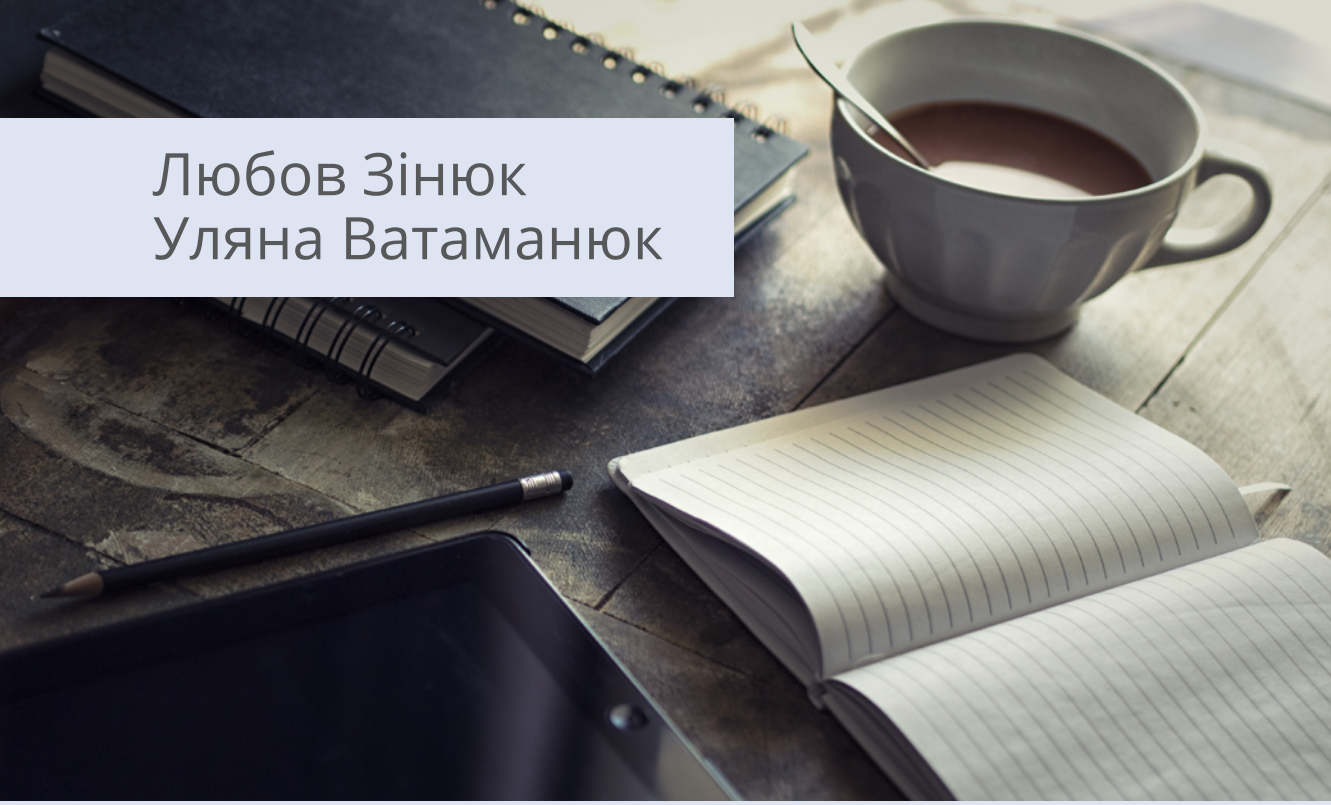

Любов Зінюк
Уляна Ватаманюк

ENGLISH FOR EDUCATORS

Англійська мова для педагогів

Co-funded by the Erasmus+ Programme of the European Union

MoPED
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ДВНЗ «Прикарпатський національний університет
імені Василя Стефаника»

Любов Зінюк, Уляна Ватаманюк

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Івано-Франківськ

ДВНЗ «Прикарпатський національний університет
імені Василя Стефаника»

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Рецензенти:

Н. В. Морзе – член-кореспондент НАПН України, доктор педагогічних наук, професор Київського університету імені Бориса Грінченка, Україна.

О. І. Морозова – доктор філологічних наук, професор кафедри англійської філології факультету іноземних мов Харківського національного університету імені В.Н.Каразіна.

Зінюк Л., Ватаманюк У.

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Навчальний посібник "АНГЛІЙСЬКА МОВА ДЛЯ ПЕДАГОГІВ" розроблений в рамках проєкту програми ЄС ERASMUS+ K2 «Модернізація вищої педагогічної освіти з використанням інноваційних інструментів викладання – MoPED» (№586098-EPP-1-2017-1-UA-EPPKA2-CBHE-JP) і призначений для вивчення професійно-спрямованої англійської мови студентами вищих закладів освіти, які готують майбутніх вчителів шкіл, факультетів педагогічного профілю та вчителів закладів початкової/середньої освіти. Матеріал посібника розрахований на середній рівень володіння англійською мовою і спрямований на удосконалення професійної мовленнєвої компетенції педагогів.

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TABLE OF CONTENTS

Передмова 2

Unit 1. Nine Characteristics of a Great Teacher 3

Unit 2. Six Things That Make Teachers Successful 8

Unit 3. Why Are We So Slow to Change the Way We Teach? 13

Unit 4. Professional Development in Education 19

Unit 5. ISTE Standards for Educators 25

Unit 6. Is My Teaching Learner-Centered? 31

Unit 7. Innovative Teaching Strategies That Improve Student Engagement 37

Unit 8. Learning and Teaching Strategies 42

Unit 9. What is Blended Learning and How Can It Be Used? 46

Unit 10. Group vs. Collaborative Learning: Knowing the Difference Makes a Difference 53

Unit 11. Critical Thinking 58

Unit 12. Information and Communications Technology (ICT) in Education 64

Unit 13. Deeper Learning. Top Strategies for DL Skills 70

Unit 14. European Framework for the Digital Competence of Educators DigCompEdu 76

Unit 15. Effective Teachers Know Effective Assessment 83

Unit 16. Classroom Assessment Techniques (CATs) 91

Unit 17. Future Classroom Lab. Part 1 98

Unit 18. Future Classroom Lab. Part 2 104

Unit 19. Benefits and Impact of Learning Labs Settlement and Implementation 109

Unit 20. Curriculum Design. Part 1 113

Unit 21. Curriculum Design. Part 2 120

Unit 22. Curriculum Design. Part 3 125

Additional texts for reading 131

Self-assessment test 140

Consolidated active vocabulary 147

References 163

ПЕРЕДМОВА

Запропонований навчальний посібник складається із автентичних матеріалів педагогічного спрямування. Підібрано різножанрові тексти з професійних видань/сайтів для вчителів, статей, звітів Європейської асоціації Університетів, світових стандартів щодо освіти. Вони містять актуальну і цікаву інформацію про сучасні методики та інструменти викладання, методи оцінювання, професійний розвиток вчителя/викладача, розробку навчальних програм, створення інноваційного класу, розвиток цифрової та англомовної компетенцій тощо. До кожного тексту подано вправи на розуміння та засвоєння лексичних одиниць.

Мета даного посібника – розвиток діалогічного і монологічного мовлення для ефективного спілкування в академічному та професійному середовищах, а також розуміння інформації з автентичних англомовних джерел та представлення професійно-орієнтованої інформації, необхідної для успішної професійної діяльності і навчання.

Навчальний посібник призначений для студентів і викладачів закладів вищої освіти. Його можна використовувати як для проведення аудиторних занять з вивчення професійно-спрямованої англійської мови майбутніх учителів закладів початкової/середньої освіти, так і для самостійного навчання.

Книга розроблена у рамках проєкту програми Еразмус+ КА2 «Модернізація вищої педагогічної освіти з використанням інноваційних інструментів викладання – MoPED» (№ 586098-EPP-1-2017-1-UA-EPPKA2-CBHE-JP).

UNIT 1.
Nine Characteristics of a Great Teacher

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

mediocre	посередній
essential	суттєвий
accessible	доступний
exemplary	зразковий
suggestion	пропозиція
key concept	ключова ідея
skilled leader	кваліфікований лідер
way-too-busy	занадто зайнятий
mutual respect	взаємоповага
attitude toward	ставлення до
new teaching strategies	нові стратегії навчання
to assess	оцінювати
to achieve	досягнути
to be aware	усвідомлювати
to collaborate with colleagues	співпрацювати з колегами
to possess (skills)	володіти (навиками)
to do the bare minimum	робити мінімальний обсяг роботи
to focus on	зосереджуватися на
to work tirelessly	працювати невтомно
to work overtime	працювати понаднормово
to create a welcoming learning environment	створювати сприятливе до навчання середовище
to value ideas and opinions	цінувати ідеї та думки
to leave personal baggage outside the school doors	залишати особисті проблеми за межами шкільних дверей
to incorporate new technologies into	включати нові технології в
to have expectations for	мати очікування щодо

TASK 2.

Read and translate the text:

Teaching is hard work and some teachers never grow to be anything better than mediocre. They do the bare minimum required and very little more. The great teachers, however, work tirelessly to create a challenging environment for their students. Great teaching seems to have less to do with our knowledge and skills than with our attitude toward our students, our subject, and our work. Although this list is certainly not all-inclusive, I have narrowed down the many characteristics of a great teacher to those I have found to be the most essential, regardless of the age of the learner:

1. A great teacher respects students. In a great teacher's classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. This teacher creates a welcoming learning environment for all students.

2. A great teacher creates a sense of community and belonging in the classroom. The mutual respect in this teacher's classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done, and each student is aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on him, but also on the entire class.

3. A great teacher is warm, accessible, enthusiastic and caring. This person is approachable, not only to students, but to everyone on campus. This is the teacher to whom students know they can go with any problem or concern or even to share a funny story. Great teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them. If this teacher is having a bad day, no one ever knows – the teacher leaves personal baggage outside the school doors.

4. A great teacher sets high expectations for all students. This teacher realizes that the expectations he has for his students greatly affect their achievement; he knows that students generally give to teachers as much or as little as is expected of them.

5. A great teacher has his own love of learning and inspires students with his passion for education and for the course material. He constantly renews himself as a professional on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues.

6. A great teacher is a skilled leader. Different from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as on

community building. This great teacher conveys this sense of leadership to students by providing opportunities for each of them to assume leadership roles.

7. A great teacher can "shift-gears" and is flexible when a lesson isn't working. This teacher assesses his teaching throughout the lessons and finds new ways to present material to make sure that every student understands the key concepts.

8. A great teacher collaborates with colleagues on an ongoing basis. Rather than thinking of herself as weak because she asks for suggestions or help, this teacher views collaboration as a way to learn from a fellow professional. A great teacher uses constructive criticism and advice as an opportunity to grow as an educator.

9. A great teacher maintains professionalism in all areas—from personal appearance to organizational skills and preparedness for each day. His communication skills are exemplary, whether he is speaking with an administrator, one of his students or a colleague. The respect that the great teacher receives because of his professional manner is obvious to those around him.

While teaching is a gift that seems to come quite naturally for some, others have to work overtime to achieve great teacher status. Yet the payoff is enormous — for both you and your students. Imagine students thinking of you when they remember that great teacher they had in college!

TASK 3.

Answer the following questions:

1. What are main characteristics of a great teacher?

2. What personal qualities make a great teacher?

3. How can a teacher create a welcoming learning environment?

4. Why does a great teacher need to collaborate with colleagues?

5. Is teaching a gift that comes quite naturally?

TASK 4.

Translate the following sentences into Ukrainian:

1. Teaching is hard work and some teachers never grow to be anything better than mediocre.

2. The great teachers, however, work tirelessly to create a challenging environment for their students.

3. Great teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them.

4. While teaching is a gift that seems to come quite naturally for some, others have to work overtime to achieve great teacher status.
5. If this teacher is having a bad day, no one ever knows – the teacher leaves personal baggage outside the school doors.

TASK 5.

Translate the following sentences into English using Active Vocabulary:

1. Наша команда цінує Ваші думки, знання та високу компетентність.
2. Без конструктивної критики неможливо просуватися вперед. Це невід'ємна частина робочого процесу та можливість росту.
3. І навіть тоді коли у нашого викладача англійської мови поганий день, він ніколи це не показує і залишає весь негатив за межами університету.
4. У цього викладача немає страху до вивчення нових стратегій викладання та впровадження нових технологій у заняття. Ось тому він і став найкращим вчителем України цього року.
5. Містер Браун насправді хороший викладач. Він цікава та тепла людина, яка вміє створити хорошу атмосферу, де кожен студент відчуває себе важливим.

TASK 6.

Fill in the gaps using words from the box:

constructive criticism	**key concepts**	**flexible**
leaves personal baggage	**incorporating**	**mediocre**

1. This teacher finds new ways to present material to make sure that every student understands the _____.
2. A great teacher uses _____ and advice as an opportunity to grow as an educator.
3. If this teacher is having a bad day, no one ever knows—the teacher _____ outside the school doors.
4. A great teacher has no fear of learning new teaching strategies or _____ new technologies into lessons.
5. A great teacher is _____ when a lesson isn't working.
6. Teaching is hard work and some teachers never grow to be anything better than _____.

TASK 7.

Make up sentences using the following words and word combinations. Use different verb tenses:

Accessible, skilled leader, decision making, expectations, challenging, to achieve, to be aware, to collaborate with, to focus on, to incorporate new technologies into, to have expectations for, to provide opportunities.

TASK 8.

Discussion:

1. What images spring to your mind when you hear the word 'teaching'?

2. If I walked into your classroom on a typical afternoon, what would I see going on? Describe your lesson in detail.

3. Please comment on the following words: "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

4. How will teaching change in the future?

5. What's your philosophy of teaching?

6. Gail Godwin said: "Good teaching is one-quarter preparation and three-quarters theatre." Do you agree with her?

UNIT 2.

Six Things That Make Teachers Successful

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

assessment	оцінювання
syllabus	навчальна програма
underprepared	непідготовлений
achievement	досягнення
subject-matter specialist	предметний фахівець
variety of strategies	різноманітність стратегій
learner-centered teaching	навчання, зосереджене на учні
to take advantage of	використовувати, скористатися чимось
to deal with an issue	вирішувати питання / проблему
to meet the needs	задовольняти потреби
to check grades online	взнавати свої оцінки у режимі онлайн
to shape the future	формувати майбутнє
to apply new knowledge	застосовувати нові знання
to go forward	рухатися вперед
to distribute papers	роздавати роботи
to take attendance	перевіряти відвідування, робити перекличку
to provide	забезпечувати
to rethink	переосмислити
to become disheartened	засмучуватися, розчаровуватися
true passion for the subject	справжній запал до предмету

TASK 2.

Read and translate the text:

• **Study the knowledge base of teaching and learning.**

You have chosen to teach in higher education because you are a subject-matter specialist with a tremendous knowledge of your discipline. As you

enter or continue your career, there is another field of knowledge you need to know: teaching and learning. What we know about teaching and learning continues to grow dramatically. It includes developing effective instructional strategies, reaching today's students, and teaching with technology. Where is this knowledge base? Books, articles in pedagogical periodicals, newsletters, conferences, and online resources provide great help. Take advantage of your institution's center for teaching and learning or other professional development resources.

• Accept all who enter the classroom door.

Much has been written about underprepared students who enter college. Since more students attend college now than ever before, it is only rational that some are not as prepared as we might expect. Institutions are dealing with this issue, but instructors must do some rethinking about how they teach, in order to meet the needs of all learners in their classrooms. Some pretests can be used to see what your students already know. Students in all classes need help learning how to learn the material. You may not have imagined that you would be teaching how to learn vocabulary in your college courses, but that may be just what your students need. Above all, students should not be berated if they don't know things that weren't taught in high school. Accept students where they are and help them to go forward.

