Methods of teaching economic disciplines

Penza State University

2019 – 2020 academic year
Content

Overview of the programme .................................................................3

Module 1.............................................................................................

Module 2.............................................................................................

Module 3.............................................................................................

Module 4.............................................................................................

Module 5.............................................................................................

Module 6.............................................................................................
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone number</th>
<th>Office number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuliya Kaftulina</td>
<td><a href="mailto:ulya_01@list.ru">ulya_01@list.ru</a></td>
<td>89603295409</td>
<td>9-319</td>
</tr>
</tbody>
</table>

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:

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**

<table>
<thead>
<tr>
<th>Day Level</th>
<th>Module Code</th>
<th>Module Name</th>
<th>Module Aim</th>
</tr>
</thead>
</table>
|           | 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:
- 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:
- 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:
- 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. |
<p>|           | 04          | Innovative information technologies in | The aim of this module is to familiarise students with innovative methods of e-learning |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
</table>
| 05 | Control methods and assessment techniques in teaching economic disciplines | The aim of this module is to introduce trainees to innovative methods and techniques for assessing 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 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 | 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. 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. |

**Learning Outcomes of the Programme**

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PC-13</td>
<td>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</td>
</tr>
<tr>
<td>PC-14</td>
<td>Ability to teach economic disciplines in educational institutions of various levels, using current curricula and available teaching materials</td>
</tr>
<tr>
<td>SC-3</td>
<td>Ability to teach students within Bachelor’s degree and continuing education programmes focused on the appropriate level of qualification</td>
</tr>
</tbody>
</table>

**Mapping of Programme Learning Outcomes with Module Learning Outcomes**
### 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

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Portfolio - project</th>
<th>Questionnaire on organising cooperative learning within the educational process</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>X</td>
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</tr>
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<td>02</td>
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<td>03</td>
<td>X</td>
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<td>04</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
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:
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:

Programme Delivery

<table>
<thead>
<tr>
<th>No.</th>
<th>Modules</th>
<th>Number of hours</th>
<th>Contact hours</th>
<th>Self-study hours</th>
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<tr>
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<tr>
<td>1</td>
<td>Bologna Process in the European Union and in Russia</td>
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<td>Approaches and methods of teaching economic disciplines</td>
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<td>4</td>
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</tr>
<tr>
<td>3</td>
<td>Innovative teaching methods and approaches</td>
<td>34</td>
<td>2</td>
<td>16</td>
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<td>Innovative information technologies</td>
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<td>6</td>
<td>Organising cooperative learning within the educational process</td>
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<td>2</td>
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<td>Total</td>
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<td>48</td>
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</table>

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.pnzgu.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
60. 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/
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

<table>
<thead>
<tr>
<th>Name of Module Leader</th>
<th>Email</th>
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<th>Office number</th>
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<tr>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>№</th>
<th>Learning Topic [content should be linked back to the LO]</th>
<th>Number of hours</th>
<th>Contact hours</th>
<th>Self-study hours (independent study)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Lectures</td>
<td>Workshops</td>
</tr>
<tr>
<td>1</td>
<td>Evolution and key principles of the Bologna Process</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>The Bologna Process in Russia</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Module Content

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

**Topic 2. The Bologna Process in Russia:**

Assessment

**Assessment:** Portfolio – project

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| 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.  
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 |
| Summative Opportunities | Feedback |

**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**

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

<table>
<thead>
<tr>
<th>Yuliya Kaftulina</th>
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<td>9-319</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>№</th>
<th>Learning Topic [content should be linked back to the LO]</th>
<th>Number of hours</th>
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<th>Self-study hours (independent study)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lectures</td>
<td>Workshops</td>
</tr>
<tr>
<td>1</td>
<td>Approaches to teaching</td>
<td>5</td>
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<td>2</td>
<td>Methods of teaching economic disciplines</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
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:**

Assessment

**Assessment:** Portfolio – project

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

| 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

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

<table>
<thead>
<tr>
<th>Yuliya Kaftulina</th>
<th>Email</th>
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<th>Office number</th>
</tr>
</thead>
<tbody>
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<td>89603295409</td>
<td>9-319</td>
</tr>
</tbody>
</table>

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

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

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:**

**Assessment**
**Assessment:** Portfolio – project

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a role-playing game devoted to the specific topic within the economic discipline.</td>
</tr>
<tr>
<td>2. Elaborate 3 tasks using the case method on a topic within the economic discipline.</td>
</tr>
<tr>
<td>3. Provide 3 examples of debate on the topics within the economic discipline.</td>
</tr>
<tr>
<td>4. Design 3 patterns of holding a round-table discussion on the topics within the economic discipline.</td>
</tr>
<tr>
<td>5. Draw 3 crosswords devoted to the topics of economic discipline.</td>
</tr>
<tr>
<td>6. Outline 3 problem-based situations on a topic within the economic discipline.</td>
</tr>
<tr>
<td>7. Develop 3 tasks using the project method on the topics within the economic discipline.</td>
</tr>
<tr>
<td>8. Provide 3 examples of techniques used for presenting and assimilating economic terms.</td>
</tr>
<tr>
<td>9. Model and deliver a traditional lecture within the economic discipline, taking into account its characteristic features.</td>
</tr>
<tr>
<td>10. Design a lecture on the topic “Applying the technology for developing critical thinking within the economic disciplines” using the corresponding strategy.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Upon completion of these assignments you will demonstrate the following learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- critically assessing teaching methods and approaches;</td>
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<tr>
<td></td>
<td>- developing tasks within the economic disciplines;</td>
</tr>
<tr>
<td></td>
<td>- selecting teaching methods, which comply with the learning outcomes and content of the economic disciplines;</td>
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<tr>
<td></td>
<td>- designing and delivering lectures within the economic disciplines.</td>
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</table>

