



Methods of teaching economic disciplines

Penza State University

2019 – 2020
academic year

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Overview of the Programme

This professional development programme is focused on broadening professional pedagogical knowledge of Master's degree students in the field of teaching economic disciplines and managing the educational process; developing their professional competences in applying modern teaching methods; forming the set of essential skills ensuring the effective use of acquired knowledge in the educational process.

Programme Contacts

Programme leader			
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2003 – 2005 – Penza State Technological Academy, Teaching Assistant at the Department of Engineering Ecology.			
2006 – present – Penza State University, Associate Professor at the Department of Economic Theory and International Relations.			
2007 – 2009 – Penza State University, Deputy Dean for Academic Affairs in the Faculty of Economics and Administration.			
List of recent publications:			
1. Kaftulina Yu.A., Batova V.N., Mitrofanova I.A., Rusakova Yu.I. Ways to improve the accuracy of companies valuation during the financial crisis. Bulletin of Volgograd State University. Series: Economics. Ecology. 2017, vol. 19, no. 2 (39), pp. 117-27.			
2. Vinnichuk L.B., Kaftulina Yu.A., Batova V.N. Diagnosing competitiveness potential of agroindustry in Russia (case study of the Volga Federal District). Moscow Journal of Economics. 2017, no. 1, pp. 14-17.			
3. Vinnichuk L.B., Kaftulina Yu.A., Batova V.N. Trends and challenges in global coffee market development. Moscow Journal of Economics. 2017, no. 1, pp. 15-18.			
4. Kaftulina Yu.A., Rusakova Yu.I. Companies valuation during the financial crisis. Proceedings of higher educational institutions. Volga region. Economic sciences. 2017, no. 1 (5), pp. 68-76.			
5. Kaftulina Yu.A., Pavlov A.Yu., Batova V.N., Rusakova Yu.I. "Chinese factor" as catalyst for forming the EAEU. Fundamental research. 2016, no. 8-2, pp. 341-345.			
6. Kaftulina Yu.A., Volodin V.M. Features and prospects of Russian coffee market development. Proceedings of higher educational institutions. Volga region. Social Sciences. 2016, no. 1 (37), pp. 185-195.			
7. Volodin V.M., Kaftulina Yu.A., Rusakova Yu.I. Prospects for functioning of the Eurasian Economic Union and possibility of its expansion. Proceedings of higher educational institutions. Volga region. Social Sciences. 2015, no. 1 (33), pp. 276-285.			
8. Rusakova Yu.I., Kaftulina Yu.A. Interaction between China and Eurasian Economic Union countries in energy sector. Bulletin of Penza State University. 2015, no. 2 (10), pp. 53-58.			
9. Kaftulina Yu.A., Rusakova Yu.I. Russia in global gold market. Bulletin of Penza State University. 2015, no. 3 (11), pp. 63-70.			

Aims and Objectives of the Programme

The aim of the programme "Methods of teaching economic disciplines" is to provide trainees with comprehensive knowledge of new approaches to organising the educational process, as well as modern teaching techniques, methods and technologies developed by scientists and skilled teachers both abroad and in the Russian Federation.

To achieve the above-mentioned aim, the following objectives are set:

- advancing trainees' understanding of the principles of the Bologna Process and student-centred teaching and learning;
- introducing trainees to innovative teaching methods and techniques within student-centred teaching and learning;
- providing trainees with the insight into the possibilities of using innovative information technologies in teaching;

- upgrading trainees' skills in applying innovative assessment methods and techniques that comply with learning outcomes;
- making trainees familiar with the features of organising cooperative learning of students within the educational process.

What You Will Learn at Each Day Level

Day Level		
Module Code	Module Name	Module Aim
		Learning Outcomes
01	Bologna Process in the European Union and in Russia	The aim of this module is to explore the principles of the Bologna Process and features of its implementation in Russia.
		After completing this module trainees should be able to: <ul style="list-style-type: none"> – outline and classify the key documents setting the mechanisms for higher education integration in Europe; – review and evaluate the modernisation of the Russian education system in the context of implementing the principles of the Bologna Process; – compare and contrast teacher-centred and student-centred teaching and learning approaches.
02	Approaches and methods of teaching economic disciplines	The aim of this module is to introduce trainees to the basic concepts, stages, approaches and methods of teaching.
		After completing this module trainees should be able to: <ul style="list-style-type: none"> - outline and classify the basic concepts, approaches and methods of teaching; - define the aims and objectives of teaching and learning; - apply knowledge of the principles of student-centred learning and teaching to model learning outcomes; - analyse and make amendments to the working programmes of the disciplines.
03	Innovative approaches and methods of teaching economic disciplines	The aim of this module is to introduce trainees to innovative approaches and methods of teaching economic disciplines.
		After completing this module trainees should be able to: <ul style="list-style-type: none"> – review and evaluate teaching methods and approaches; – reveal and analyse advantages / disadvantages of various teaching methods, as well as problems that may arise during their application in the educational process; – introduce various teaching methods and approaches into current teaching practice in accordance with the learning outcomes and assessment tools.
04	Innovative information technologies in	The aim of this module is to familiarise students with innovative methods of e-learning