• Plan for instructional management.

For decades, college instructors never thought of classroom management as something they had to plan, but times have changed and today's college students need to know what's happening. Posting a visual outline of what will be done during the class helps students follow the lesson and stay on task. Various aspects of teaching, such as distributing papers, taking attendance, and making time for students to ask questions, need to be part of course planning. Put policies in the syllabus about attendance, disturbances, cell phones, etc., and then review those policies with students.

• Teach with a variety of strategies.

Study the literature and learn about approaches such as learner-centered teaching, active learning, lecture, group work, and online discussion. Use what works best given your content and your students' learning needs. The best advice is to be visual, followed by keeping students actively thinking, writing, comparing, and applying new knowledge.

• Use assessment to inform students of their achievement.

Today's students are used to checking their grades online so they know where they stand at any given time in the semester. Grading policies need to be clear and grading scales easy to use. Share your grading policy in writing on the syllabus and then show exactly how it works after the first big exam, paper, or assignment. Remind students that assessment is more than the assigning of a grade. Assessment helps them to understand their achievement and helps teachers meet their needs.

• **Keep the passion.**

It is very easy to become disheartened by student complaints, lack of administrative support, budget cuts, and job insecurity. However, what is it that drew you to your discipline originally? For most of us, it was a true passion for the subject, a desire to learn all about it, and a further desire to then share that knowledge. In higher education, we have opportunities to learn, research, teach, and shape the future of our disciplines and influence the larger world through our disciplines. Successful college teachers recognize that many of today's college students have learning needs. Taking actions like these helps them to meet those challenges successfully.

TASK 3.

Answer the following questions:

1. What is the text about?

2. Where can one find the knowledge base of teaching and learning?

3. What is classroom management according to the text?

4. What is the main idea of assessment?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Якщо тобі потрібна додаткова інформація, скористайся новими статтями по педагогіці, а також онлайн ресурсами.

2. Насправді, оцінювання студента – це щось більше, ніж визначення оцінки. Воно допомагає студенту зрозуміти його досягнення.

3. Я так легко засмучуюсь коли чую скарги моїх студентів, проте моя любов до предмета допомагає мені рухатися вперед.

4. У вищій освіті ми маємо можливості вчитися, досліджувати, навчати та формувати майбутнє наших дисцилін.

5. Оскільки Петро не дав правильної відповіді на запитання за першим разом, вчитель попросив його подумати над відповіддю ще.

TASK 5.

Translate the following sentences into Ukrainian:

1. What we know about teaching and learning continues to grow dramatically. It includes developing effective instructional strategies, reaching today's students, and teaching with technology.

2. The best advice is to be visual, followed by keeping students actively thinking, writing, comparing, and applying new knowledge.

3. For decades, college instructors never thought of classroom management as something they had to plan, but times have changed and today's college students need to know what's happening.

4. However, what is it that drew you to your discipline originally? For most of us, it was a true passion for the subject, a desire to learn all about it, and further on to share that knowledge.

5. Various aspects of teaching, such as distributing papers, taking attendance, and making time for students to ask questions, need to be part of course planning.

TASK 6.

Fill in the gaps using words from the box:

assessment	**underprepared**	**clear**
syllabus	**shape**	**management**

1. For decades, college instructors never thought of classroom _____ as something they had to plan.

2. In higher education, we have opportunities to learn, research, teach, and _____ the future of our disciplines.

3. Much has been written about _____ students who enter college.

4. Put policies in the _____ about attendance, disturbances, cell phones, etc., and then review those policies with students.

5. Grading policies need to be _____ and grading scales easy to use.

6. _____ helps them to understand their achievement and helps teachers meet their needs.

TASK 7.

Make up sentences using the following words and word combinations. Use different verb tenses:

Achievement, approach, easy to use, pretest, subject-matter specialist, tremendous, to distribute papers, to deal with an issue, to go forward, to have opportunities, to remind, to take attendance.

TASK 8.

Find irregular verbs in the text and write down their forms. The first verb is done for you:

teach - taught - taught

TASK 9.

Discussion:

1. How would you describe a successful teacher?
2. Please finish the following sentence using Active Vocabulary: “My today’s lesson was a huge success because…”
3. Please tell us about a successful behaviour management strategy you have used in the past that helped engage a student or group of students?
4. Who is the most successful person/teacher you know?

UNIT 3.

Why Are We So Slow to Change the Way We Teach?

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

dedication	посвята
effort	зусилля
complexity	складність
current materials	поточні матеріали
feedback	зворотній зв'язок
fundamental change	корінна переміна
lifelong learners	учні, які навчаються ціле життя
similarities and differences	подібності та відмінності
risk of failure	ризик невдачі
range of issues	низка питань
hands-on experience	практичний досвід
beyond our view	за межами нашого кругозору
in public / in private	відкрито, привселюдно/конфіденційно
stakeholder	зацікавлена сторона
to be interested in	бути зацікавленим чимось
to consider/ consideration	брати до уваги /розгляд
to improve	покращувати
to accomplish	завершувати, здійснювати, виконувати
to hamper	перешкоджати
to revise	переглядати
to survey	досліджувати
to underestimate	недооцінювати
to take direction	брати напрямок
to give up on something	відмовлятися від чогось

TASK 2.

Read and translate the text below:

Administrators across the countries are recognizing that the education system needs fundamental changes to keep pace with an increasingly complex global society. Yet, the deeper we get into the process of change, the more confused we can become. We need some sense of what to expect and what direction to take. Seeing the patterns of change can be difficult; stakeholders in a system tend to see change primarily from their own perspective. Often teachers may not understand what is seen by administrators and parents, nor do administrators or parents see change from a teacher's perspective, or from each other's. But where actually do we need changes?

Yes, lecture is a good example. In a recent survey, 275 econ faculty who teach core courses reported they lectured 70 percent of the class time, led discussion 20 percent of the time, and had students doing activities for 10 percent of the time. The article cites studies in that field from the mid-'90s reporting similar percentages. Maybe some other fields have changed more, but evidence supports a continuing reliance on lecture in many fields.

However, lecture isn't the only example of where we're slow to change. Many aspects of teaching—course design, approaches to testing, assignments, and grading—have also changed little. In fact, some faculty do change, a lot and regularly, but not the majority. The question is, "Why?" Here are some possibilities that have been considered.

Change is harder than we think. We are so vested in our teaching, and, like our students, we are error averse. Try something new, and there's a risk of failure. There's risk with what we do every day, but it feels safer to go with the tried and true. And most of the time, what's new has to be revised, tweaked, and further refined. First time through, it doesn't go as smoothly as what we're used to do. Yet, it's worth trying.

Faculty tend to underestimate the complexity involved in changing teaching. They approach it with a Nike "just do it" attitude. That can-do attitude is spot-on, but the approach to change is too often piecemeal and reactive. "Oh, that sounds like a good idea. I'll try that." Or "Gee, that might be a potential fix," for whatever problem is occurring. The hodge-podge infusion of new techniques, interesting ideas, and promising strategies circles around effective teaching rather than moving toward it with a map and designated route.

The "just do it" approach implies implementation before consideration of goals—what the change will accomplish and how to figure out whether it does. A range of issues bear on the challenges of assessing change. Many of us have unrealistic expectations for success. We want the change to work perfectly right from the start and be a "top 10" learning experience for every student and in every course. We are noble in our aspirations but unrealistic about outcomes. Instructional changes don't work perfectly, we discover. But then, how often do we assess the results beyond our view of how it went down? In private we question our ability; in public we pin problems on the approach and/or students.

We make change harder by going it alone. Do we discuss details with anyone beforehand? Do we contemplate the possibility of a coach or mentor? Do we solicit feedback from students? I'm thinking that more often we implement and assess changes in isolation.

Uncomfortable with the implementation and disappointed in the results, we give up on the change, which rounds back to how vulnerable failure makes us feel. Wieman and Gilbert describe a large grant-funded project that involved the implementation of changes in 160 courses. They report that "roughly 100 hours" of practice were needed to switch to using new teaching methods effectively. I'm not sure how that figure was derived, but it makes clear that trying something on the fly once or twice is not likely to have the enduring effects we envision.

How we make changes isn't the only reason so much of what's done in the classroom stays the same, but it's a reason we can do something about.

One thing I'd change about higher education? I'd love to see instructors embrace change. We live in the world of an entirely new way of researching, thinking, and knowing. Where once we had to spend hours in the library combing through card catalogs, we can now find the most current materials online and chat with other professionals electronically and even face-to-face through Skype.

We no longer need to be the sage on the stage but can focus on guiding our students toward discovering the processes that will help them become lifelong learners—problem solving, critical thinking members of a local and a global community. That's so exciting!

If I could make a change in higher education, I'd like to change the way educators view change. I'd love to talk with other educators about nontraditional and traditional students and the way they transition to success—similarities and differences.

Daniel Bakos | Professor, Western Georgia University

Firstly, I believe too many of the faculty at institutions of "higher learning" are not interested in doing their job, which I specifically believe to be in the vast majority of institutions, classroom instruction. It seems they all want to teach one or two classes and earn six figure salaries. Dedication doesn't exist anymore.

Les Sasaki | Professor, Sheridan College

If I were to make one change to higher education at Sheridan, I would reduce class sizes. I teach a couple of studio courses in Art Fundamentals. Our class limits are 30 and 32 but this term, for some reason, I have more than that. The large class sizes make it difficult to give each student individual attention.

Also, even though one class may be 30 students, there seem to be several subset classes within that one, based on either a strong contrast in students' motivation, academic level and competence. In such a situation the eager students don't get your full attention, the poor students seem to be wasting their time the downright poor students steal time from everyone.

In such classes it is more difficult to get class unity in place. This hampers communication and students then feel its ok not to be part of this big class.

Frank Gouin | Professor Emeritus of Horticulture, University of Maryland

There is too much theory and not enough applied activities. There are too many professors teaching pie in the sky in place of actual facts. There is a need for more laboratory work, field work, etc.

Philosophy is great but the greatest need is today's problems, past solutions and the need to teach simplicity. The computer is great in looking at probability but students need hands-on experience.

Danne Johnson | Professor of Law, Oklahoma City University

The world is changing but education is not. We need to make higher education relevant, hands-on and solution oriented. We need discussion, exploration, and testing in the field. We need enhanced experiences with other humans. We need to front load the philosophy, process through experience, and then re-group and re-orient.

TASK 3.

Answer the following questions:

1. What is the main idea of the text?

2. Why is it so difficult to change higher education?

3. What do some educators say about education and changes? Do you agree with them?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Цей світ так швидко змінюється, але далеко не освіта. Тут нам дуже потрібні зміни, а саме, потрібно зробити освіту доступною, практичною та орієнтованою на вирішення проблем.

2. Новий закон "Про освіту" покращить ситуацію в Україні та стане підгрунтям процесу послідовних змін на всіх рівнях освіти, зокрема і в університетах.

3. Міністерство освіти і науки збирається реорганізовувати систему освіти. Більшість з цих змін мають бути реалізовані у найближчі два роки. Ці нововведення стосуватимуться і дошкільної освіти, і середньої школи та ЗВО, і викладацького складу.

4. Давайте розглянемо детально нашу систему освіти і оберемо напрямок змін, докладемо усіх зусиль, щоб успішно її покращити.

5. Одним із провідних принципів Закону "Про освіту" є навчання впродовж життя. Нам потрібно зрозуміти важливість трьох основних форм освіти:

формальної, неформальної та інформальної. Саме неперервна освіта має забезпечити постійний, гармонійний розвиток кожної особистості.

TASK 5.

Translate the following sentences into Ukrainian:

1. Lecture isn't the only example of where we're slow to change. Grading, approaches to testing, different assignments, course design have also changed little.

2. Change is harder than we think. There is always a risk of failure when we try something new. It feels safer to go with the tried and true.

3. The large class sizes make it difficult to give each student individual attention. If I were to make one change to higher education, I would reduce class sizes.

4. Administrators, educators, teachers across the countries are recognizing that the education system needs fundamental changes to keep pace with an increasingly complex global society.

5. There is too much theory and not enough applied activities. There are too many professors teaching pie in the sky in place of actual facts. There is a need for more laboratory work, field work, etc.

TASK 6.

Fill in the gaps using words from the box:

course design	**unrealistic**	**hands-on**
beforehand	**individual attention**	**simplicity**

1. Philosophy is great but the greatest need is today's problems, past solutions and the need to teach _____ .

2. We are noble in our aspirations but _____ about outcomes. Instructional changes don't work perfectly, we discover.

3. The computer is great in looking at probability but students need _____ experience.

4. Many aspects of teaching – _____, approaches to testing, assignments, and grading – have also changed little.

5. Do we discuss details with anyone _____ ? Do we contemplate the possibility of a coach or mentor?

6. The large class sizes make it difficult to give each student _____ .

TASK 7.

Form nouns from the following verbs:

To accomplish, to consider, to dedicate, to describe, to exist, to explore, to guide, to improve, to occur, to reduce, to revise, to survey, to teach, to underestimate.

TASK 8.

Make up sentences using the following words and word combinations. Use different verb tenses:

Current materials, feedback, hands-on, implementation, outcomes, relevant, survey, to consider, to improve, to have enduring effects, to imply, to recognize, to waste time.

TASK 9.

Discussion:

1. What are current problems in our education system?

2. What is the key to a successful education system?

3. Please continue the following sentence: "If I had a chance to change higher education in Ukraine, I would..."

4. Speak on the following subject: New Ukrainian School / Education Reform.

UNIT 4.
Professional Development in Education

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

as opposed to	на відміну від
highly beneficial	надзвичайно вигідний, ефективний
rigorous	точний, ретельний
significant	значний
sustained	тривалий
vested interest	особистий інтерес
to affect	впливати
to culminate	завершувати
to enhance	покращувати, розширяти
to exemplify	ілюструвати, наводити приклад
to identify	визначати
to incorporate	об'єднувати
to play a crucial role	відігравати важливу роль
to reside	перебувати
to streamline	впорядковувати
to thrive	процвітати, розвиватися
to utilize	використовувати

TASK 2.
Read and translate the text below:

Continuing Professional Development (CPD) is the lifelong process of learning and continuing personal development. It is an important part of teacher education that helps teachers to keep their professional knowledge and skills updated. The new generations have a different approach to learning than the previous generations. CPD helps teachers to learn new techniques in teaching students of this generation. It helps teachers to grow professionally, at the same time, improving their classroom skills. Teachers who have been in the profession for many years

are usually reluctant to change their teaching styles. CPD will let them stay in touch with the latest developments in the education sector and help them to change their way of teaching.

Any professional development opportunity should be something that will benefit the students and teacher through new strategies, techniques, or tips that can be utilized in the classroom or community. Professional development can be highly beneficial if what is learned is further utilized for further education of students. Typically, those professional development opportunities that are multi-day and require interaction among and between attendees are the most useful. Teachers, much like students, tend to learn better if hands-on activities are used.

Professional development is both a requirement and opportunity for teachers at every level and in every subject. There are a variety of options available to fulfill these requirements. Some of these opportunities are offered online. Online professional development can be paid or free, depending on the program. Professional development courses may require assignments or collaboration tasks, just as a college class might require. Many PD's culminate with a certificate of completion.

