

**MoPED: Modernization of Pedagogical Higher Education by Innovative
Teaching Instruments**

586098-EPP-1-2017-1-UA-EPPKA2-CBHE-JP

HANDBOOK

TITLE OF THE COURSE:

Innovative technologies and instruments in educational process

SPECIALITY - 013 Primary Education. Specializations: «English», «Inclusive education», «Pre-school education», «Practical psychology».

HIGHER EDUCATION DEGREE: Bachelor

Developers: *Ph.D. in Pedagogical Sciences, Associate Professor of Department of Pedagogy, Theory and Methods of Primary Education **Oksana Kovtun**, Teacher of Department of Pedagogy, Theory and Methods of Primary Education **Valentyna Krykun***

Higher Education Institution: SHEI «Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University»

Faculty: Pedagogical

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BRIEF SUMMARY OF THE COURSE:

Within the curriculum students will familiarize with existing innovative technologies, instruments and resources the use of which in primary school will facilitate better mastering of the learned material and acquired skills and abilities of students. The course is closely connected with the cycle of other theoretical disciplines (psychology, linguistics, didactics, pedagogy), as teaching competence requires not only high practical level, but also advanced knowledge of the general patterns of teaching. The emphasis in the development of the course lies on the practical component of the educational process, so that students will be able to work out the proposed technologies and tools in practice, in the process of performing tasks of different types. To provide interdisciplinarity in primary school, it is proposed to use research e-learning environments, online labs, educational games and simulations, short study videos (including foreign language videos), aimed at studying STEAM subjects, especially at primary education level. It is also proposed to use in practice a number of innovative teaching methods such as Flipped Learning, Project Based Learning, Mobile Learning, Blended Learning, Problem Based Learning, etc.

In order to ensure the most effective educational process, the training will take place with the involvement of all the features and zones of the ICR, as well as the specially installed NIBELUNG software (co-financing of the university) in the linguaphone zone for efficient use in different directions: language teaching; development of speech; ICT training (for example, work with office programs); study of general subjects; presentations; computer class management, etc.

KEY WORDS:

Professional competence, digital competence, communicative competence, innovative technologies and instruments, online resources, Problem Based Learning, Flipped Learning, STEAM.

CONTENT

1. Description of the Course

1.1. The volume of the course in ECTS credits and its distribution in hours by the forms of organization of educational process and types of classes.

The number of content modules is 2.

Total hours: 90, incl. for full-time forms of training: 10 lecture hours, 20 hours of laboratory classes, 60 hours. - consultations, independent work of students;

For part-time forms of training - 2 lecture hours, 8 hours of laboratory classes, 80 hours. - consultations, independent work of students

1.2. Language of the course.

English

1.3. Internet address of the permanent placement of educational content of the course .

<https://sites.google.com/view/itiep-moped/%D0%B3%D0%BE%D0%BB%D0%BE%D0%B2%D0%BD%D0%B0-%D1%81%D1%82%D0%BE%D1%80%D1%96%D0%BD%D0%BA%D0%B0?authuser=0>

1.4. Developer (s).

*PhD in Pedagogical Sciences, Associate Professor of Department of Pedagogy, Theory and Methods of Primary Education **Oksana Kovtun***

*Teacher of Department of Pedagogy, Theory and Methods of Primary Education **Valentyna Krykun***

1.5. Aims of the course .

The aim of teaching the discipline is to provide the basics of methodical preparation of students for the implementation of professional functions of primary school teacher, formation of professional, communicative and digital competences

1.6. Program competences that are formed during the study of the course.

Integral competence (IC)	<i>Ability to solve complex specialized problems and practical problems in professional-pedagogical activities that involve the application of theoretical positions and methods of pedagogy, psychology and individual teaching methods and are characterized by complexity and uncertainty of the conditions.</i>
General Competence (GC)	<i>GC-1. General Trainings'. Ability to learn and master modern knowledge, in particular, innovative methodical approaches, modern systems, methods, technologies of teaching, development and education of primary school pupils; the current normative provision of primary education, etc. GC-12. Information and communication. Ability to use modern means of information and computer technologies for solving communicative tasks in the professional activity of primary school teachers and in everyday life.</i>
Professional (special) competencies (P _s C)	<i>P_sC-2. Didactic. The ability of the future teacher (graduate) to solve the standard and problem professional problems arising in the educational practice of primary school, based on the existing knowledge about the theoretical foundations of constructing the content and process of training younger students, including thorough knowledge of modern theories of learning, flexible</i>

