/system/files/resources/id477_aligning_teaching_for_constructing_learning.pdf
9. Boice, R. (1996). Classroom incivilities. *Research in Higher Education*, 37(4), 453–485.
10. Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
11. Brauchle, K. C. (2000). Plagiarism and the Internet: Cut and paste your way to success. *The National Teaching and Learning Forum*, 10(1), 10–11
12. Brookhart, S. M. (1999). The art and science of classroom assessment: The missing part of pedagogy (ASHE-ERIC Higher Education Report). Washington, DC: George Washington University, Graduate School of Education and Human Development.
13. Brown, S. and P. Knight. (1994). *Assessing Learners in Higher Education*. London: RoutledgeFalmer.
14. Byram M. (2008) *From Foreign Language Education to Education for Intercultural Citizenship. Essays and Reflections*. Clevedon, Buffalo, Toronto: Multilingual Matters
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Module 1

Curriculum development and learning outcomes

Penza State University

Dr. Tatiana Razuvaeva

Title of Module “Curriculum development and learning outcomes”

Name of Module Leader			
Tatiana Razuvaeva	Email rastan12@mail.ru	Phone number +79374139952	Office number 11-110
Office Hours	08.00-17.00		

Aims and Objectives

The aim of this module is to explore the essentials of an outcome oriented programme development based on the integration of SCTL principles and requirements of the National Educational Standards and Qualification Frameworks

Objectives:

- to give trainees an understanding of the Bologna values & SCTL principles
- to give trainees an introduction to current Federal standards, professional standards and other regulatory documents containing requirements for QA
- to make students familiar with writing learning outcomes according to SCTL principles and requirements of National educational standards and professional standards
- to give trainees an appreciation of developing an outcome oriented programme

Learning Outcomes

After completing this module trainees should be able to:

LO 1 - compare and contrast the differences between Teacher Centered and Student Centered Teaching and Learning approach at redesigning a programme/ module/ course;

LO 2 - integrate the concept of SCTL and the requirements of the National Educational Standards and Qualification Frameworks at developing and modifying an outcome oriented curriculum at programme/ module/ course level;

LO 3 - apply knowledge of SCTL principles to designing learning outcomes;

LO 4 - critically analyse and reflect on programme/ module/ course level development

Module Outline (brief description of content)

In this module, you will learn the basic steps and the algorithm for developing curriculum under Bologna process. You will get acquainted with the main recommendations for the formulation of learning outcomes. You will learn how to develop an outcome oriented curriculum, module and a separate course program based on the SCTL principles and in accordance with the National Educational Standards and Qualification Frameworks.

Teaching and Learning Methods

Cooperative Learning: Class based group work including group discussion, Concept mapping, Jigsaw-Teams

Teaching Plan

№	Learning Topic [<i>content should be linked back to the LO</i>]	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Workshops	
1	Student centered teaching and learning under Bologna Process.	3		1	2

2	Educational Standards and Quality Assurance	3		1	2
3	Designing learning outcomes	4		1	3
4	Outcome oriented curriculum development	4		1	3

Programme Content

Topic 1. Student centered teaching and learning under Bologna Process

Bologna values and principles. Bologna process and SCTL. Principles of SCTL.

Topic 2. Educational Standards and Quality Assurance

Framework for Qualifications of the European Higher Education Area. Dublin Descriptors. National Qualifications Frameworks. State educational standards in the development of educational programs: Federal standards, professional standards and other regulatory documents containing requirements for QA.

Topic 3. Designing learning outcomes

The Concept of Learning Outcomes and the Concept of Competence. Bloom's Taxonomy. The Competence model in Russian regulatory documents. Universal, general professional and professional competencies. Competence indicators. The importance of learning outcomes in curriculum development. Designing learning outcomes. Points to consider when writing learning outcomes. Assessing learning outcomes.

Topic 4. Outcome oriented curriculum development

Curriculum development process. A new approach to curriculum development. The differences between Goals, Objectives and Learning Outcomes. Aims/objectives (at the programme level and module level): guidance on how to describe aims, some key readings on writing aims/objectives. Week-by-week plan and assessment. Content and context. Linking content to support learning outcomes with formative assessment.