Elements of Effective Professional Development

Teacher professional development (PD) is often defined as "structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes" (Darling-Hammond, Hyler & Gardner). Research has shown that teacher competency and skill are directly correlated to student achievement. Policy makers, educators, parents, and students, alike have a vested interest in identifying the central aspects of effective teacher PD to enhance student outcomes. Like so many things, the key to understanding best practices for effective teacher PD resides in between the intersection of research and human determination. A recent report published by the Learning Policy Institute on effective teacher PD programs is an exemplar of this. They reviewed 35 methodologically rigorous studies that all showed a positive link between professional development and student outcomes. After comparing the programs, the report classified seven key, widely-shared elements of effective PD. Identifying these seven elements has the potential to streamline and enhance PD programs for educators and facilitate much-needed political action from policy makers.

1. Content-focused

31 out of the 35 studies reviewed contained some sort of discipline focused curricula (e.g., Mathematics, Language, Arts, Science). Though important on its own, a content-focused curriculum is significantly enhanced when the subject specific PD is delivered in a job-embedded setting. Job-embedded is defined as PD that is situated in teachers' classrooms as opposed to in a removed environment.

2. Incorporates active learning

Just like young students, adults also learn better when they are actively engaged in the topic. 34 out of the 35 studies included some sort of active learning. In the case of PD, teachers thrive when they can interact directly with the new practices they are learning and draw connections to their classroom environment.

3. Supports collaboration

Demonstrated in 32 out of 35 studies, collaboration can span a host of different definitions. Most commonly, it is defined by open dialogue between systems. These systems could be small and focused, such as the relationship between a teacher and a coach, or they could be much larger, extending outside of the immediate school system to include other educators and policy makers. The more extensive the collaborative system is, the greater the likelihood is that effective PD will be properly implemented.

4. Uses models of effective practices

There are many ways to model effective practices. Therefore, finding the proper fit for each institution's individual needs is the key. Examples of models of effective practices reported in the reviewed studies include: videos or written cases of teaching, demonstration lessons, observations of peers, lesson plans, and curriculum materials like sample assessments and student work samples.

5. Provides coaching and expert support

Coaching and expert support was employed in 30 out of 35 studies. Coaching and/ or mentoring often plays a crucial role in both modelling effective practices and job-embedded collaboration.

6. Offers feedback and reflection

Access to consistent and reliable feedback on performance as well as time for self-reflection is an essential aspect of effective PD.

7. Is of sustained duration

Although research has not yet identified a specific threshold for the duration of effective PD programs, the traditional "one and done" workshops are not enough to affect meaningful change.

Types of professional development:

- courses/workshops (e.g., on subject matter or methods and/or other education-related topics);
- online courses/webinars/podcasts;
- education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems);
- qualification programme (e.g., a degree programme);
- observation visits to other schools/colleges/universities;
- participation in a network of teachers formed specifically for the professional development of teachers;
- individual or collaborative research on a topic of professional interest;
- mentoring and/or peer observation and coaching as part of a formal institution arrangement.

Less formal professional development activities are:

• reading professional literature (journals, evidence-based papers, thesis papers);

and

• engaging in informal dialogue with peers on how to improve teaching.

The quality of teaching is recognized as one of the most important factors in determining learner outcomes. In other words, a good teacher will achieve better results from their learners than a poor one and vice versa.

Continuing Professional Development is central to helping you secure high standards of teaching. It also helps you keep your professional practice fresh, up-to-date and stimulating. When your practice has these qualities, you are more likely to feel confident, motivated, inspired, inspire others and teach effectively, thus enabling your learners to achieve their best. PD, which is built on the factors outlined, also enables you to reflect on what you are doing, try new approaches and, in doing so, improve learning outcomes for your students. The use of Continuing Professional Development can encourage and promote a learning culture with staff helping to exemplify to students that learning is a valuable, enjoyable, lifelong activity.

TASK 3.

Answer the following questions:

1. What is continuing professional development?

2. What are the elements of effective professional development?

3. What types of teacher professional development do you know?

4. What type of PD do you consider to be the most effective?

5. How does PD empower teachers/students?

6. How many days of PD have you done this year?

7. What PD contributed to the strategies you use regularly in your teaching?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Проєкт Концепції розвитку педагогічної освіти спрямований на реформування педагогічної освіти за кількома напрямами. Один із них - визначення перспективних шляхів безперервного професійного розвитку та підвищення кваліфікації педагогічних працівників.

2. Професійний розвиток педагогічного працівника - це свідомий

цілеспрямований процес підвищення рівня власної професійної компетентності й розвитку професійно значущих якостей відповідно до зовнішніх соціальних вимог, умов професійної діяльності та власної програми розвитку. Не існує меж професійного саморозвитку, оскільки цей процес є динамічним і діалектичним; він зумовлений новими цілями й вимогами, які з'являються відповідно до змін стандартів професійної діяльності, ідеальних уявлень про сенс, зміст, форми і методи професійної діяльності.

3. Безперервний професійний розвиток та підвищення кваліфікації педагогічних працівників передбачає набуття нових і вдосконалення раніше набутих компетентностей на основі здобутої освіти й практичного досвіду. Без перервного професійного розвитку педагоги набувають за трьох форм освіти: формальної, неформальної, інформальної.

4. Минулого року наша команда викладацького складу була надзвичайно активною. Ми всі взяли участь у закордонному стажуванні, сертифікацій них програмах, тренінгах, семінарах, вебінарах, майстер-класах. Ми однозначно професійно виросли і будемо продовжувати розвиватися далі.

5. Професійний розвиток не лише дозволяє вчителям вивчати нові стилі та методи викладання, але й також взаємодіяти з освітянами з інших областей та країн, для того, щоб покращити своє викладання.

TASK 5.

Translate the following sentences into Ukrainian:

1. Although research has not yet identified a specific threshold for the duration of effective PD programs, the traditional "one and done" workshops are not enough to affect meaningful change.

2. Just like young students, adults also learn better when they are actively engaged in the topic. In the case of PD, teachers thrive when they can interact directly with the new practices they are learning and draw connections to their classroom environment.

3. Any professional development opportunity should be something that will benefit the students and teacher through new strategies, techniques, or tips that can be utilized in the classroom or community.

4. PD, which is built on the factors outlined, also enables you to reflect on what you are doing, try new approaches and, in doing so, improve learning outcomes for your students.

5. The use of Continuing Professional Development can encourage and promote a learning culture with staff helping to exemplify to students that learning is a valuable, enjoyable, lifelong activity.

TASK 6.

Mark the following as true (T) or false (F):

1. Access to consistent and reliable feedback on performance as well as time for self-reflection is an essential aspect of effective PD.

2. Research has illustrated that teacher competency and skill is indirectly correlated to student achievement.

3. Ongoing professional development is critical for teachers who wish to be great at their jobs and offer the worst to their students each day.

4. Professional development not only allows teachers to learn new teaching styles, techniques, and tips, but also interact with educators from other areas in order to improve their own teaching.

5. Teacher professional development is often defined as, "structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes".

TASK 7.

Transform the sentences given below using the Passive Voice verb form where possible.

1. It helps teachers to grow professionally, at the same time, improving their classroom skills.

2. They reviewed 35 methodologically rigorous studies that all showed a positive link between professional development and student outcomes.

3. Continuing Professional Development can encourage and promote a life learning culture.

4. Teachers, much like students, tend to learn better if they use hands-on activities.

5. Professional development courses may require assignments or collaboration tasks, just as a college class might require.

TASK 8.

Discussion:

1. Formal/informal/non-formal education

2. Edutopia video:
https://www.edutopia.org/video/using-video-professional-development
Using Video for Professional Development (Visible Learning and PD)

3. Designing IPDP (Individual Professional Development Plan)

UNIT 5.
ISTE Standards for Educators

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

authentic	справжній
computational thinking	обчислювальне мислення
current	поточний, нинішній
empowerment	розширення прав і можливостей
equitable	справедливий
evaluation	оцінка
formative, summative assessment	формуюча, підсумкова оцінка
timely	своєчасний
virtual environment	віртуальне середовище
to advocate for	виступати за
to align	вирівнювати, узгоджувати
to challenge	кидати виклик
to contribute to	зробити внесок у
to dedicate	присвятити
to innovate	оновлювати
to foster	виховувати/культувати/сприяти
to fulfill	виконувати
to pursue	переслідувати, гнатися
to seek out	вишукувати
to set the vision	визначити перспективи, закласти курс
to troubleshoot	діагностувати; усувати несправності

TASK 2.
Make up sentences using the given words. Use different verb tenses.

Assessment, colleagues, learner-driven activities, peers, updating, virtual environment, to advance, to improve, to demonstrate, to empower, to expand, to interact, to set professional goals.

TASK 3.

Read and translate the text below:

The ISTE Standards for Educators are your road map to helping students become empowered learners. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.

ISTE Standards for Educators

To more accurately reflect teacher roles as empowered leaders, professionals, and instructors, the International Society for Technology in Education (ISTE) has announced a new version of its ISTE Standards for Educators, which define the skills and competencies that today's teachers should demonstrate.

ISTE released the new educator standards during its 2017 national conference in San Antonio in June. In updating the standards, the organization says it received feedback from roughly 2,200 educators and administrators from around the globe.

Whereas the former standards focused on supporting learning with technology, the revised standards reflect the role of teachers as empowered leaders and professionals as well as classroom instructors, said Sarah Stoeckl, senior project manager for ISTE Standards. "In the old version, the view of teachers as empowered leaders wasn't as well-defined," she said. What's more, Stoeckl added, the new standards are designed for educators at all levels of instruction, including instructional coaches- and not just for classroom teachers.

According to ISTE, there are seven key functions that today's educators should fulfill. Here are the skills and competencies they should demonstrate in each of those roles:

1. Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Educators:

a) set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness;

b) pursue by professional interests by creating and actively participating in local and global learning networks;

c) stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader: Educators seek out opportunities for leadership to support student empowerment and success and improve teaching and learning. They advocate for equitable ed-tech access and have input on ed-tech purchasing and evaluation.

Educators:

a) shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders;

b) advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students;

c) model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.

Educators:

a) create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behaviour online that build relationships and community;

b) establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency;

c) mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property;

d) model and promote management of personal data and digital identity and protect student data privacy.

4. Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Educators:

a) dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology;

b) collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues;

c) use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally;

d) demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning.

5. Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Educators:

a) use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs;

b) design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning;

c) explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator: Educators facilitate learning with technology to support student achievement.

Educators:

a) foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings;

b) manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field;

c) create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems;

d) model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Educators:

a) provide alternative ways for students to demonstrate competency and reflect on their learning using technology;

b) use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction;

c) use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

"The ISTE Standards for Educators set the vision for how educators can use technology to create next-generation learning environments," said ISTE CEO Richard Culatta in a press release. "They reflect the transition from using technology to deliver content to using technology to empower learners."

TASK 4.

Answer the following questions:

1. What is ISTE?

2. What is the purpose of ISTE standards for educators?

3. What roles of educators are mentioned in the text?

4. How has technology transformed the role of a teacher?

5. Do you fulfill all the roles mentioned in the text?

TASK 5.

Translate the following sentences into English using Active Vocabulary:

1. Нові завдання сучасної освіти вимагають від педагога виконання багатьох різних ролей:

- Розробник навчальних програм.

Педагог повинен уміти визначати очікувані результати навчання, навчальні завдання, які приведуть до досягнення цих результатів, способи перевірки (оцінювання), необхідні ресурси та час.

- Фасилітатор.

Роль фасилітатора – допомогти учням досягнути очікуваних результатів навчання. Тому педагог-фасилітатор скоріше ставить запитання, сприяє, щоб звучали різні думки, точки зору у групі. На відміну від презентатора, який є у певному сенсі експертом в інформації, що презентується, фасилітатор пропонує процес, який допомагає учасникам засвоїти знання.

- Презентатор.

Під час проведення презентацій педагог інформує, мотивує, описує. Презентація здебільшого – це одностороння комунікація, яка передбачає передачу інформації від педагога аудиторії та підкріплюється візуальними засобами.

- Тренер.

Допомагає іншим в оволодінні новими навичками, знаннями, ставленнями.

- Наставник.

Допомагає учням використовувати здобуті знання на практиці. Заохочує рефлективну практику.

- Менеджер.

Планує, оцінює, вносить зміни до навчального процесу для досягнення учнями очікуваних результатів навчання. Забезпечує необхідними ресурсами.

- Консультант.

Ділиться знаннями, навичками, розвиває спроможності учнів, робить внесок в успіх кожного.

- Дослідник.

Роль учителя як дослідника вимагає від учнів нового розуміння процесу навчання, зміщуючи акцент від «зовнішнього до внутрішнього джерела» (Lytle&Cochran-Smith, 1993).

- Агент змін.

Заохочує та проводить постійний аналіз і рефлексію. Ініціює різноманітні альтернативи існуючій практиці. Сприяє процесу змін і розвитку класу та школи.

TASK 6.

Choose the correct preposition (by/for/of/on/out):

1. Use technology to design and implement a variety ___ formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

2. Educators provide alternative ways for students to demonstrate competency and reflect ___ their learning using technology.

3. They use collaborative tools to expand students' authentic, real-world learning experiences ___ engaging virtually with experts, teams and students, locally and globally.

4. Educators seek ___ opportunities for leadership to support student empowerment and success and improve teaching and learning.

5. They advocate ___ equitable ed-tech access and have input on ed-tech purchasing and evaluation.

TASK 7.

Transform the following sentences using the Passive Voice verb forms where possible:

1. The ISTE Standards for Educators set the vision for how educators can use technology to create next-generation learning environments.

2. In updating the standards, the organization says it received feedback from roughly 2,200 educators and administrators from around the globe.

3. Educators establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

4. They create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

5. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.

UNIT 6.
Is My Teaching Learner-Centered?

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

assessment criteria	критерії оцінювання
assumption	припущення
benchmark	критерій, показник, орієнтир
bread and butter relationship	життєво-необхідні стосунки
expertise	спеціальні знання, експертні знання
explicit	явний
insight	розуміння
learner-centered teaching	особистісно-орієнтоване навчання
preview/review	попередній перегляд/огляд
sophisticated	витончений
student engagement	залучення студента
tend to be	як правило
trendy	модний
widespread use	поширене використання
to confront	протистояти
to conflate aspirations with actualities	поєднувати бажане з дійсним
to generate hypotheses	створювати /формулювати гіпотези
to master material	опановувати матеріал
to solve a problem	вирішувати задачу
to reflect on	роздумувати над
to prompt	заохочувати до

TASK 2.
Read and translate the text:

It's hard to say – we have no definitive measures of learner-centeredness or even mutually agreed upon definitions. And yet, when we talk about it, there's

an assumption that we all understand the reference.

The learner-centered label now gets attached to teaching strategies, teachers, classes, programs, departments and institutions. Like many trendy descriptors in higher education, with widespread use comes a certain definitional looseness. Active learning, student engagement and other strategies that involve students and mention learning are called learner-centered. And although learner-centered teaching and efforts to involve students have a kind of bread-and-butter relationship, they are not the same thing. In the interest of more definitional precision, we'd like to propose five characteristics of teaching that make it learner-centered.

1. Learner-centered teaching engages students in the hard, messy work of learning. I believe teachers are doing too many learning tasks for students. We ask the questions, we call on students, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.

2. Learner-centered teaching includes explicit skill instruction. Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses – all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.

3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it. Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

4. Learner-centered teaching motivates students by giving them some control over learning processes. I believe that teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions under which they learn and then teachers determine whether students have learned. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to

learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria.

5. Learner-centered teaching encourages collaboration. It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from and with each other. Certainly, the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

So, is your teaching learner-centered?