	<p><i>possession of teaching methods; the ability to substantiate the choice of methods, means, technologies, forms of organization of training, adequate to the didactic situation.</i></p> <p><i>P_sC-4. Digital. The ability to introduce modern educational technologies, innovative approaches, advanced pedagogical experience to study specific issues in a certain educational field / element of primary school.</i></p> <p><i>P_sC-5. Interactive. The ability of the teacher to organize effective joint educational activities and pedagogical communication; the ability to cooperate to achieve the goal, while finding ways to interact with all subjects of the educational environment.</i></p>
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1.7. Expected learning outcomes of the course.

Professional knowledge	<i>1. To distinguish features of the use of innovative technologies and instruments in primary school</i>
	<i>2. Use e-learning resources and tools that accommodate the required information</i>
Professional skills and abilities	<i>1. Apply innovative technologies and instruments for organizing the educational process</i>
	<i>2. Summarize information from different sources, find the necessary resources based on the analysis of educational information for teaching in primary school.</i>
	<i>3. To use modern innovative technologies and instruments in working with students in preparation for pedagogical practice.</i>
Communication	<i>1. Use online communication techniques to share information with colleagues and students</i>
	<i>2. Overcome communicative barriers; to organize an educational dialogue between students</i>
Autonomy and responsibility	<i>1. Self-use innovative technologies and instruments in professional activity</i>
	<i>2. Self-search for educational information from different sources. Critically evaluate the source and the essence of the information received</i>
	<i>3. Analyze and design fragments of the use of innovative technologies and instruments in their own pedagogical activities. It is grounded to choose innovative technologies and instruments in accordance with the specific tasks of the lesson, to make responsible decisions in team interaction</i>

1.8. Control of academic achievements of students.

Exam, test tasks, tasks for self-work, presentation of indicative schemes (fragments) of primary school lessons using innovative technologies and tools

Final evaluation is provided through exam (5 semester). The maximum number of points for a form of control is 30. If the correct execution is less than half of the tasks, the exam is considered not completed.

The amount of points for all types of educational activities	Evaluation of ECTS	Evaluation on a national scale	
		for exam, course project (work) practice	For credit

90 – 100	A	excellent	accepted
82-89	B	good	
74-81	C		
64-73	D	satisfactory	
60-63	E		
35-59	FX	unsatisfactory with the possibility of re-assembly	not passed with the possibility of re-assembly
0-34	F	unsatisfactorily with compulsory repeated study of discipline	not passed with compulsory repeated study of discipline

2. Content and structure of the course

2.1. Module 1

Formation of digital competence as a prerequisite for the use of innovative technologies and instruments in pedagogical practice.

2.1.1. Theme 1

Digital competence as an important component of the professional competence of a modern teacher.

2.1.2. Aims and expected learning outcomes.

The purpose of the topic is to give basic knowledge to students on the professional teacher competence and find out who the modern progressive teacher is.

The expected results of passing the topic is to understand the concept «professional competence», «professional teacher competence» and «digital competence».

2.1.3. Criteria and forms for evaluating learning outcomes on the theme.

High level: Student is motivated to form digital competence and understands its importance, can explain meaning of concepts «professional competence», «professional teacher competence» and «digital competence».

Middle level: Student is motivated to form digital competence and understands its importance, but mixes the concepts «professional competence», «professional teacher competence» and «digital competence».

Low level: Student is not motivated to form digital competence and do not understand its importance.

2.1.4. Digital tools.

Laptops, Internet connection, Smartboard, tablets, projector.

2.1.5. Innovative Teaching / Learning Technologies.

Cooperative work, flipped learning, BYOD, inquiry-based learning, problem-based learning, mobile learning.