	teaching economic disciplines	After completing this module trainees should be able to: <ul style="list-style-type: none"> – reveal and analyse advantages / disadvantages of innovative methods of e-learning, as well as problems that may arise during their application in the educational process; – introduce innovative methods and approaches of e-learning into current teaching practice.
05	Control methods and assessment techniques in teaching economic disciplines	<p>The aim of this module is to introduce trainees to innovative methods and techniques for assessing learning outcomes.</p> <p>After completing this module trainees should be able to:</p> <ul style="list-style-type: none"> – review the innovative methods and techniques for assessing learning outcomes; – select the assessment methods and determine the assessment criteria that correspond to learning outcomes within the economic disciplines; – give feedback for stimulating the educational process, as well as for monitoring students' academic performance in achieving learning outcomes.
06	Organising cooperative learning within the educational process	<p>The aim of this module is to familiarise trainees with innovative approaches to organising cooperative learning of students following the principles of student-centred teaching and learning.</p> <p>After completing this module trainees should be able to:</p> <ul style="list-style-type: none"> – define the role of teacher and lecturer in managing the educational process, – apply effective methods of organising cooperative learning following the principles of student-centred teaching and learning; – organise and manage the educational process focused on students with different ethnic, cultural and religious backgrounds.

Learning Outcomes of the Programme

	Programme Learning Outcomes
PC-13	Ability to apply modern methods and techniques of teaching economic disciplines in professional educational institutions, educational institutions of higher education, and educational institutions of continuing professional education
PC-14	Ability to teach economic disciplines in educational institutions of various levels, using current curricula and available teaching materials
SC-3	Ability to teach students within Bachelor's degree and continuing education programmes focused on the appropriate level of qualification

Mapping of Programme Learning Outcomes with Module Learning Outcomes

Module Code	PC-13	PC-14	SC-3
01		X	X
02		X	X
03	X	X	
04	X	X	
05		X	
06		X	X

Assessment and Feedback Strategy

The programme contains a comprehensive set of assignments for trainees to complete while studying each module.

- Within module 1 trainees are to: study the key documents governing the implementation of the Bologna Process in Russia, comment on their content in writing, give arguments for and against the introduction of competency-based approach into higher education, substantiate each of the statements;
- Within module 2 trainees are to: set aim, objectives and learning outcomes and make amendments to the working programmes of the disciplines in accordance with the principles of student-centred teaching and learning and the requirements of Federal State Educational Standard;
- Within module 3 trainees are to: develop tasks within the economic disciplines, select teaching methods in line with learning outcomes and content of the economic disciplines, design and deliver a lecture on the specific topic within the economic discipline;
- Within module 4 trainees are to: compile a technological map for designing lectures using innovative information technologies and Internet resources;
- Within module 5 trainees are to: elaborate test tasks for monitoring knowledge within the economic discipline (as selected), introduce new methods and techniques for assessing learning outcomes into current working programmes, develop the criteria for assessing solutions of case tasks within the economic disciplines;
- Within module 6 trainees are to: fill in the questionnaire on the issues associated with organising cooperative learning of students within the educational process, review and analyse specific situations of classroom management, propose their own solutions to the existing problems.

Assessment Matrix

Module Code	Portfolio - project	Questionnaire on organising cooperative learning within the educational process
01	X	
02	X	
03	X	
04	X	
05	X	
06		X

Details of each assessment can be found in each module guide.

Academic Misconduct

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

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

The procedure for planning, conducting and monitoring contact work of trainees and programme leaders is governed by the Regulation on organising and conducting contact work:

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

Programme Delivery

No.	Modules	Number of hours	Contact hours		Self-study hours (independent study)
			Lectures	Workshops	
1	Bologna Process in the European Union and in Russia	10	2	4	4
2	Approaches and methods of teaching economic disciplines	10	2	4	4
3	Innovative teaching methods and approaches	34	2	16	16
4	Innovative information technologies	18	2	8	8
5	Control methods and assessment techniques	22	2	10	10
6	Organising cooperative learning within the educational process	14	2	6	6
	Total	108	12	48	48

University Library

Building 3, ground floor, Monday – Friday: 9am – 6pm; Saturday: 9am – 1:30pm; Sunday: closed, tel. +7 (8412) 36-82-02

Building 9, room 104, Monday – Friday: 9am – 6pm, Saturday: 9am – 1:30pm; Sunday: closed, tel. +7 (8412) 36-80-13