<table>
<thead>
<tr>
<th>Formative Opportunities</th>
<th>Feedback</th>
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</thead>
<tbody>
<tr>
<td>The assignments will be submitted as part of the Portfolio after the completion of the module.</td>
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</table>

<table>
<thead>
<tr>
<th>Summative Opportunities</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback will be provided at a review session before the start of the next module.</td>
<td></td>
</tr>
</tbody>
</table>

**Passed (minimum)**
Trainees have developed tasks within the economic disciplines. Trainees have designed and delivered lectures within the economic disciplines.

**Reading List**

5. 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](http://dx.doi.org/10.1016/j.pscr.2014.08.016)
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”

<table>
<thead>
<tr>
<th>Name of Module Leader</th>
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</thead>
<tbody>
<tr>
<td>Yuliya Kaftulina</td>
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</tbody>
</table>

<table>
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<table>
<thead>
<tr>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>№</th>
<th>Learning Topic [content should be linked back to the LO]</th>
<th>Number of hours</th>
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<th>Self-study hours (independent study)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lectures</td>
<td>Workshops</td>
</tr>
<tr>
<td>1</td>
<td>Integration of information and educational technologies</td>
<td>9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Learning management system based on LMS Moodle</td>
<td>9</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Module Content

**Topic 1. Integration of information and educational technologies:**

**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

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile a technological map for designing lectures / topics (as selected) using innovative information technologies and Internet resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Upon completion of this assignment you will demonstrate the following learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- selecting the functional features of the Moodle system, which comply with the methods of teaching, as well as to the content of economic disciplines;</td>
</tr>
<tr>
<td></td>
<td>- applying innovative informational methods of teaching taking into account the learning management systems and / or other software applications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Feedback Opportunities</th>
<th>The assignment will be submitted as part of the Portfolio after the completion of the module.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Feedback Opportunities</td>
<td>Feedback will be provided at a review session before the start of the next module.</td>
</tr>
</tbody>
</table>

**Passed (minimum)**

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

**Reading List**

5. Moodle documents [https://docs.moodle.org/37/en/Main_page](https://docs.moodle.org/37/en/Main_page)

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”

<table>
<thead>
<tr>
<th>Name of Module Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuliya Kaftulina</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td><a href="mailto:ulya_01@list.ru">ulya_01@list.ru</a></td>
</tr>
<tr>
<td>Phone number</td>
</tr>
<tr>
<td>89603295409</td>
</tr>
<tr>
<td>Office number</td>
</tr>
<tr>
<td>9-319</td>
</tr>
</tbody>
</table>

| 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.

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<td>Lectures</td>
<td>Workshops</td>
</tr>
<tr>
<td>1</td>
<td>Control and assessment</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
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).

**Assessment**

Assessment: Portfolio – project

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>1. Design test tasks for monitoring knowledge on a topic (as selected) within the economic discipline.</td>
<td></td>
</tr>
<tr>
<td>2. Introduce new methods and techniques for assessing learning outcomes into current working programmes.</td>
<td></td>
</tr>
<tr>
<td>3. Develop the criteria for assessing solutions of case tasks within the economic disciplines.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Upon completion of these assignments you will demonstrate the following learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- critically analysing and amending the working programmes through introducing innovative assessment methods and techniques;</td>
<td></td>
</tr>
<tr>
<td>- selecting assessment methods, tools and criteria that comply with learning outcomes within the economic disciplines.</td>
<td></td>
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<th>Formative Feedback Opportunities</th>
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<th>Feedback will be provided at a review session before the start of the next module.</th>
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</table>

**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

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

<table>
<thead>
<tr>
<th>Yuliya Kaftulina</th>
<th>Email</th>
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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

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<td></td>
<td>Lectures</td>
<td>Workshops</td>
</tr>
<tr>
<td>1</td>
<td>Transformed role of teacher and lecturer in modern higher education</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Effective strategies and methods of organising cooperative learning within the</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
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:**

**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

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
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<tbody>
<tr>
<td>1. Fill in the questionnaire, review and analyse the issues associated with organising cooperative learning of students within the educational process</td>
<td></td>
</tr>
<tr>
<td>2. Propose your own solutions to the existing problems.</td>
<td></td>
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</tbody>
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<tr>
<th>Learning Outcomes</th>
<th>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.</th>
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**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
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/