Assessment

Assessment: Portfolio - project

Assessment	
Teamwork: Discuss and make changes in the programme of any discipline you teach that you designed before studying this module. Give variants for improving the wording of the goal and objectives of the discipline (paragraph 1), requirements for the input knowledge and skills (paragraph 2), learning outcomes (paragraph 3) integrating SCTL principles and the requirements of the Russian National Educational Standards of HE and Qualification Frameworks.	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcome(s) - review curriculum design at a course level course programme in accordance with SCTL's principles and requirements of National Educational Standards and Qualification Frameworks

Formative Feedback Opportunities	The assignment is submitted as part of the Portfolio the day after the completion of the module.
Summative Feedback Opportunities	Feedback will be provided at a review session before the start of the second module. Recommendations on how to use of the revised programme in the teaching process will be jointly discussed.

Passed (minimum)	
The goal, objectives, learning outcomes of the analyzed program are altered but there are minor flaws in the designing of learning outcomes. When formulating LOs SCTL's principles and requirements of National Educational Standards and Qualification Frameworks are taken into account.	

Reading List

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2. Carnell, Brent / Fung, Dilly (2017): Developing the Higher Education Curriculum Research- based Education in Practice. UCL Press. London.
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18. Thijs, A., & Akker, J. van den (Eds.) (2009). Curriculum in development. Enschede: SLO.
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20. Brussels: ESU. <http://www.ehea.info/pid34437/student-centred-learning.html>



Module 2

Assessment and Feedback

Penza State University

Dr. Svetlana Vlazneva

Title of Module “Assessment and Feedback”

Name of Module Leader			
Svetlana Vlazneva	Email vlaznevas@mail.ru	Phone number +79273855813	Office number 9-317
Office Hours	flexible		

Aims and Objectives

The aim of this module is to provide trainees with innovative assessment approaches and techniques

Objectives:

- to ensure that trainees realize the role of assessment in the teaching and learning process
- to give trainees an introduction to innovative assessment types, their advantages and disadvantages
- to make trainees familiar with feedback practices at different points of the teaching process

Learning Outcomes

After completing this module trainees should be able to:

LO5 - modernise the programme of the discipline you teach by introducing innovative assessment approaches and techniques to it

LO6 – choose assessment methods and assessment criteria fit for the learning outcomes of the discipline

LO7 – give feedback that supports learning and demonstrates how students are progressing in achieving the learning outcomes

Module Outline (brief description of content)

In this module you will learn how to assess students’ learning in progress. You will get acquainted with the main assessment types, their strong and weak points. You will learn how to provide feedback at different point of the learning process and help students to make use of the feedback. You will also find examples of good feedback practice.

Teaching and Learning Methods

Cooperative Learning: Class based group work including group discussion, Concept mapping, Jigsaw-Teams

Teaching Plan

№	Learning Topic [<i>content should be linked back to the LO</i>]	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Workshops	
1	Assessment as an integral part of the teaching and learning process	6		2	4
2	Assessment types: status, advantages, disadvantages	4		1	3

3	Feedback strategy	4		1	3
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Programme Content

Topic 1. Assessment as an integral part of the teaching and learning process

Formative assessment. Summative assessment. Constructive alignment. Assessment for learning.

Topic 2. Assessment types: status, advantages, disadvantages

Traditional exams, short-answer exams, multiple-choice exams, essays, reports, portfolios, oral exams, presentations, posters, artefacts.

Topic 3. Feedback strategy

Helping students to make use of feedback. Good feedback practice. Supporting good feedback. Feedback at different point of the learning process.

Assessment

Assessment: Portfolio - project

Assessment	
Taking into account the learning outcomes of the programme you teach which you redesigned while studying module 1, make changes in paragraphs 4.1, 6.1 and 6.3 of your programme by reviewing their content and applying some innovative assessment techniques for your assessment tools to correspond to the set learning outcomes.	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcome(s) - modernise the programme of the discipline you teach by introducing innovative assessment approaches and techniques to it - choose assessment methods and assessment criteria fit for the learning outcomes of the discipline - give feedback that supports learning and demonstrates how students are progressing in achieving the learning outcomes
Formative Feedback Opportunities	Feedback will be provided before the start of the third module.
Summative Feedback Opportunities	Recommendations on how to use of the revised programme in the teaching process will be jointly discussed.

Passed (minimum)
The content of paragraphs 4.1, 6.1 and 6.3 of the programme a trainee teaches is reviewed, a few innovative assessment techniques and assessment tools are introduced.