Building 11, ground floor, Monday – Friday: 9am – 6pm, Saturday: 9am – 1:30pm; Sunday: closed, tel. +7 (8412) 71-62-92

Electronic Resources Hall – building 1, room 308, Monday – Friday: 9am – 5pm, Saturday: 9am – 1:30pm; Sunday: closed, tel.+7 (8412) 36-80-03

Electronic Reading Room – building 9, room 110, Monday – Friday: 9am – 5pm, Saturday: 9am – 1:30pm; Sunday: closed, tel. +7 (8412) 36-80-58

Trainees Opportunities

The programme is implemented at the Department of Economic Theory and International Relations with the support from the International Centre for Teaching and Learning Erasmus+. The materials of the programme are available at the educational platform of the university <http://moodle.pnzqu.ru/>

Trainees have access to all reading rooms and libraries at the university. Trainees have the right to an individual education plan.

Trainees Responsibilities

Trainees of the programme are to:

1. respect the rights of others;
2. respect the property of others, as well as the property, equipment and facilities of the university;
3. abide by the normative standards, rules and regulations of the university, as well as by local, regional and state laws;
4. attend classes as scheduled.

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: Routledge Falmer.
14. Byram M. (2008) From Foreign Language Education to Education for Intercultural Citizenship. Essays and Reflections. Clevedon, Buffalo, Toronto: Multilingual Matters
15. Carnell, Brent / Fung, Dilly (2017): Developing the Higher Education Curriculum Research- based Education in Practice. UCL Press. London.
16. Carroll, J. (2003a, May 2). Dealing with nasty students: The sequel. *Chronicle of Higher Education*, p.C5
17. Catapano Jordan. Teaching Strategies that Give Models, Examples. <http://www.teachhub.com/teaching-strategies-give-models-examples>

18. Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook. Luxembourg: Publications Office. <http://dx.doi.org/10.2801/566770>
19. Cedefop (2009). The shift to learning outcomes: policies and practices in Europe. Luxembourg: Publications Office. Cedefop reference series; No 72. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/3054>
20. Cedefop (2010). Learning outcomes approaches in VET curricula: a comparative analysis of nine European countries. Luxembourg: Publications Office. Cedefop research paper; No 6. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5506>
21. Cedefop (2012). Curriculum reform in Europe: the impact of learning outcomes. Luxembourg: Publications Office. Cedefop research paper; No 29. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5529>
22. Cedefop (2013). Renewing VET provision: understanding feedback mechanisms between initial VET and the labour market. Luxembourg: Publications Office. Cedefop research paper; No 37. http://www.cedefop.europa.eu/EN/Files/5537_en.pdf
23. Cedefop (2014). Terminology of European education and training policy: a selection of 130 key terms (second edition). Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4117>
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28. Doyle, T. (2008). Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education. Sterling, VA: Stylus.
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39. Harrington, C., Thomas, M. (2018). *Designing a Motivational Syllabus: Creating a Learning Path for Student Engagement*. First edition. Sterling, Virginia: Stylus Publishing.
40. Hutton, P. A. (2006). Understanding student cheating and what educators can do about it. *College Teaching*, 54(1), 171–176.
41. Information and communication technologies in education (2013) / Badarch Dendev <https://iite.unesco.org/pics/publications/ru/files/3214728.pdf>

42. Jarvis, Peter. (2002) The theory & practice of teaching / edited by Peter Jarvis / Kogan Page
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44. Kavardakova M.A. (2017). Interactive teaching technologies in higher education: Blended learning: Textbook. manual for students of continuing education courses. Part 2. Ulyanovsk.
45. Leo, Joy de (2010) Education for intercultural understanding. UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific
https://unesdoc.unesco.org/ark:/48223/pf0000189051_eng
46. Lovett-Hooper, G., Komaraju, M., Weston, R., & Dollinger, S. (2007). Is plagiarism a forerunner of other deviance? Imagined futures of academically dishonest students. *Ethics and Behavior*, 17(3), 323–336.
47. Nicol, D.J. and D. Macfarlane-Dick (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2): 199-218.
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Module 1

Bologna Process in the European Union and in Russia

Penza State University

Dr. Yuliya Kaftulina

Title of Module “Bologna Process in the European Union and in Russia”

Name of Module Leader			
Yuliya Kaftulina	Email ulya_01@list.ru	Phone number 89603295409	Office number 9-319
Office Hours	Flexible		

Aims and Objectives

The aim of this module is to explore the principles of the Bologna Process and features of its implementation in Russia.

Objectives:

- To provide trainees with the overview of the principles of the Bologna Process and student-centred teaching and learning;
- To introduce trainees to current National Educational Standards, Qualification Frameworks and other regulatory documents setting the requirements for maintaining the quality of education.

Learning Outcomes

After completing this module trainees should be able to:

- outline and classify the key documents setting the mechanisms for higher education integration in Europe;
- review and evaluate the modernisation of the Russian education system in the context of implementing the principles of the Bologna Process;
- compare and contrast teacher-centred and student-centred teaching and learning approaches.