Let's have a look at the question set below and try to answer. Questions like these can be useful in helping us to confront how we teach. They produce the most insights when asked sincerely and answered honestly. For most of us, there's a gap between how we aspire to teach and how we actually teach. Given the less-than-objective view we have of ourselves as teachers, it's easy to conflate aspirations with actualities.

The questions also can be used to prompt discussion between colleagues who wish to help each other explore the extent to which their teaching is learning-focused. They can be used by cross-disciplinary groups whose views, framed by what they teach, show how learner-centeredness looks from different angles. And, they can be used by departments or programs who aspire to be student-centered and need benchmarks to assess their progress.

Characteristics of learner-centered teaching

- Does the course contain activities that put students in positions to learn from and with each other?
- Are students encouraged to discover things for themselves, or does the teacher usually tell them what they should know and do?
- Are there policies and practices in the course that promote the development of autonomous, self-directed learning skills?
- Is student input solicited on course topics, policies, assessment methods, and class activities?
- Is collaboration emphasized more than competition in the course?
- Is what's being learned, why it's being learned, and how it can be learned discussed more often than grades?

- Are students voluntarily participating or do they sit silently until called on to answer questions and make comments? Does their nonverbal behavior indicate they'd rather not speak?
- Do students talk more than the teacher during class discussions? Do students respond to each other or only to the teacher?
- Is it a course where questions play a more prominent role than answers?
- Are students being taught how to answer their own questions?
- Are mistakes handled as learning opportunities for the teacher and the students?
- Are skills like critical thinking and problem-solving taught explicitly?
- Is the teacher modeling how expert learners handle problems, find answers, deal with failure, and celebrate success?
- Are students being given the opportunity to develop self- and peer-assessment skills?

TASK 3.

Answer the following questions:

1. What is learner-centered teaching?

2. What are the five characteristics of teaching that make it learner-centered?

3. Which questions in the list above do you think are especially helpful? What question(s) would you add?

TASK 4.

Translate the following sentences into Ukrainian:

1. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent.

2. It's hard to say – we have no definitive measures of learner-centeredness or even mutually agreed upon definitions. And yet, when we talk about it, there's an assumption that we all understand the reference.

3. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers.

4. Learner-centered teachers work to develop structures that promote shared

commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

5. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it.

TASK 5.

Put the words from the box into the correct order to make complete questions:

1. _____?

the teacher	**how**	**modelling**	**handle problems**
find answers	**deal with failure**	**is**	**expert learners**

2. _____?

learning skills	**self-directed**	**the development of**	**are**
policies and practices	**promote**	**there**	**that**

3. _____?

the teacher	**students**	**more**	**class discussions**
do	**than**	**talk**	**during**

4. _____?

students	**to develop**	**self-and peer**	**being given**
the opportunity	**assessment**	**skills**	**are**

5. _____?

as	the students	opportunities	mistakes
for	are	handled	learning

6. _____?

as	the students	opportunities	mistakes
for	are	handled	learning

UNIT 7.

Innovative Teaching Strategies That Improve Student Engagement

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

case studies	тематичні дослідження
collaborative learning	спільне (колаборативне) навчання
cooperative learning	колективне/групове навчання
discourse	дискурс, розмова
innovative apps	інноваційні додатки
inquiry-based learning	дослідницьке навчання
jigsaw technique	техніка головоломки
peer learning	навчання однолітків
project-based learning (PBL)	проектне навчання
problem-based learning (PBL)	проблемно-дослідницький метод навчання
requisite knowledge	необхідні знання
rewarding	корисний
upcoming	майбутній
QR Codes (Quick Response)	QR коди
to become expert on	ставати експертом у
to develop competencies	розробляти компетентності
to promote	сприяти, допомагати
to share knowledge	ділитися знанням
to showcase	демонструвати, показувати
to trigger	викликати, спровокувати
to ramp up	піднімати

TASK 2.

Read and translate the text:

"In education, student engagement refers to the degree of attention,

curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education" (edglossary.org). When students are engaged with the lesson being taught, they learn more and retain more. Students who are engaged in the work tend to persist more and find joy in completing the work.

You may ask the question, "What types of work are engaging?" We know from speaking to students that they prefer work where they can have hands-on activities and get to collaborate with their peers. They tend to be less engaged when listening to teacher lectures or doing repetitive tasks and "busy work."

Here we will discuss five innovative teaching strategies that engage students: (1) inquiry-based learning, (2) QR codes, (3) problem-based learning, (4) wisely managed classroom technology, and (5) jigsaws. These teaching strategies encourage students to use their imagination to dig deep when engaging with the content of the lesson. The students are actively involved with the learning and can work with their peers in collaborative groups to showcase their learning.

Many of these strategies take students to levels of learning they never thought possible. The students actively seek knowledge and don't just sit and receive the knowledge from a lecture or worksheet.

Inquiry-Based Learning

Inquiry-based learning is one of the most powerful teaching strategies in the classroom because research tells us that students learn best when they construct their own meaning. Inquiry-based learning triggers student curiosity. Teachers act as facilitators during the inquiry-based learning process.

According to Heather Wolpert-Gawron in the Edutopia article, "What the Heck is Inquiry-Based Learning?", there are four steps in the process:

1. Students develop questions that they are hungry to answer.

2. Students research the topic using time in class.

3. Students present what they've learned.

4. Students reflect on what worked about the process and what didn't.

In a classroom where students research a topic and then present their findings, inquiry-based learning allows students to "learn deeper and wider than ever before" (Wolpert-Gawron, 2016). In traditional teaching, students are less likely to ask questions and are expected to listen and answer questions posed by the teacher. Inquiry-based learning allows students to pose the questions and research and convert the information into useful knowledge, thus ramping up the level of student engagement.

QR Codes

QR (Quick Response) codes are easy to create and have multiple uses in classrooms at all grade levels. QR codes can lead students to information just by

scanning the code on a student's digital device. In the classroom, students can use QR codes to

• check their answers;

• vote on answers during class discussions;

• extend information found in textbooks;

• get survey information for math units on data;

• participate in scavenger hunts;

• access video tutorials on the material being taught;

• link students directly to Google maps.

QR codes allow students to access information without leaving their seat. Students can even generate QR codes to showcase their learning with peers and parents.

Project-Based Learning

Research confirms that project-based learning (PBL) is an effective and enjoyable way to learn. PBL also develops deeper learning competencies required for success in college, career, and civic life.

Project-based learning uses real-world scenarios, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management. Once students solve the problem or challenge, they present their solutions. The problems students solve can be presented to community leaders to solve problems in their own community.

PBL uses collaboration, digital tools, and problem-solving skills to come up with a solution to the problem presented. Why are so many educators interested in this teaching method?

• PBL makes school more engaging for students;

• PBL improves learning;

• PBL provides opportunities for students to use technology;

• PBL makes teaching more enjoyable and rewarding;

• PBL connects students and schools with communities and the real world.

Wisely Managed Classroom Technology

There is a delicate balance with technology use in the classroom. Teachers must use technology in a wisely managed way and with a variety of activities. Several activities that lead to student engagement are Google Docs, YouTube videos, Quizlet, Kahoot!, and the Remind app. These innovative apps and websites can help teachers engage their students, remind them about upcoming assignments and homework, provide visual learning through videos, organize

student learning, provide group collaboration, and provide check-ups on learning through games and online quizzes.

Jigsaws

The jigsaw technique is a "tried and true" cooperative learning strategy that helps students create their own learning. Students are arranged in groups and assigned a different piece of information. In their groups, students learn the piece of information well enough to be able to teach it to another group of students.

When using this technique, students become experts on the learning as they teach their peers. Once all groups have learned their information, they are placed into new groups with members from each of the small groups. Each group member shares the knowledge they gained in their informational group. This technique brings lessons to life and challenges students to create their own learning. This challenge engages students and encourages them to share their learning with others.

Each of the techniques in this article use strategies in which students put question, research, use technology, and create meaning from provided materials and research. These techniques also allow students to solve problems, challenge themselves, and present their findings to others. Student engagement builds on curiosity, interest, passion, and attention. All of the techniques showcased incorporate several of these needed items for student engagement.

TASK 3.

Answer the following questions:

1. What is student engagement?

2. What is the key to a successful student engagement?

3. What teaching strategies are mentioned in the text?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Розвиток системи освіти вимагає від педагогічної науки та практики вивчення та впровадження нових методів навчання й виховання студентів, а інноваційні системні технології допомагають вдосконалювати весь педагогічний процес в освітньому закладі.

2. На сьогодні кооперативне навчання широко визнається у сфері освіти. Воно стало популярним завдяки багатьом причинам: кооперативне навчання допомагає вчителям працювати з великою кількістю студентів,

удосконалює академічні досягнення та соціальний розвиток, сприяє розвитку мислення та мовлення.

3. З точки зору учня, навчальний проект – це можливість робити щось цікаве самостійно, в групі або самому, максимально використовуючи свої можливості; це діяльність, яка б дозволяла виявити себе, спробувати свої сили, докласти свої знання, принести користь і показати публічно досягнутий результат; це діяльність, спрямована на рішення цікавою проблеми, сформульованої самими учнями у вигляді мети завдання, коли результат цієї діяльності – знайдений спосіб розв'язання проблеми – носить практичний характер, має важливе прикладне значення і, що дуже важливо, цікавий і значимий для самих відкривачів.

4. Я дотримуюсь думки, що метод проектів можна вважати не простим, але ефективним етапом у формуванні критичного мислення. Проект відрізняється від інших проблемних методів тим, що в результаті певної пошукової, дослідницької, творчої діяльності студенти не лише приходять до вирішення поставленої проблеми, але і створюють конкретний реальний продукт, що показує можливість і уміння застосувати отримані результати на практиці при створенні цього продукту.

5. В процесі роботи над проектом студенти самостійно (індивідуально або, що частіше, в малих групах) без допомоги викладача, або при мінімальній його допомозі виділяють з проблемної ситуації проблему, розчленовують її на підпроблеми, висувають гіпотези їх рішення, досліджують підпроблеми і зв'язки між ними, а потім повертаються до основної проблеми, пропонують шляхи її вирішення.

TASK 5.

Make up sentences using given words. Use different verb tenses:

Active learning, assignments, digital tools, hands-on activities, findings, innovative apps, Kahoot, worksheet, to be assigned, to be actively involved, to collaborate, to encourage, to identify, to provide, to showcase.

UNIT 8.
Learning and Teaching Strategies

TASK 1.
Read and translate the text:

There are numerous learning and teaching strategies available that provide effective learning and teaching outcomes. The intended learning outcomes should guide which approach best suits the achievement of those outcomes. The table below provides a short explanation of a number of learning and teaching strategies as used by higher education institutions around the world.

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis and evaluation of class content. Cooperative learning, problem-based learning and the use of case methods and simulations are some approaches that promote active learning. (University of Michigan)

Case studies have been used extensively in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. A case study may go over a lesson, a topic or a whole course. (Boston University)

Collaborative learning is an important component of active learning and sits within a community of inquiry theoretical framework. It provides opportunities for a group of individuals to collaborate in purposeful critical discourse and reflection to construct personal meaning and mutual understanding. (University of Queensland)

Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. (Carleton College)

Enquiry based learning describes an environment in which learning is driven by a process of enquiry owned by the student. Starting with a 'scenario' and with the guidance of a facilitator, students identify their own issues and questions. They then examine the resources they need to research the topic, thereby acquiring the requisite knowledge. Knowledge so gained is more readily retained because it has been acquired by experience and in relation to a real problem. (University of Manchester)

Inquiry-based learning is a research-based strategy that actively involves students in the exploration of the content, issues, and questions surrounding a curricular area or concept. The activities and assignments can be designed such that students work individually or together to solve problems involving both in-class work and fieldwork. While the strategy is meant to be highly student-focused, the extent of teacher-directed vs. student-directed learning can vary depending on the level of the students and their understanding of the inquiry process. (Schreyer Institute for Teaching Excellence)

Just-in-time teaching (JiTT) is a teaching and learning strategy designed to promote the use of class time for more active learning. JiTT relies on a feedback loop between web-based learning materials and the classroom (Novak et al., 1999). Students prepare for class by reading from the textbook or using other resources posted to the web and by completing assignments online. These assignments often have complex answers; students' work outside class serves as preparation for more complete work in class. The students' answers are delivered to the instructor a few hours before class starts, allowing the instructor to adapt the lesson as needed. Importantly, JiTT allows the instructor to create an interactive classroom environment that emphasizes active learning and cooperative problem solving. (Vanderbilt University)

Peer learning is seen by social constructivist theorists as an effective means for students to gain deeper understanding of new concepts through informal and formal means. The interaction between peers allows students to enter the 'zone of proximal development' where a less able peer is able to enter a new area of potential development through problem solving with someone more able (Vygotsky, 1978). For a comprehensive study of peer learning across a range of disciplines the Journal of peer learning (Australian) publishes research articles about peer learning across a variety of contexts, predominantly higher education. (University of Queensland)

Peer-Led Team Learning (PLTL) is a proven method of small-group peer learning that typically consists of 6-8 students who work together to solve problems, and are facilitated by a Peer Leader. (Washington University in St Louis)

Problem-based learning uses authentic, loosely structured problems for students to solve. Students receive guidance, but not answers, from facilitators and assessment is based on student performance. Problem based learning differs from project base learning in that it focuses on the problem and the process, while project based learning focuses on the product. (University of Queensland)

Project-based learning involves deep learning, as it focuses on real world problems and challenges and relies on problem solving, decision making and investigative skills. Project-based learning begins with the end product or presentation in mind that requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts. (University of Queensland)

Small groups teaching refers to any method of student–tutor interaction that involves a group of 3–25 students, which may meet only once or several times throughout a semester, and which tends to be focused upon the discussion of pre-defined subject specific material. A wide continuum from non-intrusive facilitation (as in problem based learning) to tutor-led seminars is assumed, depending upon the discipline.

Team-based learning is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. (Vanderbilt University)

TASK 2.

Answer the following questions:

1. What is the most effective teaching strategy?

2. What teaching strategies do you use regularly?

3. Choose any university you like (name given in brackets) for further information to see how this institution uses and supports the strategy as part of its pedagogical philosophy. Please share this interesting information with others.

TASK 3.

Translate the following sentences into Ukrainian:

1. When students are engaged with the lesson being taught, they learn more and retain more. Students who are engaged in the work tend to persist more and find joy in completing the work.

2. Innovative apps and websites can help teachers engage their students, remind them about upcoming assignments and homework, provide visual learning through videos, organize student learning, provide group collaboration, and provide check-ups on learning through games and online quizzes.

3. Peer learning is seen by social constructivist theorists as an effective means for students to gain deeper understanding of new concepts through informal and formal means. The interaction between peers allows students to enter the 'zone of proximal development' where a less able peer is able to enter a new area of potential development through problem solving with someone more able.

4. Inquiry-based learning is one of the most powerful teaching strategies in the classroom because research tells us that students learn best when they construct their own meaning, it triggers student curiosity.

5. Each of the technique in this article use strategies in which students put ques tions, research, use technology, and create meaning from provided materials

and research. These techniques also allow students to solve problems, challenge themselves, and present their findings to others.

TASK 4.

Fill in the gaps using words from the box:

case studies	**hands-on activities**	**real-world scenarios**
student engagement	**product**	**research-based strategy**

1. "In education _____ refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education"
2. Problem based learning differs from project base learning in that it focuses on the problem and the process, while project-based learning focuses on the _____.
3. Inquiry-based learning is a _____ that actively involves students in the exploration of the content, issues, and questions surrounding a curricular area or concept.
4. We know from speaking to students that they prefer work where they can have _____ and get to collaborate with their peers.
5. _____ have been used extensively in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations.
6. Project-based learning uses _____, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management.