Reading List

1. Anderson, L. W., & Krathwohl, D. R. (2000). A taxonomy for learning, teaching, and assessment: A revision of Bloom's taxonomy of educational objectives. White Plains, NY: Longman.

2. Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.
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Module 3

Classroom management

Penza State University

Dr. Olga Androsova

Title of Module “Classroom management”

Name of Module Leader			
Olga Androsova	Email androsova.o@inbox.ru	Phone number +79093190019	Office number 11-492
Office Hours	08.00-17.00		

Aims and Objectives

The aim of this module is to make trainees familiar with innovative approaches to classroom management based on SCTL principles.

Objectives:

- to ensure that trainees realise the teacher’s role in contemporary higher education
- to give trainees an introduction to innovative effective classroom management techniques based on SCTL principles
- to make trainees familiar with peculiarities of teaching in the multicultural educational space

Learning Outcomes

After completing this module trainees should be able to:

LO 8 – to define the teacher’s role in contemporary higher education

LO 9 – to apply effective classroom management techniques based on SCTL principles to the teaching process

LO 10 – to manage a class for students with different cultural background

Module Outline (brief description of content)

In this module, you will learn the basic rules and techniques for effective classroom management based on SCTL principles.

Teaching and Learning Methods

Cooperative Learning: Class based group work including group discussion, Concept mapping, Jigsaw-Teams, roleplays

Teaching Plan

№	Learning Topic [<i>content should be linked back to the LO</i>]	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Workshops	
1	From instructor to facilitator	4		1	3
2	Effective classroom management strategies and techniques	6		2	4
3	Teaching in the multicultural educational space	4		1	3

Programme Content

Topic 1. From instructor to facilitator

Transformation of the teacher's role in contemporary Higher Education. Classroom norms and expectations. Understanding your students and establishing relationships. Supportive communication style.

Topic 2. Effective classroom management strategies and techniques

Planning and conducting instructions. Ways to start a class. Social icebreakers: getting to know you. Motivating your students. Managing group work. Preventing and responding to classroom Incivility.

Topic 3. Teaching in the multicultural educational space.

Intercultural communication ethics. Cultural values in the teaching and learning process. National communication styles. Pedagogical approaches to Education for intercultural understanding. Intercultural understanding learning activities.

Assessment

Assessment: questionnaire with cases dealing with classroom management

Assessment	
Fill in the questionnaire, study the cases dealing with classroom management given in the second part of the questionnaire, offer and write your solutions to the problems.	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcome(s) - to define the teacher's role in contemporary higher education - to apply effective classroom management techniques based on SCTL principles to the teaching process - to manage a class for students with different cultural background
Formative Feedback Opportunities	The assignment is submitted the day after the completion of the module.
Summative Feedback Opportunities	Feedback will be provided at a review session before the start of the 4 th module. The results of solving the problems in cases for study of the questionnaire will be jointly discussed. Recommendations on how to improve the trainee's classroom management skills will be given.

Passed (minimum)
The questionnaire is filled in, the cases dealing with classroom management are analysed, solutions to the problems are offered in writing. Recommendations on how to improve the trainee's classroom management skills are received.

Reading List

1. Barna, L. M. (1997). Intercultural Communication. Wadsworth Publishing Company.
2. Boice, R. (1996). Classroom incivilities. Research in Higher Education, 37(4), 453–485.

3. Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
4. Brauchle, K. C. (2000). Plagiarism and the Internet: Cut and paste your way to success. *The National Teaching and Learning Forum*, 10(1), 10–11
5. Carroll, J. (2003a, May 2). Dealing with nasty students: The sequel. *Chronicle of Higher Education*, p.C5
6. *Culturally Speaking* (2000) H. Spencer-Oatey (ed.). L., N.Y.: Continuum .
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Module 4

Innovative Teaching Methods & Approaches

Penza State University

Dr. Irina Kolchugina

Title of Module “Innovative teaching methods and approaches ”

Name of Module Leader			
Irina Kolchugina	Email defmaybe90@gmail.com	Phone number +79273654834	Office number 8-402
Office Hours	flexible		

Aims and Objectives

The aim of this module is to make trainees familiar with innovative teaching methods and approaches for integrating them into their teaching practice.