Module Outline (brief description of content)

In this module, trainees will consider the basic objectives of the Bologna Process, examine the key documents setting the mechanisms for higher education integration in Europe at the interstate level, study the features of the Bologna process implementation in Russia, and explore Russian education policy.

Teaching and Learning Methods

Cooperative Learning: Class-based group work, including group discussions, concept mapping.

Teaching Plan

№	Learning Topic [content should be linked back to the LO]	Number of hours	Contact hours		Self-study hours (independent study)
			Lectures	Workshops	
1	Evolution and key principles of the Bologna Process	5	1	2	2
2	The Bologna Process in Russia	5	1	2	2

Module Content

Topic 1. Evolution and key principles of the Bologna Process:

Major objectives of the Bologna Process. Adoption of a series of key documents setting the mechanisms for higher education integration in Europe at the interstate level: Bologna Declaration (1999); Prague Communiqué (2001); London Communiqué (2007); Yerevan Communiqué (2015). Key tools.

Topic 2. The Bologna Process in Russia:

Russia's entry into the Bologna Process. Higher Education Policy in 2003 – 2012: national legal documents. The Bologna Process in Russia in 2012 – 2019: national legal documents. State policy in the field of education, its foundations and principles. Structure of the education system. Management of the education system. Difficulties in implementing the principles of the Bologna Process. Teacher-centred and student-centred teaching and learning within the Bologna Process.

Assessment

Assessment: Portfolio – project

Assessment		
<ol style="list-style-type: none">1. Study the Order of the Ministry of Education dated 15 February 2005 no. 40 “On implementing the Bologna Declaration in the Russian higher professional education system”. Comment on its content in writing.2. Examine the Federal Law dated 29 December 2012 no. 273-FZ “On education in the Russian Federation”. What chapters and articles does the Federal Law consist of? Comment on their content in writing.3. Give arguments for and against the introduction of competency-based approach into higher education. Substantiate each of the statements.		
Learning Outcomes		Upon completion of these assignments you will demonstrate the following learning outcome: - applying laws and regulations governing the implementation of the Bologna Declaration in the Russian Federation.
Formative Opportunities	Feedback	The assignments will be submitted as part of the Portfolio after the completion of the module.
Summative Opportunities	Feedback	Feedback will be provided at a review session before the start of the next module.

Passed (minimum)	
Trainees have explored the legal acts governing the Bologna Process implementation in the Russian Federation, commented on their content in writing. Trainees have presented their arguments for and against the introduction of competency-based approach into the higher education system and substantiated all statements.	

Reading List

1. Andrich, D. (2002). A framework relating Outcomes Based Education and the Taxonomy of Educational Objectives. *Studies in Educational Evaluation* 28(1): 35-59.

2. Carnell, Brent / Fung, Dilly (2017): Developing the Higher Education Curriculum Research- based Education in Practice. UCL Press. London.
3. Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook. Luxembourg: Publications Office. <http://dx.doi.org/10.2801/566770>
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12. European Qualifications Framework (EQF) <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>
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20. Brussels: ESU. <http://www.ehea.info/pid34437/student-centred-learning.html>



Module 2

Approaches and methods of teaching economic disciplines

Penza State University

Dr. Yuliya Kaftulina

Title of Module “Approaches and methods of teaching economic disciplines”

Name of Module Leader			
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Office Hours	Flexible		

Aims and Objectives

The aim of this module is to introduce trainees to the basic concepts, stages, approaches and methods of teaching.

Objectives:

- To enhance trainees’ understanding of the aims, objectives and principles of teaching;
- To provide trainees with the insight into the stages of teaching;
- To familiarise trainees with the features of setting aims and drafting learning outcomes.

Learning Outcomes

After completing this module trainees should be able to:

- outline and classify the basic concepts, approaches and methods of teaching;
- define the aims and objectives of teaching and learning;
- apply knowledge of the principles of student-centred learning and teaching to model learning outcomes;
- analyse and make amendments to the working programmes of the disciplines.

Module Outline (brief description of content)

In this module, trainees will consider aims, objectives, and principles of teaching and learning. Students get acquainted with the main stages of the didactic cycle. Trainees will explore the main recommendations for drafting learning outcomes, learn how to formulate learning outcomes in accordance with the principles of student-centred teaching and learning.

Teaching and Learning Methods

Cooperative Learning: Class-based group work, including group discussions, concept mapping.

Teaching Plan

№	Learning Topic [content should be linked back to the LO]	Number of hours	Contact hours		Self-study hours (independent study)
			Lectures	Workshops	
1	Approaches to teaching	5	1	2	2
2	Methods of teaching economic disciplines	5	1	2	2

Module Content

Topic 1. Approaches to teaching:

Approaches to teaching: aims, objectives, focus, scope. Principles of teaching (general, didactic, methodological). Principles of classical didactics in traditional and student-centred teaching and learning. Correlation between concepts of “approach to teaching” and “method of teaching”.