UNIT 9.

What Is Blended Learning and How Can It Be Used?

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

at the discretion of someone / at someone's discretion	на чийсь розсуд
blended learning	змішане навчання
brick-and-mortar campus	традиційний кампус
face-to-face	очний
flipped classroom	перевернутий клас
fluid schedule	текучий графік
inquiry-oriented program	програма, зорієнтована на дослідження
LMS (Learning Management System)	система управління навчанням
on a daily basis	на щоденній основі
pencil-and-paper assignments	письмові завдання, які виконуються на папері ручкою (олівцем)
remote lecture	дистанційна лекція
requirements	вимоги
self- study learning	самостійне навчання
small-group (full-class) instruction	навчання в малих групах (у цілому класі)
to accompany	супроводжувати
to augment	збільшувати, посилювати
to assimilate skills	засвоювати навички
to design a course	розробляти курс
to modify	видозмінювати
to redefine	переоцінити, перевизначити
to supplement	доповняти

TASK 2.

Read and translate the text:

Blended learning is a combination of offline (face-to-face, traditional learning) and online learning in a way that the one complements the other. It provides individuals with the opportunity to enjoy the best of both worlds. For example, a student might attend classes in a real-world classroom setting, and then supplement the lesson plan by completing online multimedia coursework. As such, the student would only have to physically attend class once a week and would be free to go at their own pace (and without worrying about scheduling issues).

Blended learning is often also referred to as "hybrid" learning, and can take on a variety of forms in online education environments. While some organizations may only use blended learning techniques on rare occasions, others might utilize it as a primary teaching method within their curriculum. There are two key principles commonly associated with blended learning (which are the "secrets" to its success): students who can share information and work with other students directly in a collaborative setting have a more enriched learning experience, and collaboration between students can be improved upon if group activities rely on information gathered from online resources or lessons. It's also been suggested that students who complete online coursework followed by interactive, face-to-face class activities have richer educational experiences. Tools and platforms that complement blended learning include LMSs and mobile devices such as tablets and smartphones.

How blended learning is making an impact inside and outside the classroom

Blended learning uses technology to combine in-class and out-of-class learning, maximising the educational impact for students as a result. As Rachael Hartley, Senior Client Account Director for Education at technology consultancy Cognizant, defines: "While retaining the traditional student-teacher format, it breaks the 'one-size-fits-all' model by taking education beyond the physical classroom and allowing students to learn anytime,anywhere." Commenting further on the role that blended learning can play within classrooms, Rachael adds: "It redefines the role of the teacher, offering them more flexible delivery options, depending on the content, subject, and capabilities of the students. This trend means educators can focus on student understanding, rather than the delivery method itself."

Although learning outside of the classroom is something that students have always been encouraged to do, the recent explosion in digital technology has meant that teaching can now be far more engaging. Exploring how blended learning is being used inside and outside of today's classrooms, Jeff Rubenstein, VP Product – Learning and Collaboration at video solutions company Kaltura adds: "Generally speaking in schools, more and more of the content delivery is being done via rich media and often on personal devices. In universities, students are contributing more content of their own, both for collaborating with each other, for doing projects, and for assessment purposes. As so much of modern work is now

digital, it's increasingly important that students learn how to be digital creators."

The benefits of combining traditional teaching and technology

Rachael Hartley believes that the combination of traditional teaching and technology should be used to meet the preferred learning style of students, as well as supporting teachers. As she comments: "Technology can provide teachers with information on the progress and requirements of students, which maximizes face-to-face contact and helps staff to design courses that allow more flexible delivery. Ultimately, technology works best when it supports the true essence of education and aids teachers in helping students assimilate skills."

Taking this idea further, Jesse Lozano, CEO and Co-Founder of education technology company pi-top, believes that technology has the power to truly enhance learning environments for the benefit of students – as long as teachers choose to adopt it. He says: "Flipped classrooms, where students watch short video lectures before attending class, offer one example of a blended learning tactic that could be more widely adopted. True blended learning requires highly relational active and inquiry-oriented programmes, both online and offline, as well as using digital tools to empower students."

Case study: use of blended learning in universities

Coventry University

Carl Perrin is Director of Advanced Manufacturing and Engineering (AME), an organisation that was set up as a collaboration between Coventry University and Unipart Manufacturing to inspire the next generation of engineers. Here, he describes how the students have benefited from using blended learning: "Graduate engineers were just not industry-ready and that was causing a big issue for employers. The answer was a blended-learning approach whereby our graduates would do 30% theory in the classroom and using digital technology, with the rest of the time spent on applying the knowledge they were gaining direct on to practical situations. We believe that when AME students leave us they are one year ahead of their peers, despite studying for the same length of time."

The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

1. **Rotation model** — a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework assignments.

a. Station Rotation — a course or subject in which students experience the

Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.

b. Lab Rotation — a course or subject in which students rotate to a computer lab for the online-learning station.

c. Flipped Classroom — a course or subject in which students participate in on line learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.

d. Individual Rotation — a course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.

2. Flex model — a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, whereas others have minimal support. For example, some Flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.

3. A La Carte model — a course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience. Students take some courses A La Carte and others face-to-face at a brick-and-mortar campus.

4. Enriched Virtual model — a course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining course work remote from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and

face-to-face teacher. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events they are required.

TASK 3.

Answer the following questions:

1. What is blended learning?

2. What are the benefits of combining traditional teaching and technology?

3. What are models and sub-models of blended-learning programs?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Змішане навчання – це методика формальної освіти згідно з якою учень / студент засвоює (отримує) одну частину матеріалу онлайн, а іншу частину матеріалу вивчає у класі. Водночас, усі активності впродовж вивчення того чи іншого предмету логічно пов'язані між собою, і як результат, студент отримує цілісний навчальний досвід.

2. Комбінація традиційного та дистанційного навчання дозволяє викладачеві використовувати сильні сторони кожного навчального середовища для досягнення навчальної мети.

3. Ротаційна модель за станціями – це метод проведення уроку, за якого учні навчаються через різні формати діяльності (станції). Одним з таких форматів є: онлайн навчання. Інші можливі станції: робота в невеликих проєктних командах, короткий теоретичний виклад матеріалу вчителем (як для цілої групи, так і для проєктних команд), групові проєкти, індивідуальні консультації від вчителя, письмові завдання, вікторини тощо. Важливо, що учні мають пройти через всі станції (формати навчання) впродовж заняття.

4. Відмінністю другої моделі (Flex model) є те, що онлайн навчання є основним. Практично весь час студенти проводять в аудиторіях з офіційно закріпленим за ними викладачем та іншими консультантами. У кожного студента є власний навчальний план, застосовується навчання у групах, проєктна робота, індивідуальні консультації.

5. Третя модель (Ala Carte model) визначає навчання студентів тільки онлайн

в якості доповнення до тих курсів, що відбуваються в аудиторіях. Викладач працює тільки в режимі онлайн. При здійсненні такої моделі студенти можуть знаходитись в аудиторії чи вдома.

6. Четверта модель (Enriched Virtual model) пропонує спочатку традиційне навчання у вигляді аудиторних занять, решту курсу студенти опановують на відстані в режимі онлайн. Отже, один і той самий викладач здійснює як традиційне, так і онлайн навчання. Деякі програми були спочатку повністю онлайн, але потім було вирішено додати елементи традиційного навчання з метою отримання досвіду аудиторних занять.
7. При проведенні змішаного навчання використовуються різні навчальні платформи, найбільш поширеними серед яких є Blackboard та Moodle. Студенти отримують доступ до відеолекцій, завдань для самостійного опрацювання та тестових матеріалів, спілкуються з викладачами та іншими студентами, мають змогу опрацювати додатковий матеріал з певної тематики.

TASK 5.

Translate the following sentences into Ukrainian:

1. True blended learning requires highly relational active and inquiry-oriented programs, both online and offline, as well as using digital tools to empower students.
2. Rotation Model is a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments.
3. There are two key principles commonly associated with blended learning (which are the "secrets" to its success): students who can share information and work with other students directly in a collaborative setting have a more enriched learning experience, and collaboration between students can be improved upon if group activities rely on information gathered from online resources or lessons.
4. The Enriched Virtual model differs fro the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.
5. Technology can provide teachers with information on the progress and requirements of students, which maximizes face-to-face contact and helps staff to design courses that allow more flexible delivery. Ultimately, technology works best when it supports the true essence of education and aids teachers in helping students assimilate skills.

TASK 6.

Fill in the gaps using words from the box:

case studies	**hands-on activities**	**real-world scenarios**
student engagement	**product**	**research-based strategy**

1. "In education _____ refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education".

2. Problem based learning differs from project base learning in that it focuses on the problem and the process, while project-based learning focuses on the _____.

3. Inquiry-based learning is a _____ that actively involves students in the exploration of the content, issues, and questions surrounding a curricular area or concept.

4. We know from speaking to students that they prefer work where they can have _____ and get to collaborate with their peers.

5. _____ have been used extensively in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations.

6. Project-based learning uses _____, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management.

TASK 7.

Discussion:

1. How do you incorporate blended learning into your course?

2. Is blended learning the best choice for your particular course?

3. What can I do with blended learning?

UNIT 10.

Group vs. Collaborative Learning: Knowing the Difference Makes a Difference

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

accountability	підзвітність
commitment	зобов'язання
drawback	недолік
emphasis on	акцент на
explication	пояснення, тлумачення
inherent	притаманний, властивий
in the long term	в довгостроковій перспективі
mutually dependent	взаємнозалежний
plethora of research	безліч досліджень
solely	єдино, самостійно
subsequent	наступний
time-saver	те, що заощаджує час
to assume	припускати
to attribute to	віднести до, приписувати до
to coast	рухатися по інерції
to delegate tasks	уповноважувати на виконання завдань
to eliminate	усувати, виключати
to exceed	переважати
to jot down notes	робити нотатки, коротко записувати
to promote	сприяти, допомагати
to tweak	підправити

TASK 2.

Read and translate the text:

Five years ago, I transitioned from a totally lecture-based classroom

to a more student-centered, engaging one. Initially, I found that when students were placed in groups, they didn't necessarily work together. What I discovered was that the activities needed to be structured collaboratively to promote learning.

Group work vs. collaborative learning

Definitions of group work and collaborative learning abound, and they are not exclusive of each other. One of the most useful explanations I have found of collaborative learning comes from Smith and MacGregor (1992): "Activities may differ considerably, but focus on students' exploration or application of the course material, not simply the teacher's presentation or explication of it." Group work is often described as a good way to improve productivity by delegating tasks. However, this gives rise to what I refer to as the "divide and conquer" mentality (students who complete only a portion of the workload and then share answers with their group). Group work is also reported to be a way to incorporate different perspectives, experiences, knowledge, and skill sets, but in my experience, the same could be said for collaborative learning.

A major difference between group work and collaborative learning is accountability. I do not give group grades. Activities are used to teach the competencies of the course, and students assume responsibility for their learning, and they earn their own grades based on their performances on an assessment of the competencies. The key is to structure the activities collaboratively so that learners are mutually dependent on each other yet are held individually accountable. This eliminates the free-riders (students who try to coast based on the group's performance).

Creating or converting activities to a collaborative format takes some preplanning on the instructor's part. I develop one to three collaborative activities per competency, not all of which are used during a given semester. Some may consider this time commitment a drawback to using collaborative learning; however, if a collaborative activity is designed well, it can be reused or tweaked for a future semester, which is a time-saver in the long term.

Comparison of collaborative learning vs. group work

Collaborative Learning	**Group Work**
Group effort required	"Divide and Conquer" mentality
Learners accountable to each other	More free-riders
Social skills are improved	Minimal interaction required
Helping and sharing is expected	Helping and sharing is minimal
Emphasis on process and product	Emphasis on product only

Evidence of benefits of collaborative learning

There is a plethora of research stating the benefits of collaborative learning, but I felt it necessary to collect my own data to determine whether it was working

in my classroom. Fortunately, I reuse exams from semester to semester, and I still had class averages on each of my four-unit exams from when I strictly lectured. I then compared those averages to the averages after I implemented collaboratively structured activities and found the average scores improved 3–8 percent over lecture alone.

In addition, I have had several students who have retaken the course with me, once when it was in a lecture format and again after I implemented new activities. All experienced an increase of at least two full letter grades the subsequent time. Clearly, their improvement cannot be solely attributed to the addition of collaborative activities. Although subjective, two of those former students gave me very strong positive feedback about the collaborative style.

I share the data and anecdotal evidence at the start of the semester with incoming students because there are always a few who are nonbelievers or think collaborative learning is childish, and I have found it necessary to sell it to them. I strongly encourage instructors who implement collaborative learning to collect their own data and share it with their students.

Creating a collaborative culture in your classroom

I offer these tips to faculty wanting to implement collaborative learning in their classrooms:

Set the expectations. Students appreciate knowing what is expected of them, and most will rise to the occasion to meet (and often exceed) the bar that you have set.

Sell it! Tell students early on why you have chosen to use collaborative learning (based on research) and then start collecting your own data to back it up.

Create or modify activities to ensure collaboration. Be sure to structure the activities foster mutual dependence, match them to the course outcomes, and ensure that learning can be individually assessed. Some of my favorites include:

- Jigsaw
- Delegates
- Hollywood Squares
- Movable Mind Maps
- Trade-N-Post

After careful consideration, implement them! Try one or two and gradually build your repertoire. I would advise against doing what I did, which was to convert an entire semester course at once.

Conduct continuous quality improvement. Immediately after an activity, jot down notes on how long it took, what worked, and what could be improved on for the next time.

All collaborative learning is done in a group (of at least two people), but not all group work is inherently collaborative! The trick is to structure the activity in a way that makes students work together to be successful.

TASK 3.

Answer the following questions:

1. What is collaborative learning?

2. What is the difference between collaborative learning and group work?

3. What are the benefits of collaborative learning?

4. What are examples of collaborative learning activities?

TASK 4.