2.1.6. Lecture 1. Professional competence of the modern primary school teacher.

Plan:

1. Concepts «competence» and «professional competence». National framework of qualification.

2. Professional competence in the system of must-have competences of the modern teacher.

3. Importance of professional competence in pedagogical work.

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Lecture 2. *Digital competence and its formation in future primary school teachers.*

Plan:

1. *Concept «digital competence».*
2. *Importance of formation of digital competence in future primary school teachers.*
3. *Ways of formation of digital competence in future primary school teachers.*

2.1.7. *Laboratory class 1. Professional competence of the modern teacher: classification and features of formation.*

This laboratory class is dedicated to students' description of their practical understanding of the concepts «competence» and «professional competence», features of its formation. Checking if the aim is achieved will be conducted by completing of each student own list of general and professional competences and their comparing with other students works.

Laboratory class 2. Formation of the digital competence of future primary school teachers.

At the class students will investigate what the digital competence is, its importance in modern society and, in particular, for future primary school teachers. Students will practically define what skills and knowledge form digital competence while working with national legislation and demands to primary school teacher.

2.1.8. *Topics for individual and / or group tasks (if any).*

2.1.9. *Tasks for independent work.*

To make presentation on the topics:

1. *Key components of teacher's professional competence.*
2. *Digital competency of the teacher DigCompEdu.*

2.1.10. Theme 2. Artificial intelligence technologies in the process of preparation of future primary school teachers.

2.1.11. *Aims and expected learning outcomes.*

The theme is aimed at familiarization of students with concepts «artificial intelligence» and «artificial intelligence technologies».

2.1.12. *Criteria and forms for evaluating learning outcomes on the theme.*

High level: Student is motivated to use artificial intelligence technologies and understands its importance, can explain meaning of concepts «artificial intelligence», «artificial intelligence technologies».

Middle level: Student is less motivated to use artificial intelligence technologies and understands its importance.

Low level: Student is not motivated to use artificial intelligence technologies and do not understand its importance.

2.1.13. *Digital tools.*

Laptops

Tablets

Interactive whiteboard

2.1.14. *Innovative Teaching / Learning Technologies.*

Group training

Case studies

Technology of profession-oriented learning

Project-based learning

Gamification

ICR:

- *Presentation area*
- *Project area*
- *Lingaphone zone*

• *FabLab – Robotics*

2.1.15. Lecture. *Artificial intelligence technologies in the process of preparation of future primary school teachers.*

Plan:

1. *Artificial intelligence in modern world.*

2. *Types of artificial intelligence technologies.*

3. *Their role in preparation of future primary school teachers.*

2.1.16. Laboratory class 1. *The use of artificial intelligence technologies while preparing future primary school teachers.*

At the class students are going to find out the essence of artificial intelligence technologies and importance of their use in the process of preparation of future primary school teachers by working with innovative online platform Scratch.

2.1.17. Topics for individual and / or group tasks (if any).

2.1.18. Tasks for independent work.

To make compendium on new concepts in artificial technologies theory.

2.2. Module 2 Introduction of innovative technologies and instruments in primary school educational process.

2.1.1. Theme 1 . Innovative technologies: their role in forming communicative competence of students.

2.1.2. Aims and expected learning outcomes.

Aim: to develop students' communicative skills

Expected learning outcomes:

- *to organize pedagogical activity on the basis of competence (forecasting, designing, evaluation, etc.);*

- *to design and implement modern programs for the training of primary school pupils by using innovative pedagogical methods, forms and technologies;*

- *to diagnose the educational process and to formulate individual educational paths for becoming a student as a person, a citizen, an innovator;*

- *to organize the cultural-educational educational and developing modern environment;*

- *to form socially-oriented competence of the individual*

- *to form ability to listen, defend your own position*

2.1.3. Criteria and forms for evaluating learning outcomes on the theme.

High level: Student can organize his own activities based on communicative competence. Does not allow mistakes in the simulation of a modern lesson with the use of innovative technologies

Middle level: Student allow a few mistakes in the simulation of a modern lesson with the use of innovative technologies