Topic 2. Methods of teaching economic disciplines:

Methods of teaching economic disciplines: focus, scope, objectives. Features in the methods of teaching economic disciplines. Scientific basis for the methods of teaching economic disciplines. Problems associated with the methods of teaching economic disciplines. Educational objectives by B. Bloom. Correlation between educational objectives in Bloom's taxonomy and assessment tools. Components in the content of economic disciplines. Correlation between concepts of “method of teaching” and “learning technology”. Learning technologies. Technological criteria of the educational process. Classification of learning technologies.

Assessment

Assessment: Portfolio – project

Assessment	
Analyse the working programme of the academic discipline that you taught. Suggest options for improving the formulation of aims and objectives within the discipline (paragraph 1), learning outcomes (paragraph 3) taking into account the principles of student-centred teaching and learning and the requirements of Federal State Educational Standard of Higher Education.	
Learning Outcomes	Upon completion of this assignment you will demonstrate the following learning outcome: - setting aims and objectives, modelling learning outcomes, changing and amending the working programmes of the disciplines in accordance with the principles of student-centred teaching and learning and the requirements of Federal State Educational Standard.
Formative Feedback Opportunities	The assignment will be submitted as part of the Portfolio after the completion of the module.
Summative Feedback Opportunities	Feedback will be provided at a review session before the start of the next module.

Passed (minimum)
Trainees have amended aims, objectives and learning outcomes in the working programmes under analysis.

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. Biggs, J.B. (2003). Teaching for Quality Learning at University. Buckingham: Open University Press/Society for Research into Higher Education.

3. Harrington, C., Thomas, M. (2018). *Designing a Motivational Syllabus: Creating a Learning Path for Student Engagement*. First edition. Sterling, Virginia: Stylus Publishing.
4. Jarvis, Peter. (2002) *The theory & practice of teaching* / edited by Peter Jarvis / Kogan Page
5. Kahn, P., Anderson, L. (2019). *Developing Your Teaching: Towards Excellence* Second edition. Abingdon, Oxon: Routledge.
6. Nilson, L. (2010). *Teaching at its best: a research-based resource for college instructors*. Jossey-Bass A Wiley Imprint 989 Market Street, San Francisco.
7. Vidergor, H. E., Sela, O. (2017). *Innovative Teaching Strategies and Methods Promoting Lifelong Learning in Higher Education: From Theory to Practice*. Hauppauge, New York: Nova Science Publishers, Inc.



Module 3

Innovative approaches and methods of teaching economic disciplines

Penza State University

Dr. Yuliya Kaftulina

Title of Module “Innovative approaches and methods of teaching economic disciplines”

Name of Module Leader			
Yuliya Kaftulina	Email ulya_01@list.ru	Phone number 89603295409	Office number 9-319
Office Hours	Flexible		

Aims and Objectives

The aim of this module is to introduce trainees to innovative approaches and methods of teaching economic disciplines.

Objectives:

- To give trainees an understanding of teaching methods and approaches;
- To make trainees familiar with active and interactive teaching methods.

Learning Outcomes

After completing this module trainees should be able to:

- review and evaluate teaching methods and approaches;
- reveal and analyse advantages / disadvantages of various teaching methods, as well as problems that may arise during their application in the educational process;
- introduce various teaching methods and approaches into current teaching practice in accordance with learning outcomes and assessment tools.

Module Outline (brief description of content)

In this module, trainees will explore innovative teaching methods and approaches. Having completed this module, trainees will be able to apply these methods and approaches while teaching economic disciplines.

Teaching and Learning Methods

Cooperative Learning: Class-based group work, including group discussions, concept mapping.

Teaching Plan

№	Learning Topic [content should be linked back to the LO]	Number of hours	Contact hours		Self-study hours (independent study)
			Lectures	Workshops	
1	<i>Teaching methods</i>	17	1	8	8
2	<i>Active teaching methods. Interactive teaching methods</i>	17	1	8	8

Module Content

Topic 1. **Teaching methods:**

Essence, classification. Teaching methods in terms of student participation in the educational process: traditional (passive), active, interactive. Teaching technique as an integral part of teaching method. Academic methods of teaching economic disciplines. Lecture as a form of conducting classes. Workshop as a form of conducting classes. Laboratory classes.

Topic 2. Active teaching methods. Interactive teaching methods:

Classification of active teaching methods: non-simulation and simulation (gaming, non-gaming). Characteristic features of the specific methods of active teaching. Discussion method (discussion, debate). Problem-based learning (case method, project method). Heuristic conversation. Round-table discussion. Training. Brainstorming. Role-playing games. Classification of games. Presentations. Audio and video materials. Computer tests, crosswords. Electronic textbooks. Website development.