Objectives:

- to give trainees an understanding of the active and cooperative learning methods.
- to ensure that trainees know problem-based learning and project-based learning.
- to make trainees familiar with main principles and models of a research informed teaching

Learning Outcomes

After completing this module trainees should be able to:

LO 11 - reveal and analyse advantages/ disadvantages of innovative teaching methods and problems that may arise in their application to the teaching process

LO 12 - introduce innovative teaching methods and approaches in their teaching practice in accordance with LOs and assessment tools

Module Outline (brief description of content)

In this module, you will become familiar with the innovative teaching methods and approaches. After completing this module, you will be able to apply these methods and approaches in your teaching practice in accordance with LOs and assessment tools of the disciplines you teach.

Teaching and Learning Methods

Cooperative Learning: Class based group work including group discussion, Concept mapping, Jigsaw, think-pair-Share.

Teaching Plan

№	Learning Topic <i>[content should be linked back to the LO]</i>	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Workshops	
1	Active and cooperative Learning methods	4		1	3
2	Problem based learning. Project based Learning	6		2	4
3	Research Informed Teaching	4		1	3

Programme Content

Topic 1. Active and cooperative Learning methods

Tactics for motivating students in your lectures. Role play. Group presentations. Using case studies. Jigsaw. Think-pair-Share. Brainstorming. Classroom assessment. Fishbowl. Discussion Method of Teaching and Learning. Mind Mapping. Peer Feedback. Peer-Instruction. Group-work with Reserve-Teaching. World-Café. Feedback and reflexion methods.

Topic 2. Problem based learning. Project based Learning

Benefits, Examples, and Resources. Implementation recommendations. e-mail projects. Google Earth.

Topic 3. Research Informed Teaching

Principles and models of RIT. Benefits of RIT. Engaging students in research. Research based curriculum.

Assessment

Assessment: Portfolio - project

Assessment (worth)		
Taking into account the learning outcomes and assessment tools which you modified while studying modules 1 and 2, make changes in paragraphs 5, 6.2 of your programme by reviewing the content and applying some innovative teaching methods and approaches to correspond to the set learning outcomes and fit for the discipline you teach.		
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcome(s) - evaluate innovative teaching methods and approaches - choose teaching strategies and methods fit for the set learning outcomes and the discipline - review the programme of the discipline you teach applying innovative teaching methods and approaches to it	
Formative Opportunities	Feedback	Feedback will be provided on the next day after the end of the module.
Summative Opportunities	Feedback	Recommendations on how to use of the revised programme in the teaching process will be jointly discussed.

Passed (minimum)
The content of paragraphs 5, 6.2 of the programme slightly reviewed, innovative teaching methods and approaches introduced. The shortcomings of the program in paragraphs 5, 6.2 reflected on and accounted for.

Reading List

1. Byram M. (2008) From Foreign Language Education to Education for Intercultural Citizenship. Essays and Reflections. Clevedon, Buffalo, Toronto: Multilingual Matters
2. Derkach A.M., Case-method in teaching, Spetsialist 4 (2010) 22e23.
3. Rauhvargers, A., C. Deane and W. Pauwels (2009). Bologna Process Stocktaking Report 2009. Available online at: https://conts.it/intern/ects/Informazioni_generali/stocktaking-report-2009-final.pdf

4. Jordan Catapano. Teaching Strategies that Give Models, Examples. <http://www.teachhub.com/teaching-strategies-give-models-examples> Yakovleva N.O., Yakovlev E.V., Interactive teaching methods in contemporary higher education, Pacific Science Review (2015) <http://dx.doi.org/10.1016/j.pscr.2014.08.016>
5. Dr. Phil. Lazovic Milica (2018) Innovative Methods in Higher Education Teaching. Stiftung University of Hildesheim.
6. Todorovski B., Nordal E., Isoki T. (2015). Overview-on-Student-Centred-Learning-in-Higher-Education-in-Europe. Brussels: ESU. <http://www.ehea.info/pid34437/student-centred-learning.html>



Module 5

Integration of innovative information technologies into teaching practice

Penza State University

Dr. Tatiana Glotova

Title of Module “Integration of innovative information technologies into teaching practice”

Name of Module Leader			
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Office Hours	flexible		

Aims and Objectives

The aim of this module is to make trainees familiar with innovative teaching methods of e-learning for integrating them into their teaching practice.

Objectives:

- to give trainees an understanding of the online and blended learning methods.
- to ensure that trainees know main principles and models of flipped learning.
- to make trainees familiar with e-learning tools for assessment and feedback
- to give trainees an understanding of the collaborative e-learning tools and activities.