Low level: Student is not motivated to include in the educational process a communicative component using the latest forms of learning

2.1.4. Digital tools.

Laptops

Tablets

Interactive whiteboard

2.1.5. Innovative Teaching / Learning Technologies.

Cooperative Learning Technology

Group training

Case studies

Technology of profession-oriented learning

Project-based learning

Gamification

Storytelling

ICR:

- *Presentation area*
- *Project area*
- *Lingaphone zone*
- *FabLab - Robotics*

2.1.6. Lecture. *Innovative technologies: their role in formation of communicative competence of students.*

1. *The concept of communicative competence and interaction with traditional forms and methods of teaching disciplines*

2. *Structure of communicative competence*

3. *Existing Innovative Technologies*

4. *Analysis of the application of the means of innovative technologies in the formation of communicative competence*

5. *Features of the use of innovative technologies in primary school educational process.*

2.1.7. Laboratory class 1. The essence of the concept «innovative pedagogical technology».

Goal: in order to develop the pedagogical abilities to be able to make a comparative analysis of the traditional approach to the organization of the pedagogical process and in terms of modern pedagogical technologies; to allocate and study with the purpose of further introduction in pedagogical practice modern pedagogical technologies.

Methods: Using the ICR room, namely the presentation area, to consider the concept of «technology», «pedagogical technology», types of technologies, essential features of pedagogical technology, stages of its formation and features, essential features and quality of modern pedagogical technologies.

Criteria for evaluation

At the high level student explains and constructs pedagogical technologies. Has an idea of the essential features and quality of modern pedagogical technologies

At the middle level student can recommend and critique the insights of innovative pedagogical technologies

At the low level student analyzes, compares and classifies pedagogical technologies in terms of modernity ;can list and define the innovation technology

Laboratory class 2. Formation of communicative competence of future primary school teachers by innovative technologies.

Aim is to develop communicative competence, to analyze problems of communicative competence of future primary school teachers and peculiarities of using innovative methods. To form skills and abilities of foreign language communication and construction of the model of the process of foreign language communication; to consider the technology of professionally oriented learning.

Methods: Contextual teaching technology, which involves subject and social modeling of future professional activities of specialists and assimilation of abstract knowledge of the profession. Active forms and methods of teaching: case-study analysis, problem-solving, business and role-playing games

Criteria for evaluation

High level: free operation of information and interpersonal and professional communication skills. Ability to organize presentations and conferences.

Middle level: ability to provide information tailored to the needs of the audience. The ability to solve conflicts in professional and economic activities.

Low level: ability to work with databases, ability to establish business contacts. Ability to differentiate the received tasks by levels of complexity.

Laboratory class 3. Organization and provision of a learning process in primary school using innovative technologies.

Aim: to open the application of innovative technologies as a pedagogical problem; to find out pedagogical potential and specificity of use of innovative technologies; to demonstrate the principles of modeling a modern lesson using innovative technologies

Methods of analysis and generalization of psychological and pedagogical literature. Pedagogical observation, interviews, questionnaires. Implementation of the method of gaming in the project area (ICR). Group work is a technology of collective-group initiation.

Criteria for evaluation

High level: Reveals the application of innovative technologies. Can explain the specifics of the use of innovative technologies. It combines traditional and innovative forms of teaching.

Middle level: Can demonstrate the principles of modeling a modern lesson with the use of innovative technologies. Updates the knowledge on modern technologies of methods and forms of work. Makes minor mistakes in their application

Low level . Has an idea about the existing innovative technologies in upbringing and learning. It knows how to apply these technologies to practical lessons. Focused on the concepts of «innovative technology» and «traditional education».

2.1.8. Topics for individual and / or group tasks (if any).

2.1.9. Tasks for independent work.

1. Mechanism of innovative development of education.

Methods: By using individualized learning and the method of critical thinking, which involves the correct formulation of questions, direct attention in the right direction. Co-op training - use work in groups for the best results.