Assessment

Assessment: Portfolio – project

Assessment		
<ol style="list-style-type: none"> 1. Develop a role-playing game devoted to the specific topic within the economic discipline. 2. Elaborate 3 tasks using the case method on a topic within the economic discipline. 3. Provide 3 examples of debate on the topics within the economic discipline. 4. Design 3 patterns of holding a round-table discussion on the topics within the economic discipline. 5. Draw 3 crosswords devoted to the topics of economic discipline. 6. Outline 3 problem-based situations on a topic within the economic discipline. 7. Develop 3 tasks using the project method on the topics within the economic discipline. 8. Provide 3 examples of techniques used for presenting and assimilating economic terms. 9. Model and deliver a traditional lecture within the economic discipline, taking into account its characteristic features. 10. Design a lecture on the topic "Applying the technology for developing critical thinking within the economic disciplines" using the corresponding strategy. 11. Elaborate a plan for a workshop on the topic "Applying technologies for advancing critical thinking within the economic disciplines" using the corresponding strategies and methods. 		
Learning Outcomes		<p>Upon completion of these assignments you will demonstrate the following learning outcomes:</p> <ul style="list-style-type: none"> - critically assessing teaching methods and approaches; - developing tasks within the economic disciplines; - selecting teaching methods, which comply with the learning outcomes and content of the economic disciplines; - designing and delivering lectures within the economic disciplines.
Formative Opportunities	Feedback	The assignments will be submitted as part of the Portfolio after the completion of the module.
Summative Opportunities	Feedback	Feedback will be provided at a review session before the start of the next module.

Passed (minimum)

Trainees have developed tasks within the economic disciplines. Trainees have designed and delivered lectures within the economic disciplines.

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 4

Innovative information technologies in teaching economic disciplines

Penza State University

Dr. Yuliya Kaftulina

Title of Module “Innovative information technologies in teaching economic disciplines”

Name of Module Leader			
Yuliya Kaftulina	Email ulya_01@list.ru	Phone number 89603295409	Office number 9-319
Office Hours	Flexible		

Aims and Objectives

The aim of this module is to familiarise trainees with innovative methods of e-learning.

Objectives:

- To introduce trainees to the methods of distance, online and blended learning;
- To give trainees an understanding of the basic principles and models of flipped learning;
- To provide trainees with the insight into the e-criteria for assessing and receiving feedback within the educational process;
- To make trainees familiar with the collaborative e-learning tools and activities.

Learning Outcomes

After completing this module trainees should be able to:

- reveal and analyse advantages / disadvantages of innovative methods of e-learning, as well as problems that may arise during their application in the educational process;
- introduce innovative methods and approaches of e-learning into current teaching practice.

Module Outline (brief description of content)

In this module, trainees will explore innovative teaching methods within e-learning. Having completed this module, trainees will be able to apply these methods and approaches while teaching economic disciplines.

Teaching and Learning Methods

Cooperative Learning: Class-based group work, including group discussions, concept mapping.

Teaching Plan

№	Learning Topic [content should be linked back to the LO]	Number of hours	Contact hours		Self-study hours (independent study)
			Lectures	Workshops	
1	Integration of information and educational technologies	9	1	4	4
2	Learning management system based on LMS Moodle	9	1	4	4

Module Content

Topic 1. Integration of information and educational technologies:

E-learning. Online learning. Information educational environment. Blended learning (traditional + e-learning). ICT development -> online learning development -> e-learning (e-learning 1.0, e-learning 2.0, e-learning 3.0). Open educational resources. MOOC technology (massive open online courses). Smart learning.

Topic 2. Learning management system based on LMS Moodle:

Application of active and interactive teaching methods based on LMS Moodle (terms explanation, computer simulators, gamification, computer testing).

Assessment

Assessment: Portfolio – project

Assessment	
Compile a technological map for designing lectures / topics (as selected) using innovative information technologies and Internet resources.	
Learning Outcomes	Upon completion of this assignment you will demonstrate the following learning outcomes: - selecting the functional features of the Moodle system, which comply with the methods of teaching, as well as to the content of economic disciplines; - applying innovative informational methods of teaching taking into account the learning management systems and / or other software applications.
Formative Feedback Opportunities	The assignment will be submitted as part of the Portfolio after the completion of the module.
Summative Feedback Opportunities	Feedback will be provided at a review session before the start of the next module.

Passed (minimum)
Trainees have developed a technological map for lectures design using innovative information technologies and Internet resources.