Let's talk about the pictures below:

Collaborative Learning Practices, Ideas, and Tips

METHOD	HOW IT WORKS	LEARNER BENEFIT	ASSOCIATION BENEFIT	TIPS & TRICKS
Problem-Based Learning	Small groups work on challenging real-world problems	Builds problem-solving and teaming skills	Increases the range of known solutions for different situations	Messy problems work best; use method to both challenge and create best practices
Action Learning and Evaluation	Learning by analyzing, doing, and then reflecting on what works	Focuses on current challenges; improves project management skills	Evaluating what works is key to good management and governance	Organize around emerging challenges in your field; commission teams of lead learners

Fig. 1. Ideal Collaborative model

Cooperative Learning

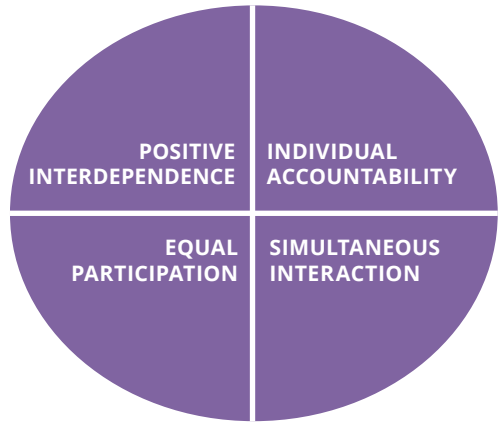
Type of Collaborative Learning

- Student to student interaction
  - Knowledge is gained from shared communication, negotiation, and production

Based on PIES System

Students work in heterogenous small group settings to complete a structured activity

- Students are responsible for individual as well as group learning
  - Encourages the sharing and restructuring of ideas
- Creates a sense of interdependence
  - Engages students in peer tutoring
  - Improves problem solving skills
- Dependent upon the supportiveness of participants



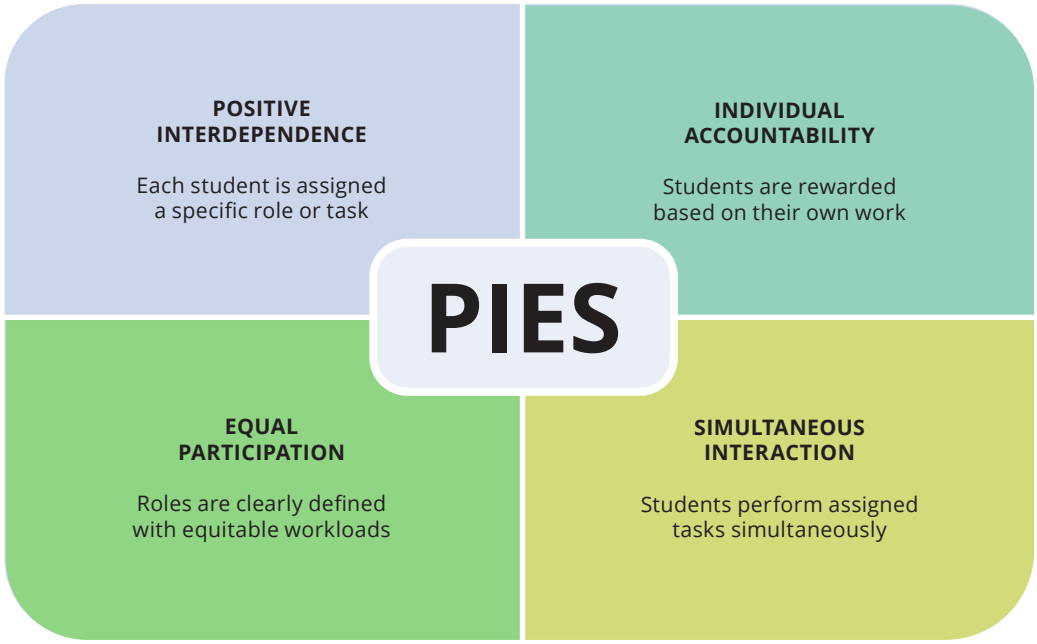


Fig. 2. Cooperative Learning model

UNIT 11.
Critical Thinking

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

bias	упередження
concept mapping	концептуальна карта, розробка концепцій
controversy	полеміка, дискусія
efficacy	ефективність
implications	наслідки
implicit/explicit	неявний/явний
knock-on effect	ефект “відлуння”
on the flip side	з іншого боку
relevant / irrelevant	доречний / недоречний
unbiased information	неупереджена інформація
self-development	саморозвиток
to discern	розрізняти, помітити
to have something at one’s fingertips	мати щось під рукою / у своєму розпорядженні
to fall behind	відставати
to draw a conclusion	робити висновок
to relate to	мати відношення до, відноситися до
to seize the moment	скористатися моментом
to strive to	прагнути до
to trace out	простежити і виявити
to outline	окреслювати, накреслити в загальних рисах

TASK 2.
Read and translate the text:

Educational institutions, accrediting bodies, students and employers all agree that students need to develop better critical thinking skills.

Critical Thinking is not just a “nice to have” skill in the 21st century, it is essential. We live in an age when we have more information at our fingertips than ever before and more opportunity to communicate with people across the globe. But how do we discern what information is correct, relevant and unbiased? How do we know when to accept what someone is saying, and when to question it?

Modern-day access to instant answers means many of us are falling behind in our ability to ask the right questions or analyze the answers we get.

Critical thinking has been defined as the ability to:

• ask the right questions

• recognise the existence of problems

• read between the lines

• recognise implicit and explicit assumptions

• identify relevant and irrelevant information in arguments

• recognise bias in oneself and others.

Critical thinking is the foundation of strategic thinking, creative thinking, good judgement and good decision making. Good critical thinking results in the ability to draw the right conclusions more often.

The good news is that there is substantial evidence showing that critical thinking can be improved with training.

Research also suggested that improving critical thinking ability has a knock-on effect in improving problem-solving ability, openness, creativity, organisation, planning and making the right choices in life.

There is currently a gap in critical thinking teaching at schools and our ability to apply this skill at university or in the world of work. In a recent survey of organisations, critical thinking/problem solving was identified as the top skills gap for job applicants. On the flip side, school leavers recognise the important role critical thinking plays in securing a job, but note that they didn’t have enough opportunity to develop it in school.

How can schools give their students a competitive advantage in a tight job market? Educational institutions across the country are looking for solutions – new ways to teach critical thinking, measure student learning and demonstrate efficacy. The challenge is identifying the best practices and incorporating them into the curriculum on a systematic basis. Across most institutions, the majority of educators have not been formally trained in critical thinking, they do not know where critical thinking best fits into the curriculum or where to access quality educational resources and, as a result, they are not in the best position to teach others or to evaluate the most effective teaching models.

Teaching critical thinking skills to teachers and students

Here are some tips to teaching critical thinking skills and creating a critical thinking

culture in your school or university and in your classroom:

1. A common misconception is in the understanding of the term Critical Thinking. Many people think that critical thinking is simply about being critical of ideas and proposals. The first step to creating a critical thinking culture is to introduce the concept with a good definition.

2. Create a culture of critical thinking in your institution where questioning is not only accepted but also encouraged at all levels including teachers and students. Provide opportunities for deeper learning (reflection, application, guided discussion).

3. Introduce "Socratic Questioning" into your study culture. Socrates established the importance of seeking evidence, closely examining reasoning and assumptions, analysing basic concepts, and tracing out implications. His method of questioning can be easily found through an internet search and is the best-known critical thinking teaching strategy.

4. Introduce a model or framework of critical thinking to organise and expedite learning. For example, the RED model of critical thinking put forward in the 1930s by two experts in the field, Goodwin Watson & Edward Glaser:

Recognise assumptions: This relates to the ability to separate fact from opinion in an argument.

Evaluate Arguments: This is the ability to analyse information objectively and accurately, question the quality of supporting evidence, and understand how emotion influences the situation.

Draw Conclusions: This is the ability to arrive at conclusions that logically follow from the available evidence.

Introduce assessments to measure the current levels of critical thinking in teachers and provide a development program for those who need support. The ability to teach critical thinking to students starts with teachers having a good understanding on the concept first.

TASK 3.

Answer the following questions:

1. What is critical thinking?

2. What are the benefits of critical thinking?

3. What helpful techniques and guides are mentioned in the text?

4. What teaching strategies that promote critical thinking skills do you use in your teaching? How do you cultivate a critical thinker?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Платформа відкритих онлайн-курсів Prometheus запрошує вчителів, викладачів вищих навчальних закладів та всіх охочих освітян взяти участь у конференції «Критичне мислення для освітян», яка присвячена впровадженню нового онлайн-курсу "Критичне мислення". Усі учасники зможуть ознайомитись із сучасними практиками застосування критичного мислення для реформування освітнього процесу.

2. Критичне мислення сьогодні є одним з модних трендів в освіті. Про те, що його розвиток є одним з найважливіших та невід'ємних завдань навчально-виховного процесу, йдеться й у Концепції нової української школи.

3. Критичне мислення – складне й багаторівневе явище. Мислити критично означає вільно використовувати розумові стратегії та операції високого рівня для формулювання обґрунтованих висновків і оцінок, прийняття рішень.

4. Критичне мислення — це необхідна навичка і життєво важливий ресурс сучасної людини. Критичне мислення базується на законах логіки та на розумінні психологічних процесів, які протікають у нашій свідомості. Критичним мислителям властиве скептичне ставлення до всього, але ніяк не цинічне.

5. З педагогічної точки зору критичне мислення – це комплекс мисленнєвих операцій, що характеризується здатністю людини:

- аналізувати, порівнювати, синтезувати, оцінювати інформацію з будь-яких джерел;
- бачити проблеми, ставити запитання;
- висувати гіпотези та оцінювати альтернативи;
- робити свідомий вибір, приймати рішення та обґрунтовувати його.

Цим мисленнєвим операціям можна і необхідно навчати, а далі – вдосконалювати їх, тренувати, як, наприклад, тренують м'язи спортсмени чи техніку гри – музиканти. І саме школа та університет є ідеальним середовищем для цього.

TASK 5.

Translate the following sentences into Ukrainian:

1. Critical thinking has been defined as the ability to ask the right questions, recognise the existence of problems, read between the lines, recognise implicit and explicit assumptions, identify relevant and irrelevant information in arguments, recognise bias in yourself and others.

2. Across most institutions, the majority of educators have not been formally trained in critical thinking, they do not know where critical thinking best fits into the curriculum or where to access quality educational resources and, as a result, they are not in the best position to teach others or to evaluate the most effective teaching models.

3. Introduce "Socratic Questioning" into your study culture. Socrates established the importance of seeking evidence, closely examining reasoning and assumptions, analysing basic concepts, and tracing out implications. His method of questioning is the best-known critical thinking teaching strategy.

4. Create a culture of critical thinking in your school or university where questioning is not only accepted but also encouraged at all levels including teachers and students.

5. Research also suggested that improving critical thinking ability has a knock-on effect in improving problem-solving ability, openness, creativity, organisation, planning and making the right choices in life.

TASK 6.

Fill in the gaps using words from the box:

bodies	**concept**	**understanding**
access	**evidence**	**arguments**

1. Educational institutions, accrediting _____, students and employers all agree: students need to develop better critical thinking skills.

2. Modern-day _____ to instant answers means many of us are falling behind in our ability to ask the right questions or analyse the answers we get.

3. The ability to teach critical thinking to students starts with teachers having a good understanding on the _____ first.

4. Socrates established the importance of seeking _____, closely examining reasoning and assumptions, analysing basic concepts, and tracing out implications.

5. Strive to develop mutual _____ of the issues on both sides as well as the alternative processes of arriving at resolution(s).

6. To evaluate _____ is the ability to analyse information objectively and accurately, question the quality of supporting evidence, and understand how emotion influences the situation.

TASK 7.

Make up sentences using the words below. Use different verb tenses:

Creativity, curriculum, educators, educational resources, guided discussion, relevant, to apply, to encourage, to evaluate, to fit, to outline, to question, to train

TASK 8.

Transform the sentences given below using the Passive Voice verb forms:

1. In a recent survey of organisations they identified critical thinking/problem solving as the top skills gap for job applicants.

2. He used the method of questioning is the best-known critical thinking teaching strategy.

3. Goodwin Watson & Edward Glaser put forward the RED model of critical thinking in the 1930s.

4. The good news is that there is substantial evidence showing that one can improve critical thinking with training.

5. Create a culture of critical thinking in your institution where one not only accepts questioning but also encourages it at all levels including teachers and students.

UNIT 12.

Information and Communications Technology (ICT) in Education

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

ICT	ІКТ (інформаційно-комунікаційні технології)
approach	підхід
challenge	виклик
due to	через те, що/завдяки
implementation of ICT	впровадження ІКТ
out-of- date	застарілий
up-to-date	сучасний
reliability	надійність
acquisition and absorption of knowledge	надбання та засвоєння знань
rote learning	зубріння
lack of something	відсутність чогось/нестача
digitally literate	цифрово грамотний
interaction	взаємодія
interactive features	інтерактивні характеристики
opportunity	можливість
lead to	вести до
to have a tremendous impact on	мати величезний вплив на
to highlight	виділяти основний момент
to enable	робити можливим, давати змогу
to promote	сприяти
to discover	виявляти

TASK 2.

Read and translate the text:

Nowadays people talk about the enormous challenge teachers are facing in our society due to the rapid expansion of knowledge. The modern technologies are demanding that teachers learn how to use these technologies in their teaching. Hence these new technologies increase the teachers' training needs. Gressard and Loyd asserted that teacher's attitudes toward computers are a key factor in the successful implementation of ICT in education. They pointed out that teachers do not always have positive attitudes towards computers and their poor attitudes may lead to a failure of the computer- based projects. Also, the most commonly cited barriers are: lack of time; lack of access; lack of resources; lack of expertise and lack of support.

Another barrier is reliability. It included hardware failures, incompatible software between home and school, poor or slow internet connectivity and out of date software which are available mostly at school while the students/educators have more up-to-date software at home.

Impact of ICT on education

In educational context, ICT has the potential to increase access to education and improve its relevance and quality. ICT has a tremendous impact on education in terms of acquisition and absorption of knowledge to both teachers and students through the promotion of:

- **Active learning:** ICT tools are of help in calculation and analysis of information obtained for examination. In contrast to memorisation-based or rote learning, ICT promotes learner engagement as learners choose what to learn at their own pace and work on real-world problems.

- **Collaborative and Cooperative learning:** ICT encourages interaction and cooperation among students, teachers regardless of distance between them. It also provides students the chance to work with people from different cultures as well as to work together in groups, hence it helps students to enhance their communicative skills as well as their global awareness.

- **Creative Learning:** ICT promotes the manipulation of existing information and creating one's own knowledge to produce a real product.

- **Integrative learning:** ICT promotes an integrative approach to teaching and learning, by eliminating the borderline between theory and practice, unlike in the traditional classroom where emphasis is laid on a particular aspect.

- **Evaluative learning:** Use of ICT for learning is student-centered and provides useful feedback through various interactive features. ICT allow students to

discover and learn through new ways of teaching and learning which are sustained by constructivist theories of learning rather than students do memorisation and rote learning.

Impact of ICT on learners

ICT has very strong impact on education and provides powerful tools for enhancing teaching and learning. There are many studies that highlight various ways in which ICT may support teaching and learning processes in a range of disciplinary fields such as construction of new opportunities for interaction between and accessing information. ICT enables new ways of teaching and learning when used appropriately under right conditions such as suitable resources, training and support. ICT also offers the potential to meet the learning needs of individual students, promote equal opportunity, offer learning material, and promote interdependence of learning among learners.

Impact of ICT on teachers

There are five important reasons for teachers to use technology in education: (1) Motivation; (2) Distinctive instructional abilities; (3) Higher productivity of teachers; (4) Essential skills for the Information Age and (5) Support for new teaching techniques.

Thus, in order to make use of technology in the classroom effectively, educators should have a positive attitude toward technology and be trained in using modern technologies in their field. Some people stated that teachers must act as the "change agent" in the relationship betwe=en technology and the students as teachers are more likely to implement the recommended and proposed changes concerning ICT in education.

But at the same time, there are many challenges faced by educators as they consider how best to incorporate ICT tools into their teaching. When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

TASK 3.

Answer the following questions:

1. What is the main idea of the text?

2. What exactly is meant by ICT? Please give some examples of ICT tools.

3. What is a key factor in the successful implementation of ICT in education?

4. What do we know about the impact of ICT on learners?

5. What do we know about the impact of ICT on teachers?

TASK 4.

Make up sentences using the given words. Use different verb tenses:

Challenges, creative learning, impact, learner engagement, modern technologies, tremendous, to consider, to demand, to enhance, to enable, to point out, to work on.

TASK 5.

Translate the following sentences into English using Active Vocabulary:

1. ІКТ заохочують до взаємодії та співпраці між студентами, викладачами незалежно від дистанції між ними.

2. Одне з головних завдань освіти в умовах розвитку інформаційного суспільства – навчити учнів та студентів використовувати сучасні інформаційні та комунікаційні технології. У зв'язку з цим виникає нагальна потреба у підготовці викладачів та фахівців у сфері ІКТ.

3. Завідувач кафедри помітила, що новий викладач не має позитивного ставлення до комп'ютерів і таке його ставлення може призвести до "провалу" нового проєкту.