Criteria for evaluation

High level: Makes quantitative and qualitative assessment of the mechanism of innovation development in education. Creatively combines a traditional and innovative model of education development

Middle level: Knows the essential features of concepts, phenomena, patterns. Classifies the stage of innovation development. Divides the studied material into separate components, establishes their interconnections

Low level: Memorizes and reproduces the contents of the processed information. With some help can apply in the new situation the knowledge acquired earlier

2. Basic classification of innovative pedagogical technologies in the educational process

Objective: Identify the favorable conditions for the formation, development and approval of the new in pedagogy. Develop new technology in pedagogy. Consider the phenomena of conservatism and innovation in pedagogy Modify the essential results. Selection of didactic, material, informational means. Theoretical, methodological, and psychological support of participants to the introduction of a new one.

Criteria for evaluation

High level: Creative ability to generate new ideas. Ability to professional reflection. Discovery of the essence and sources of the emergence of new in pedagogy.

Medium level: Readiness for creative activity in the field of innovations in higher educational institutions. Consistency of personal goals with non-business activities. Selection of actual scientific and pedagogical themes, clear formulation of goals and tasks of creative activity.

Low level: A combination of innovative personality, professional and pedagogical culture. Positive perception, rethinking of past experience and its involvement in the development of innovation, unsuccessful work on mistakes. Minor mistakes in terminology.

3. Communicative competence as integral quality of the individual

Objective: To distinguish components of communicative competence. Consider communicative competence as an integral element of the personality that performs the function of adaptation and adequate functioning of the individual. Communicative competence in the process of socialization and upbringing. Communicative competence as a means of organized socio-psychological training.

Criteria for evaluation

High level: Has deep knowledge of communicative competence. Separates the essence, structure and ways of development of communicative competence, systematizes received knowledge and develops own techniques and methods.

Middle level: Has general knowledge of driving this competence. Has some theoretical and practical knowledge, but participation in the educational process is unsystematic.

Low level: Teacher is neutral in the development of communicative competence, theoretical and practical knowledge is insufficient.

4. Basic technologies of formation of communicative competence

Objective: To reveal the essence of the concept of communicative competence. To describe audiovisual means of teaching. To determine the peculiarities of the use of audiovisual means of teaching in the process of forming the speech competence of students. Experimentally test the effectiveness of audiovisual teaching aids in forming the communicative competence of senior students.

Criteria for evaluation

High level: Use audiovisual materials in a fit and proper manner in accordance with the lesson. It systematically uses this method in its pedagogical practice. Develops own methods and techniques of development of speech competence.

Middle level: Has some theoretical knowledge, but not fully able to apply them. Makes minor mistakes in the implementation of some technologies in the learning process.

Low level: Has some idea of the latest pedagogical technologies. There is no motivation but a study of the new and the application of the latest methods.

2.1.10. Methodological materials and instructions (if any).

2.2.1. Theme 2 The use of innovative instruments in preparation of primary school teachers.

2.2.2. Aims and expected learning outcomes.

- *To identify media education technologies.*
- *To read more about audiovisual training, information and communication (ICT), computer, media and multimedia.*
- *To identify media education technologies that promote the development of such motivational skills as: developing, stimulating, inductive, exploratory, expressive.*
- *To prove that in classes using media education technologies students are more productive in learning the material and motivated to study.*
- *To develop knowledge about the innovative instruments.*

2.2.3. Criteria and forms for evaluating learning outcomes on the theme.

High level: Student uses media education technology in pedagogical practice. Realizes the potential of teaching with innovative instruments.

Middle level: Student forms the theoretical basis on the basics of media literacy, taking into account the use of innovative instruments in everyday practical activities

Low level: Student can talk about media processes, selectively reproduces educational material

2.2.4. Digital tools.

Laptops, tablets, audio-video materials, electronic books

2.2.5. Innovative Teaching / Learning Technologies.

Audiovisual educational technologies

Information educational technologies

Communication technologies

Computer educational technologies

Media educational technologies

Multimedia technologies

2.2.6. Lecture 1. *The use of innovative instruments in preparation of primary school teachers.*

1. Informatization of primary education

2. Theoretical substantiation and coverage of the practical application of media education technologies

3. Media education as a process of personality development

4. Motivation of students for development of cognitive activity by means of innovative instruments.

5. Selection of multimedia resources for educational practice.

2.2. 7. Laboratory class 1. *Media education technologies as a means of motivation for studying.*

Objective: to consider the process of personality development with the help and on the material of mass communication. To form a culture of communication with the media, creative, communicative abilities, critical thinking, comprehensiveness, interpretation, analysis and evaluation of media texts. Teaching different forms of expression with the help of media technology.