Reading List

1. Bershadsky A., Glotova T., Krevsky I. (2016) Modern University: educational and information technologies in a multi-level system of higher education. E-source: <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 teaching technologies in higher education: Blended learning: Textbook. manual for students of continuing education courses. Part 2. Ulyanovsk.
4. Dr. Phil. Lazovic Milica (2018) Innovative Methods in Higher Education Teaching. Stiftung University of Hildesheim.
5. Moodle documents 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



Module 5

Control methods and assessment techniques in teaching economic disciplines

Penza State University

Dr. Yuliya Kaftulina

Title of Module “Control methods and assessment techniques in teaching economic disciplines”

Name of Module Leader			
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Office Hours	Flexible		

Aims and Objectives

The aim of this module is to introduce trainees to innovative methods and techniques for assessing learning outcomes.

Objectives:

- To give trainees an understanding of the significance of assessment in the educational process;
- To make trainees familiar with the innovative assessment methods and techniques, their advantages and disadvantages;
- To provide trainees with the insight into feedback practices at different stages of the educational process.

Learning Outcomes

After completing this module trainees should be able to:

- review the innovative methods and techniques for assessing learning outcomes;
- select the assessment methods and determine the assessment criteria that comply with learning outcomes within the economic disciplines;
- give feedback for stimulating the educational process, as well as for monitoring students' academic performance in achieving learning outcomes.

Module Outline (brief description of content)

In this module, trainees will examine methods for assessing learning outcomes. Trainees will get acquainted with the main types, methods and techniques of assessment, their advantages and disadvantages. They will learn how to provide feedback at different stages of the educational process.

Teaching and Learning Methods

Cooperative Learning: Class-based group work, including group discussions, concept mapping.

Teaching Plan

№	Learning Topic [content should be linked back to the LO]	Number of hours	Contact hours		Self-study hours (independent study)
			Lectures	Workshops	
1	Control and assessment	7	1	2	4

2	Assessment types and techniques	15	1	8	6
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Module Content

Topic 1. Control and assessment:

Control and assessment: essence and functions. Assessment in teaching economic disciplines.

Topic 2. Assessment types and techniques:

Formative (current) assessment. Formative assessment model: defining learning objectives and criteria; identifying learning outcomes, revealing learning gaps; applying feedback mechanisms; adapting teaching and learning; encouraging further learning (instructional scaffolding); bridging gaps and attaining learning objectives. Formative assessment techniques (memory cards, mind cards, corrective tests, three-colour group survey).

Summative (interim and final) assessment. Assessment tools. Features of major assessment tools. Written / oral exam. Pass-fail exam. Test: multiple choice tasks, tasks with two answers, match tasks, sequence tasks, tasks with a designed and defined answers, tasks with a freely designed answer (essays). Annotated bibliography. Poster. Presentation. Portfolio.

Assessment

Assessment: Portfolio – project

Assessment	
1. Design test tasks for monitoring knowledge on a topic (as selected) within the economic discipline. 2. Introduce new methods and techniques for assessing learning outcomes into current working programmes. 3. Develop the criteria for assessing solutions of case tasks within the economic disciplines.	
Learning Outcomes	Upon completion of these assignments you will demonstrate the following learning outcomes: - critically analysing and amending the working programmes through introducing innovative assessment methods and techniques; - selecting assessment methods, tools and criteria that comply with learning outcomes within the economic disciplines.
Formative Feedback Opportunities	The assignments will be submitted as part of the Portfolio after the completion of the module.
Summative Feedback Opportunities	Feedback will be provided at a review session before the start of the next module.

Passed (minimum)
Trainees have designed the test tasks for monitoring knowledge on a topic (as selected) within the economic discipline. Trainees have saturated the current working programmes with new techniques for assessing learning outcomes. Trainees have developed the criteria for assessing solutions of case tasks within the economic disciplines.

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.
3. 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.
4. Biggs, J.B. (2003). Teaching for Quality Learning at University. Buckingham: Open University Press/Society for Research into Higher Education.
5. 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
6. 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.
7. Brown, S. and P. Knight. (1994). Assessing Learners in Higher Education. London: RoutledgeFalmer.
8. Connor-Greene, P. (2000). Assessing and promoting student learning: Blurring the line between teaching and learning. Teaching of Psychology, 27(2), 84–88.
9. Gibbs, G. (1999). Using assessment strategically to change the way students learn. In S. Brown & A. Glasner (Eds.), Assessment matters in higher education: Choosing and using diverse approaches (pp. 41–53). Buckingham, UK: Society for Research into Higher Education and Open University Press.
10. Gronlund, N. E., & Waugh, C. K. (2009). Assessment of student achievement (9th ed.). Needham Heights, MA: Allyn & Bacon.
11. Nicol, D.J. and D. Macfarlane-Dick (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. Studies in Higher Education, 31(2): 199-218.
12. Nilson, L. (2010). Teaching at its best: a research-based resource for college instructors. Jossey-Bass A Wiley Imprint 989 Market Street, San Francisco.
13. Nixon, S., S. Brooman, R. Murphy and D. Fearon (2017). Clarity, consistency and communication: using enhanced dialogue to create a course-based feedback strategy. Assessment & Evaluation in Higher Education 42: 812-822.