Learning Outcomes

After completing this module trainees should be able to:

LO 13 - reveal and analyse advantages/ disadvantages of innovative teaching methods of e-learning and problems that may arise in their application to the teaching process

LO 14 - introduce innovative teaching methods and approaches of e-learning in the teaching practice in accordance with LOs

Module Outline (brief description of content)

In this module, you will become familiar with the innovative teaching methods of e-learning. After completing this module, you will be able to apply these methods and approaches in your teaching practice in accordance with LOs of the disciplines you teach.

Teaching and Learning Methods

Cooperative Learning: Class based group work including group discussion, Concept mapping, Jigsaw, think-pair-Share.

Teaching Plan

№	Learning Topic [<i>content should be linked back to the LO</i>]	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	workshops	
1	Online and Blended learning	4		1	3
2	Flipped learning.	3		1	2
3	Using e-learning tools for assessment and feedback	4		1	3

4	Collaborative e-learning tools and activities	3		1	2
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Programme Content

Topic 1. Online and Blended learning

E-learning. Online learning. Massive online course (MOOC). Learning methods and approaches in MOOC. Blended learning. Multimedia content. Mobile learning. Smart learning.

Topic 2. Flipped learning

Electronic information educational environment in Russian Universities. Learning Management Systems (LMS). LMS Moodle. Role of LMS in delivering materials to students. Open Educational Resources. E-Portfolio. Flipped learning.

Topic 3. Using e-learning tools for assessment and feedback.

Assessment tools. Types of activities in the Moodle. Choice. Using Quizzes and Assignments. Moodle's instructor quiz interface. Categories of questions.

Topic 4. Collaborative e-learning tools and activities

Information technologies and active learning, collaborative activity. Moodle LMS features for active and interactive learning: peer learning, discussion sections, small-group discussion. Forum. Wiki. Chat. Glossary. Workshop (peer-review). Gamification elements. Creating teaching activities in Moodle environment. Combining activities

Assessment

Assessment: Portfolio - project

Assessment	
<p>Portfolio: Taking into account the learning outcomes and assessment tools which you modified while studying modules 1 and 2, make changes in paragraphs 5, 6.2 of your programme by reviewing the content and applying some innovative teaching methods using Moodle LMS features and/or another program tools for active and interactive learning to correspond to the set learning outcomes and fit for the discipline you teach.</p>	
Learning Outcomes	<p>Upon completion of this assessment you will have met the following learning outcome(s)</p> <ul style="list-style-type: none"> - compare face-to face, online and blended learning innovative teaching methods and approaches - choose Moodle LMS features fit for the teaching and learning methods and the discipline - review the programme of the discipline you teach applying innovative teaching activities using LMS and/or other program tools.
Formative Feedback Opportunities	Feedback will be provided on the next day after the end of the module.
Summative Feedback Opportunities	Feedback will be provided at a review session. Recommendations on how to use of the revised programme in the teaching process will be jointly discussed.

Passed (minimum)

The content of paragraphs 5, 6.2 of the programme slightly reviewed, innovative teaching methods and approaches using e-learning tools introduced (including for assessment and feedback). Teaching activities in Moodle environment created.

Reading List

1. Bershadskiy A., Glotova T., Krevskiy I. (2016) Modern University: educational and information technologies in the multi-level system of higher education
<https://elibrary.ru/item.asp?id=27548353>
2. Information and communication technologies in education (2013) / Badarch Dendev
<https://iite.unesco.org/pics/publications/ru/files/3214728.pdf>
3. Kavardakova M. A. (2017). Interactive learning technologies in higher education: blended learning: proc. manual for students of the faculty qualification of teachers - Part 2. – Ulyanovsk
4. Dr. Phil. Lazovic Milica (2018) Innovative Methods in Higher Education Teaching. Stiftung University of Hildesheim.
5. Moodle Docs https://docs.moodle.org/37/en/Main_page
6. Rauhvargers, A., C. Deane and W. Pauwels (2009). Bologna Process Stocktaking Report 2009. Available online at: https://conts.it/intern/ects/Informazioni_generali/stocktaking-report-2009-final.pdf
7. Rubens N., Kaplan D and Okamoto T. (2011) E-learning 3.0: anyone, anywhere, anytime, and AI. In International Workshops on Social and Personal Computing for Web-Supporting Learning Communities SpeL