Methods: theoretical - an analysis of philosophical, pedagogical and psychological literature, which make it possible to clarify the nature of the basic concepts of research, systematization and synthesis of theoretical and empirical data, with which we can show the real state of the possibility of using media in modern school.

Criteria for evaluation

High level: analyzes the literature, divides the material into separate components. Makes quantitative and qualitative assessments based on theoretical and practical knowledge.

Medium level: can systematize and generalize theoretical and empirical data but makes minor mistakes in terminology.

Low level: memorizes and recreates the contents of the training information. He perceives the above and transmits in a different form

Laboratory class 2. Gamemaking and mobile training at primary school lesson.

Laboratory class represents gamemaking and mobile training as a powerful technologies for use in primary school educational process. Students must be equipped with mobile devices to effectively master the mobile learning process.

The ICR project zone will be used while presenting own projects and models; Lingaphone zone while working with audio materials and a presentation area to explain the work of the models for their further creation.

Evaluation criteria:

- High level: the ability to create and understand the principle of the model using the method of gamemaking and mobile training in primary school educational process.

- Middle level: the ability to correctly explain the concept of model work.

- Low level: to know the terms and concepts associated with conducting experiments; to orient in the stages of product creation.

Laboratory class 3. STEAM-education: examples of use in primary school.

Laboratory class sets itself the task of explaining what STEAM-education is, its task and object. During the class students will learn the examples of use of the components of STEAM-education at primary school lesson.

Evaluation criteria:

High level: a student can clearly explain the distinction of STEAM-education, characterize it, and highlight its purpose and objectives, can think about own examples of use of STEAM-education at the lesson.

Middle level: a student makes some mistakes in determining the concept of STEAM-education.

Low level: a student makes a lot of mistakes while describing STEAM-education and its use at primary school lesson.

Laboratory class 4. Flipped learning technology – main aspects of use in primary school.

Laboratory class is aimed at provement of the effectiveness of using the flipped learning technology as one of the leading methods in primary school lessons. In order to teach future primary school teacher it is recommended to use the innovative class of NUS.

Evaluation criteria:

- High level: students' ability to objectively evaluate knowledge and to systematize received data.

- Middle level: the student's ability to explain the task facing the pupils.

- Low level: not to know the definition of the concept «flipped learning», the method of its conducting.

2.1.18. Topics for individual and / or group tasks (if any).

2.1.19. Tasks for independent work.

1. Media education technologies in primary school teahing process: classification

Objective: To consider the media education technologies that would stimulate students to develop cognitive activity. To highlight motivational skills that are formed as a result of the use of this technology

Criteria for evaluation

High level: Student develops professional-personal qualities of students, solves problems of humanization of education. Evaluates own knowledge and skills, groups and uses in own pedagogical practice.

Medium level: Student analyzes, divides the material into separate components, compares the parts, establishing their relationships. The structure of the presentation of the educational material is unsystematic.

Low level: Student memorizes and reproduces the contents of educational information, including concepts, terms and theories. Unmotivated to use media education technology in the educational process.

2. Technologies of formation of media literacy

Objective: To highlight the most important aspects for testing media literacy. Acquire understanding of media content: reading media texts; distinguishing content. Classification of written and audiovisual texts (to distinguish content) is measured by the student's ability to distinguish among the variety of texts those that are oriented on the description and representation of reality, and those that express judgments, arguments, or conditional (fictitious) elements that are separated from reality. Develop a model for media literacy development.

Criteria for evaluation

High level: Student has deep knowledge of the theory and practice of using media resources and consciously uses them in standard situations. Able to analyze information, put and solve problems. Finds steady interest in the content and process of learning activities.