4. Якщо ми хочемо реалізувати цей план, то потрібно усе застаріле програмне та апаратне забезпечення, яке є в наявності у наших школах та університетах, замінити новим.

TASK 6.

Translate the following sentences into Ukrainian:

1. ICT allows students to discover and learn through new ways of teaching and learning which are sustained by constructivist theories of learning rather than students do memorisation and rote learning.

2. Nowadays people talk about the enormous challenge teachers are facing in our society due to the rapid expansion of knowledge.

3. In order to make use of technology in the classroom effectively, educators should have a positive attitude toward technology and be trained in using the modern technologies in their respective field.

4. But at the same time there are many challenges faced by educators as they consider how best to incorporate ICT tools into their teaching.

5. They pointed out that teachers do not always have positive attitudes towards

computers and their poor attitudes may lead to a failure of the computer-based projects.

TASK 7.

Fill in the gaps using words from the box:

enormous tools	**student-centered**	**positive attitudes**
educational context	**digitally literate**	**interaction and cooperation**

1. When teachers are _____ and trained to use ICT, these approaches can lead to higher order thinking skills.

2. ICT has very strong effect in education and it provides _____ for enhancing teaching and learning.

3. Use of ICT for learning is _____ and provides useful feedback through various interactive features.

4. They pointed out that teachers do not always have _____ towards computers and their poor attitudes may lead to a failure of the computer-based projects.

5. In _____, ICT has the potential to increase access to education and improve its relevance and quality.

6. ICT encourages _____ among students and teachers regardless of distance between them.

TASK 8.

Transform the sentences given below using the Passive Voice verb forms:

1. ICT promotes learner engagement as learners choose what to learn at their own pace and work on real-world problems.

2. Use of ICT for learning is student-centered and provides useful feedback through various interactive features.

3. Teachers as “change agents” are more likely to implement the recommended and proposed changes concerning ICT in education.

4. ICT has a very strong impact on education and it provides powerful tools for enhancing teaching and learning.

5. But at the same time, educators face many challenges as they consider how best to incorporate ICT tools into their teaching.

TASK 9.

Discussion:

1. How does the use of ICT in university affect future employment?

2. Are some school/ university subjects better suited for ICT integration than others?

3. How do you plan to / How do you incorporate ICT tools into your teaching?

4. Advantages and disadvantages of ICT in education.

5. Implementation of ICT in education in different countries. Expectations and realities. (Ukraine, USA, India) Please provide some interesting facts and information.

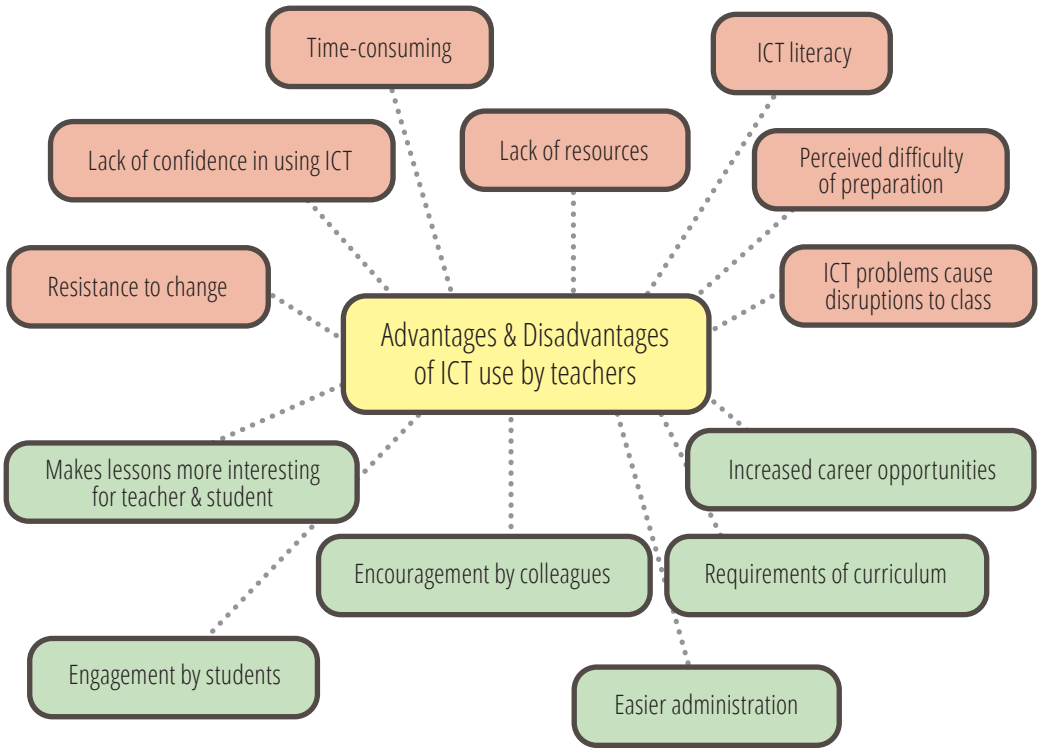


Fig. 3. Advantages and disadvantages of using ICT in class

UNIT 13.

Deeper Learning.
Top Strategies for Deeper Learning Skills

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

crucial	вирішальний, поворотний
critical thinking	критичне мислення
clear distinction	чітке розмежування
core process	основний процес
in the long run	в довгостроковій перспективі
learning apps	навчальні додатки
last, but not least	останнє, але не менш важливе
outcome	результат
multiple choice questions	завдання множинного вибору
project-based learning/ inquiry-based learning	проєктне навчання/навчання, основане на запитах учня (на основі учнівського запиту)
run-of-the- mill	звичайний, простий
to apply the knowledge	застосовувати знання
to come across	наштовхнутися
to contribute to	робити внесок у
to encompass	охоплювати, містити
to have in store	мати в запасі, резерві
to hone	відточити
to keep in mind	пам'ятати, мати на увазі
to identify the cause	виявляти причину
to receive genuine feedback	отримувати справжні відгуки
to equip students with	забезпечувати студентів чимось
to overcome obstacles	долати перешкоди
to tackle problems	вирішувати проблеми

to navigate real-world challenges переміщатися по викликам сьогодення
It is just a matter of something Це лише питання чогось

TASK 2.

Read and translate the text:

There is an ongoing emphasis in higher education on deeper learning approaches, defined by the William and Flora Hewlett Foundation as the mastery of content that engages students in critical thinking, problem-solving, collaboration, and self-directed learning. In 2013, the term 'deeper learning' was adopted to describe the concern that America's schools are failing to prepare learners adequately to overcome tomorrow's economic, technological, and societal challenges. After gathering leaders of the education community to discuss these issues, the Hewlett Foundation identified six outcomes or abilities associated with deeper learning: # Master core academic content # Think critically and solve complex problems # Work collaboratively # Communicate effectively # Learn how to learn # Develop academic mindsets. While these outcomes were originally proposed for K-12 students and traditional learning environments, they are also applicable to higher education and online environments.

Integrating deeper learning pedagogies in higher education has been a growing trend over the past few years and is continuing to see new developments, particularly in STEM disciplines. These active learning approaches fall primarily under two strategies of inquiry-based learning: problem-based learning where students solve real challenges and project-based learning where they create completed products. Thus, higher education institutions from Chile to China are eschewing traditional lectures and textbooks in favor of project-based learning activities where students work in teams to tackle problems without clear solutions. The fundamentals of strategic management course at the University of Buffalo, for example, worked with a Singapore-based mobile app startup called Carousell. The course gave students the opportunity to learn how a small business operates and apply the knowledge they acquired to navigate real-world business challenges.

So, what is deeper learning? It is a term which encompasses all the knowledge, skills, and ways of thinking students need to adopt in order to be prepared and eventually become successful when navigating the rough waters of their future professional and personal lives. In addition to applying what they have learned, they must be able to overcome obstacles such as complex interpersonal and multi-cultural relations of today's world, as well as global socio- economic issues that affect everyone. This is why the role of education leaders is more important than ever. Helping them master deeper learning skills is crucial, which is why you will find the list of the most effective strategies below.

1. Focus on the core.

Teaching and leadership deserves an entirely different chapter, or even its own discipline, but what teachers can take away from it is the importance of

mastering the core processes, language, and procedures which can later be applied in the real world to solve problems and provide critical analysis on a local level. Tools that can be used for this are not just classes, but also reading, as well as active participation in classes and reflection after each new lesson.

2. Adopt critical thinking.

As future leaders and decision makers, students need to be able to tackle the pressures and the challenges that will sure come their way. Having them develop the skills of critical thinking along with all the proven methods and tool which are used to battle complex problems, is an absolute must, because it will help them identify the cause of each issue, as well as its constituting parts, and figure of the best course of action they need to take in order to solve them.

3. Introduce more science.

More science should be used, because it faithfully represents the challenges students will come across in their careers. This goes double if they are studying for a degree in one of the STEM disciplines. While standardized tests have their place, teachers should encourage students to take part in science fairs, and education leaders should back them up by introducing standards which can validate this approach and make it measurable.

4. Practice team work.

Educations leaders need to be able to learn how to cooperate on multiple levels. This includes not only building a successful team around them that they can rely on and bounce ideas back and forth with, but also teachers and student, because they are an integral part of everything. While some of the skills related to working inside a team can be learned formally, such as various ways of solving conflicts and sharing useful information, applying them in practice is an entirely different thing.

5. Learn to communicate.

Developing communication skills is essential for all kinds of leaders, because it allows for proper conflict resolution and constructive dialog which enables ideas to flow between both sides. Education leaders need to keep in mind that communication goes both ways. It's not just about addressing others, but it also about listening and receiving useful feedback, and developing a debate containing critiques, arguments, and suggestions.

6. Extend the reach.

Thanks to new adaptive technology and tools, teachers can extend their influence way beyond the limits of what they were able to do before. By focusing on teaching students how to build basic skills, this technology can gradually prepare them for higher-level learning and allow teachers to focus their efforts on deeper learning. Things like comprehensive learning profiles can go a long way toward helping personalize the process of learning.

7. Learn learning.

Embracing the learning process is an important prerequisite for adopting

new skills and knowledge, as well as all the intellectual challenges that go along with it. An essential part of the learning process should be setting goals, reflecting, accepting the fact that you may not know everything at all times, and accepting criticism and applying feedback and suggestions to become better, among other things.

8. Develop leadership skills.

Digital learning can also benefit education leaders in pretty much the same way it benefits students. Leaders can rely on digital courses, learning apps, and even learning and academic networks in order to hone and develop their leadership. These tools allow for a great deal of customization and flexibility, which is great, because leaders can really get down to the specifics.

9. Use deep blended models.

While digital learning has certainly contributed to the quality of blended learning models, there is already a clear distinction between two different approaches: thin learning, which is your run-of-the-mill testing through multiple choice questions, and deeper learning, which directs students toward establishing a connection between their learning and work, by focusing on project-based learning and promoting their studies in front of a larger community.

10. Convene and connect.

Last, but not least, it is important to stay connected and convene with education leaders from different districts and schools which promote deeper learning. Thanks to the Internet, it is just a matter of setting up a simple conference call and sharing ideas and receiving genuine and useful feedback.

Deeper learning is definitely the way of the future, because current learning models aren't capable of keeping with the demands that the world of the future will have in store for our children. That is why it's up to education leaders, as well as teachers, to prepare the students for the real world, by introducing and applying learning models which are much more practical and based on real learning, not just simple reproduction. It is a strategy that will pay off in the long run.

TASK 3.

Answer the following questions:

1. What is deeper learning?

2. How is deeper learning integrated in higher education?

3. What are the most effective strategies to master deeper learning skills?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Що ж таке це "глибоке навчання"? Це поєднання глибшого розуміння

академічного змісту, здатність застосовувати це розуміння до нових проблем та ситуацій, а також розвиток цілої низки компетентностей.

2. Сьогодні успіх – це не те, що ти знаєш. Це також як швидко ти можеш схопити та застосувати це знання, твоя здатність долати перешкоди такі як міжособистісні та мультикультурні відносини сучасного світу, а також глобальні соціально-економічні питання, які впливають на кожного. Саме в цьому і полягає теорія "глибокого навчання".
3. Згідно з результатами проведених досліджень Американського Інституту Досліджень, студенти закладів вищої освіти, які зосереджувалися на "глибокому навчанні", показали кращі результати тестування з математики та англійської мови, аніж їхні однолітки, які навчалися за традиційними принципами.
4. Заклади вищої освіти досліджують та впроваджують різноманітні підходи для того, щоб розвинути компетентності "глибокого навчання" студента, а саме, низку навичок, які потрібні студенту для того, щоб він був успішним не тільки в університеті, але й подальшій кар'єрі та й взагалі по життю.

TASK 5.

Translate the following sentences into Ukrainian:

1. Deeper learning is a term which encompasses all the knowledge, skills, and ways of thinking students need to adopt in order to be prepared and eventually become successful when navigating the rough waters of their future professional and personal lives.
2. As future leaders and decision makers, students need to be able to tackle the pressures and the challenges that will sure come their way. Having them develop the skills of critical thinking, along with all the proven methods and tools which are used to battle complex problems, is an absolute must, because it will help them identify the cause of each issue, as well as its constituting parts, and figure of the best course of action they need to take in order to solve them.
3. Integrating deeper learning pedagogies in higher education has been a growing trend over the past few years and is continuing to see new developments, particularly in STEM disciplines.
4. That is why it's up to education leaders, as well as teachers, to prepare the students for the real world, by introducing and applying learning models which are much more practical and based on real learning, not just simple reproduction. It is a strategy that will pay off in the long run.
5. An essential part of the learning process should be setting goals, reflecting, accepting the fact that you may not know everything at all times, and accepting criticism and applying feedback and suggestions to become better, among other things.

TASK 6.

Make up sentences using given words. Use different verb tenses:

Adaptive technology, applicable, challenges, clear solution, efforts, collaboration, to benefit, to contribute to, to develop academic mindset, to discuss issues, to identify, to integrate, to master, to promote.

TASK 7.

Fill in the gaps using words from the box:

overcome obstacles	**constructive dialog**	**clear distinction**
connect and convene	**represents the challenges**	**remain motivated**

1. In addition to applying what they have learned, they must be able to _____ such as complex interpersonal and multi-cultural relations of today's world.
2. Last, but not least, it is important to stay _____ with education leaders from different districts and schools which promote deeper learning.
3. Developing communication skills is essential for all kinds of leaders because it allows for proper conflict resolution and _____ which enables ideas to flow between both sides.
4. More science should be used, because it faithfully _____ students will come across in their careers.
5. To _____, students need to be able to make clear connections between their coursework and the real world, and how the new knowledge and skills will impact them.
6. While digital learning has certainly contributed to the quality of blended learning models, there is already a _____ between two different approaches: thin learning and deeper learning.

TASK 8.

Discussion:

1. Deeper learning: benefits and challenges.
2. Deeper learning in practice. How do you engage your students in deeper learning environment?

UNIT 14.

European Framework for the Digital Competence of Educators DigCompEdu

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

ample	достатній
bottleneck	вузьке місце, вузький прохід
coherent	зрозумілий, послідовний, споріднений
compulsory	обов'язковий
conscientiously	свідомо
consequently	послідовно, отже, відповідно
digital citizenship	цифорове громадянство
framework	рамка
objective	мета, ціль
role model	зразок для наслідування
ubiquitous	повсюдний, широко розповсюджений
to come to terms	домовитись, прийняти умови
to ensure	забезпечити, гарантувати
to exploit the potential	використовувати потенціал
to facilitate	сприяти, просувати, допомагати
to foster	сприяти, заохочувати
to enhance	поглибити, посилити
to instil	надихнути, впроваджувати, привносити
to merit	заслуговувати
to orchestrate	організовавути, направляти
to reflect on	міркувати про, відображатись на
to respond to	відповідати на

TASK 2.