Module 6

Organising cooperative learning within the educational process

Penza State University

Dr. Yuliya Kaftulina

Title of Module “Organising cooperative learning within the educational process”

Name of Module Leader			
Yuliya Kaftulina	Email ulya_01@list.ru	Phone number 89603295409	Office number 9-319
Office Hours	Flexible		

Aims and Objectives

The aim of this module is to familiarise trainees with innovative approaches to organising cooperative learning of students following the principles of student-centred teaching and learning.

Objectives:

- To provide trainees with the insight into the role of teacher and lecturer in modern higher education;
- To make trainees familiar with innovative and effective methods of managing the educational process based on the principles of student-centred teaching and learning;
- To introduce trainees to the features of teaching in multicultural classrooms.

Learning Outcomes

After completing this module trainees should be able to:

- define the role of teacher and lecturer in managing the educational process,
- apply effective methods of organising cooperative learning following the principles of student-centred teaching and learning;
- organise and manage the educational process focused on students with different ethnic, cultural and religious backgrounds.

Module Outline (brief description of content)

In this module, trainees will explore the key rules and methods of organising effective cooperative learning of students within the educational process based on the principles of student-centred teaching and learning.

Teaching and Learning Methods

Cooperative Learning: Class-based group work, including group discussions, concept mapping.

Teaching Plan

№	Learning Topic [content should be linked back to the LO]	Number of hours	Contact hours		Self-study hours (independent study)
			Lectures	Workshops	
1	Transformed role of teacher and lecturer in modern higher education	5	1	2	2
2	Effective strategies and methods of organising cooperative learning within the	5	1	2	2

	educational process				
3	Teaching in multicultural classrooms	4	-	2	2

Module Content

Topic 1. Transformed role of teacher and lecturer in modern higher education:

Communication styles in teaching. Establishing contact and building relationships with students. Effective communication. Functions and roles of teacher and lecturer in applying innovative educational technologies.

Topic 2. Effective strategies and methods of organising cooperative learning within the educational process:

Planning and conducting classes. Topics for engaging students in discussions: conversation starters. Motivating students. Managing group activity. Preventing and combating behavioural disturbances among students.

Topic 3. Teaching in multicultural classrooms:

Ethics of intercultural communication. Cultural values in the educational process. National communication styles. Teaching approaches to higher education for intercultural understanding. Practical classes on intercultural understanding.

Assessment

Assessment: questionnaire on organising cooperative learning within the educational process

Assessment	
1. Fill in the questionnaire, review and analyse the issues associated with organising cooperative learning of students within the educational process 2. Propose your own solutions to the existing problems.	
Learning Outcomes	Upon completion of these assignments you will demonstrate the following learning outcomes: – applying effective methods of organising cooperative learning within the educational process following the principles of student-centred teaching and learning; – organising and managing the educational process focused on students with different ethnic, cultural and religious backgrounds.
Formative Feedback Opportunities	The assignments will be submitted after the completion of the module.
Summative Feedback Opportunities	Feedback will be provided at a review session after the completion of the module.

Passed (minimum)
Trainees have filled in the questionnaires. Trainees have examined the issues of organising cooperative learning within the educational process. Trainees have proposed the possible solutions to the existing problems.

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.
7. Doyle, T. (2008). *Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education*. Sterling, VA: Stylus.
8. Felder, R. M., & Brent, R. (2005). Understanding student differences. *Journal of Engineering Education*, 94(1), 57–72.
9. Guo, S., & Jamal, Z. (2007). *Green guide: No 8. Cultural diversity and inclusive teaching*. Ontario, Canada: Society for Teaching and Learning in Higher Education.
10. Hutton, P. A. (2006). Understanding student cheating and what educators can do about it. *College Teaching*, 54(1), 171–176.
11. Lovett-Hooper, G., Komarraju, M., Weston, R., & Dollinger, S. (2007). Is plagiarism a forerunner of other deviance? Imagined futures of academically dishonest students. *Ethics and Behavior*, 17(3), 323–336.
12. Nilson, L. (2010). *Teaching at its best: a research-based resource for college instructors*. Jossey-Bass A Wiley Imprint 989 Market Street, San Francisco.
13. *Classroom Management Guide*. Available online at: https://www.unco.edu/cebs/teacher-education/undergraduate-programs/classroom_management.aspx
14. 10 Effective Classroom Management Techniques Every Faculty Member Should Know. Available online at: <https://www.facultyfocus.com/free-reports/classroom-management-free-reports/10-effective-classroom-management-techniques-every-faculty-member-should-know/>
15. Leo, Joy de (2010) *Education for intercultural understanding*. UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific https://unesdoc.unesco.org/ark:/48223/pf0000189051_eng