Middle level: Student reproduces the core material of the topic, may repeat a certain operation according to the model, define the concept with third-party help. It is difficult to establish connections and relationships between phenomena and processes associated with media.

Low level: Student distinguishes the types of media, can be called some of their types. Carries out individual educational activities without realizing the purpose of the work. Has a general idea of the media processes.

2.1.20. Methodological materials and instructions (if any).

3. Tasks for summative assessment

3.1. List of questions for summative assessment.

The system of education in Ukraine and professional competence of primary school teacher.

Trends in the development of the international educational space, the essence of globalization, lifelong learning, formal and non-formal education.

Scientific approaches and practical experience of introducing innovations in primary school.

Psychological characteristics of the personal qualities of the modern teacher.

Willingness to innovate as an important professional quality teacher.

The problem of unity of educational tasks in an innovative educational process.

Ways to increase the efficiency of organizing the educational process in elementary school.

3.2. Test tasks (if available).

3.3. Additional creative tasks (if any).

3.4. The order of carrying out formative assessment

The amount of points for all types of educational activities	Evaluation of ECTS	Evaluation on a national scale	
		for exam, course project (work), practice	For credit
90 – 100	A	excellent	зараховано
82-89	B	good	
74-81	C		
64-73	D	satisfactory	
60-63	E		
35-59	F X	unsatisfactory with the possibility of re-assembly	not passed with the possibility of re-assembly
0-34	F	unsatisfactorily with compulsory repeated study of discipline	not passed with compulsory repeated study of discipline

4. List of recommended literature (including electronic resources).

1. General

1. Licht, A. H., Tasiopoulou, E., Wastiau, P. (2017). Open Book of Educational Innovation. European Schoolnet, Brussels. 183 p.

2. Ferguson, Rebecca & Barzilai, Sarit & Ben-Zvi, Dani & Chinn, Clark & Herodotou, Christothea & Hod, Yotam & Kali, Yael & Kukulska-Hulme, Agnes & Kupermintz, Haggai
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& Mcandrew, Patrick & Rienties, Bart & Sazy, Ornit & Scanlon, Eileen & Sharples, Mike & Weller, Martin & Whitelock, Denise. (2017). *Innovating Pedagogy 2017: Exploring new forms of teaching, learning and assessment, to guide educators and policy makers.* 44 p.

3. Redecker, C. (2017). *European Framework for the Digital Competence of Educators: DigCompEdu.* Publications Office of the European Union, Luxembourg. 93 p.

4. Aurelio Villa Sánchez, Manuel Poblete Ruiz. (2008). *Competence-based learning. A proposal for the assessment of generic competences.* Tuning Project. 334 p.

5. Khrin, I.V. (2018). *Methods of teaching English with the use of innovative pedagogical technologies.* Kyiv: Kravchenko Y.O. 127 p.

2. Additional

1. Shapran, O.I. (2012). *Modern pedagogical technologies in the professional training of teachers.* Pereiaslav-Khmelnyskyi: K S V. 280 s.

2. Torubara , O.M. (2013). *Application of the latest information technologies in the educational process of higher educational institutions.* Bulletin of Chernihiv National Pedagogical University, 108(2), 73–78.

3. Others:

1. <http://www.nbuu.gov.ua/e-resources/>
2. <https://www.ted.com/>
3. <https://www.youtube.com/watch?v=vSAXJCPC5C4>
4. <https://www.youtube.com/watch?v=0rAbylCphUk>
5. <https://www.youtube.com/watch?v=IdTzVjXXDyM>
6. <https://www.youtube.com/watch?v=Xi2Qm87kC7o>
7. <https://www.youtube.com/watch?v=9JY2vuxdWnU>
8. https://www.youtube.com/watch?v=ItG0pPx_Us4
9. <https://www.youtube.com/watch?v=uvTStTEFGxw>
10. <https://www.youtube.com/watch?v=ASOjzP4u774>
11. <https://www.youtube.com/watch?v=iFsnptdepvk>
12. <https://www.youtube.com/watch?v=vppK2awbDY4>
13. <https://www.youtube.com/watch?v=CXOX1hH7coI>

5. Appendices (if necessary).