Read and translate the text:

The ubiquity of digital technologies has profoundly changed almost all aspects of our lives: the way we communicate, the way we work, the way we enjoy our leisure time, the way we organise our lives, and the way we source knowledge and information. It has changed how we think and how we behave. Children and young adults are growing up in a world where digital technologies are ubiquitous. They do not and cannot know any different. This does not mean, however, that they are naturally equipped with the right skills to effectively and conscientiously use digital technologies.

National and European policies acknowledge the need to equip all citizens with the necessary competences to use digital technologies critically and creatively. The European Digital Competence Framework (DigComp), which was updated in 2016/17, responds to this need, by providing a structure which allows European citizens to better understand what it means to be digitally competent and to assess and further develop their own digital competence.

For pupils and students in compulsory education, an ample range of initiatives on European, national and regional levels offers guidelines and advice on how to enable young people to develop their digital competence, often with a focus on critical skills and digital citizenship. In most European Member States, corresponding curricula have been or are being developed to ensure that the young generation is able to creatively, critically and productively take part in a digital society.

On international, European, national and regional levels, there is consequently considerable interest in equipping teachers with the necessary competences to fully exploit the potential of digital technologies for enhancing teaching and learning and for adequately preparing their students for life and work in a digital society. Many European Member States have already developed, or are currently in the process of developing or revising frameworks, self-assessment tools and training programmes to guide teacher training and continuous professional development in this area.

The objective of the DigCompEdu framework proposed is to reflect on existing instruments for educators' digital competence and to synthesize these into a coherent model that would allow educators at all levels of education to comprehensively assess and develop their pedagogical digital competence.

The framework is based on work carried out by the European Commission's Joint Research Centre (JRC), on behalf of the Directorate-General for Education, Youth, Sport and Culture (DG EAC).

Since educators are role models for the next generation it is therefore vital for them to be equipped with the digital competence all citizens need to actively participate in a digital society. The European Digital Competence Framework for Citizens (DigComp) specifies these competences. DigComp has become a widely accepted tool for measuring and certifying Digital Competence and has been used as a basis for teacher training and professional development across and beyond Europe. As citizens, educators need to be equipped with these competences to

participate in society, both personally and professionally. As role models, they need to be able to clearly demonstrate their digital competence to learners and to pass on their creative and critical use of digital technologies.

However, educators are not just role models. They are first and foremost learning facilitators, or more plainly: teachers. As professionals dedicated to teaching, they need, in addition to the general digital competences for life and work, educator-specific digital competences to be able to effectively use digital technologies for teaching. The aim of the DigCompEdu framework is to capture and describe these educator-specific digital competences.

The DigCompEdu framework distinguishes six different areas in which educators' Digital Competence is expressed with a total of 22 competences (see Figure 4 below).

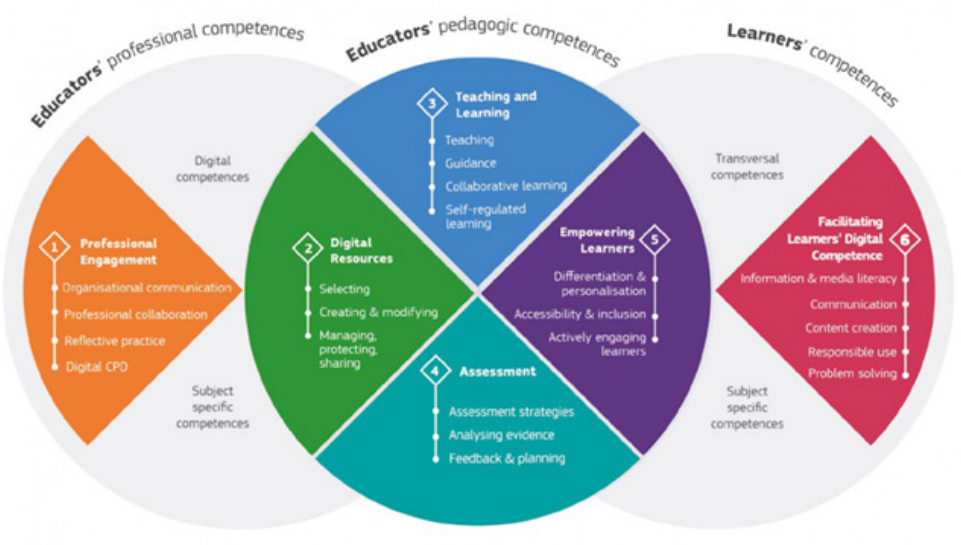


Fig. 4. Digital competence

The six DigCompEdu areas focus on different aspects of educators' professional activities:

Area 1: Professional Engagement: Using digital technologies for communication, collaboration and professional development.

Area 2: Digital Resources: Sourcing, creating and sharing digital resources.

Area 3: Teaching and Learning: Managing and orchestrating the use of digital technologies in teaching and learning.

Area 4: Assessment: Using digital technologies and strategies to enhance assessment.

Area 5: Empowering Learners: Using digital technologies to enhance inclusion, personalisation and learners' active engagement.

Area 6: Facilitating Learners' Digital Competence: Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving.

Let us take a closer look at these areas:

1. Professional Engagement

Educators' digital competence is expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, learners, parents and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organisation and the teaching profession.

2. Digital Resources

Educators are currently confronted with a wealth of digital (educational) resources they can use for teaching. One of the key competences any educator needs to develop is to come to terms with this variety, to effectively identify resources that best fit their learning objectives, learner group and teaching style, to structure the wealth of materials, establish connections and to modify, add on to and develop themselves digital resources to support their teaching.

At the same time, they need to be aware of how to responsibly use and manage digital content. They must respect copyright rules when using, modifying and sharing resources, and protect sensitive content and data, such as digital exams or students' grades.

3. Teaching and Learning

Digital technologies can enhance and improve teaching and learning strategies in many different ways. However, whatever pedagogic strategy or approach is chosen, the educator's specific digital competence lies in effectively orchestrating the use of digital technologies in the different phases and settings of the learning process.

4. Assessment

Assessment can be a facilitator or bottleneck to innovation in education. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to facilitate innovative assessment approaches. Furthermore, the use of digital technologies in education, whether for assessment, learning, administrative or other purposes, results in a wide range of data being available on each individual learner's learning behaviour. At the same time, digital technologies can contribute to directly monitoring learner progress, to facilitating feedback and to allowing educators to assess and adapt their teaching strategies.

5. Empowering Learners

One of the key strengths of digital technologies in education is their

potential for supporting learner-centred pedagogic strategies and boosting the active involvement of learners in the learning process and their ownership of it. Thus, digital technologies can be used to facilitate learners' active engagement, e.g., when exploring a topic, experimenting with different options or solutions, understanding connections, coming up with creative solutions or creating an artefact and reflecting on it.

Digital technologies can furthermore contribute to supporting classroom differentiation and personalised education by offering learning activities adapted to each individual learner's level of competence, interests and learning needs.

6. Facilitating Learners' Digital Competence

Digital competence is one of the transversal competences educators need to instil in learners. Whereas fostering other transversal competences is only part of educators' digital competence in as far as digital technologies are used to do so, the ability to facilitate learners' digital competence is an integral part of educators' digital competence. Because of this, this ability merits a dedicated area in the DigCompEdu framework. Learners' digital competence is captured by the European Digital Competence Framework for citizens. Thus, the DigCompEdu area follows the same logic and details five competences aligned in content and description with DigComp.

Thus, thanks to the European Digital Competence Framework we can understand the nature of digital competence better and stay motivated educators who use the DigCompEdu framework as a tool for our professional development.

TASK 3.

Answer the following questions:

1. What is the European Digital Competence Framework?

2. What is the objective of the DigCompEdu framework?

3. What areas are distinguished by the DigCompEdu framework?

4. Is Digital Competence Framework embedded in your curriculum?

TASK 4.

Translate the following sentences into Ukrainian:

1. The European Digital Competence Framework (DigComp), which was updated in 2016/17, provides a structure which allows European citizens to better understand what it means to be digitally competent and to assess and further develop their own digital competence.

2. DigComp has become a widely accepted tool for measuring and certifying Digital Competence and has been used as a basis for teacher training and professional development across and beyond Europe.

3. Educators' digital competence is expressed in their ability to use digital technologies not only to enhance teaching, but also for their professional interactions with colleagues, learners, parents and other interested parties, for their individual professional development and for the collective good and continuous innovation in the organisation and the teaching profession.

4.One of the key competences any educator needs to develop is to come to terms with the variety of digital resources, to effectively identify resources that best fit their learning objectives, learner group and teaching style, to structure the wealth of materials, establish connections and to modify, add on to and develop themselves digital resources to support their teaching.

5. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing assessment strategies. At the same time, we must also consider how they can be used to create or to facilitate innovative assessment approaches.

TASK 5.

Translate the following sentences into English using Active Vocabulary:

1. Рамка цифрової компетентності вчителя DigCompEdu орієнтована на вчителів та викладачів усіх рівнів освіти від дитячого садка до вищої та післядипломної освіти, загальної та професійної, навчання осіб з особливими потребами та у неформальних навчальних контекстах.

2. Зміст DigCompEdu визначається зонами 2-5. Разом вони утворюють цифрову педагогічну компетентність. Зони 1, 2 та 3 є характерними для будь-якого навчального процесу, незалежно від того, чи підтримується він технологіями. Компетентності, перелічені у цих зонах, вказують, як забез печити ефективне та інноваційне використання технологій при плануванні (зона 2 "Цифрові ресурси"), реалізації (зона 3 "Навчання та викладання") та оцінюванні (зона 4 "Оцінювання") викладання та навчання.

3. Педагогічне ядро цієї рамки доповнюється областями 1 "Професійна замученість" та 6 "Сприяння цифровій компетентності учнів". Зона 1 спрямована на ширше професійне середовище, тобто використання вчителем цифрових технологій у професійних взаємодіях з колегами, учнями, батьками та іншими зацікавленими сторонами, для власного професійного розвитку та для колективного добра організації.

4. Зона 6 "Сприяння цифровій компетентності учнів", визначає конкретні педагогічні компетентності, необхідні для сприяння цифровій компетентності учнів.

5. Зона 5 "Розширення можливостей учнів" визнає потенціал цифрових технологій для викладання та стратегій навчання, орієнтованих на учнів. Ця зона є наскрізною для зон 2, 3 та 4 у тому сенсі, що вона містить перелік спрямовуючих принципів, актуальних та доповнюючих компетенції, визначені у них.

6. Освітяни повинні вміти чітко показати студенту свою цифрову компетентність і вміти передати далі своє творче та критичне використання цифрових технологій.

TASK 6.

Fill in the gaps using words from the box:

digital content	**self-assessment tools**	**learner progress**
assessment strategies	**compulsory education**	**digital technologies**

1. For pupils and students in_____, an ample range of initiatives on European, national and regional levels offers guidelines and advice on how to enable young people to develop their digital competence.

2. However, whatever pedagogic strategy or approach is chosen, the educator's specific digital competence lies in effectively orchestrating the use of _____ in the different phases and settings of the learning process.

3. At the same time, digital technologies can contribute to directly monitoring _____, to facilitating feedback and to allowing educators to assess and adapt their teaching strategies.

4. When integrating digital technologies into learning and teaching, we must consider how digital technologies can enhance existing _____ .

5. Many European Member States have already developed, or are currently in the process of developing or revising frameworks, _____ and training programmes.

6. At the same time they need to be aware of how to responsibly use and manage _____.

TASK 7.

Discussion:

1. What is Digital citizenship? The importance of Digital Citizenship in today's classrooms.

2. Teaching Digital literacy to 21st century students.

3. Digital competence yesterday and today.

UNIT 15.
Effective Teachers Know Effective Assessment

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

alumnus/a, alumni	випускник/ця, випускники
attainment	досягнення, надбання
awareness	обізнаність
complementary	додатковий
formative assessment	формувальне оцінювання
insufficient	недостатній
interrelated	взаємопов'язані
prevalent	поширений
meaningful	значимий
overarching	загальний, всеосяжний
summative assessment	підсумкове оцінювання
sequence	послідовність
SLO (student learning outcome)	результат навчання студента
valid	дійсний, чинний
to acknowledge	підтверджувати, визнавати
to anticipate	очікувати, передбачати
to enable	давати змогу, робити можливим
to gauge	вимірювати
to modify	видозмінювати
to underpin	підтримувати, підпирати

TASK 2.
Read and translate the text:

Defining Assessment

Much scholarship has focused on the importance of student assessment

in teaching and learning in higher education. Student assessment in teaching and learning is a critical aspect of the teaching and learning process. Whether teaching at the undergraduate or graduate level, it is important for instructors to strategically evaluate the effectiveness of their teaching by measuring the extent to which students in the classroom are learning the course material.

Assessment can be defined as the systematic collection, interpretation and use of information about learning. It gives teachers a better awareness of what students know and understand, what their learning experiences enable them to do and what their skills and personal capabilities are:

Principles of Assessment

The five principles that underpin quality assessment practice specify it should:

– be complementary to and supportive of learning;

– be valid and reliable;

– be fit for purpose and manageable;

– support teachers' professional judgement;

– support accountability.

Types of Assessment

A range of assessment approaches can be used for different reasons at various stages in the learning sequence.

- Formative assessment is a range of formal and informal assessment procedures used by teachers during the learning process so they can modify teaching and learning activities to improve student attainment.
- Summative assessment comes at the end of a learning sequence and is used to acknowledge, record and report on students' overall achievement at a given point.
- Diagnostic assessment is used to identify individual strengths, areas for improvement and to inform next steps.
- Evaluative assessment is concerned with the overarching performance of arrangements in a department, school or system.

Formative approaches to assessment focus on improving learning while summative assessment captures a record of learning at the end of a period of study. However, formative and summative assessments are not in opposition; they are interrelated and complementary. The information from formative assessment, supplemented by class tests or tasks, helps to ensure dependable summative assessment.

The quality of assessment is based on the teacher's professional ability to use a range of assessment methods that produce accurate results. Good assessment practice involves teachers applying the five principles to every assessment approach they choose.

Purpose of Assessment

Assessment is central to successful teaching and learning. To determine the effectiveness of a sequence of instruction, teachers need to gauge students' progress in understanding what they want them to learn. Assessment is the link between teaching and learning. It is important because without it there is no way to anticipate what students will actually take from their classroom experiences and this might be quite different from what was intended. Assessment helps teachers find out what has actually taken place in students' developing understanding during a sequence of teaching and learning. It's important to emphasise that assessment is not synonymous with measurement. The varieties of assessment that are useful in an educational context will sometimes include aspects of measurement in terms of scores, grades and results. However, the range of approaches that teachers use in their everyday work to monitor how well their classes are doing will be equally prevalent. Assessment plays a crucial role in improving learning and raising standards. It's a key professional competence for teachers that enables them to make learning and teaching more effective.

What are assessment methods?

Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes. Several methods should be used to assess student learning outcomes. See the Assessment Methods Table for an overview of some commonly used direct and indirect methods of assessment.

Why is it important to use multiple methods?

Relying on only one method to provide information about the program will only reflect a part of students' achievement. Additionally, SLO may be difficult to assess using only one method. For each SLO, a combination of direct and indirect assessment methods should be used. For example, responses from student surveys may be informative, however, when combined with students' test results they will be more meaningful, valid, and reliable.

What are direct and indirect methods of assessment?

Direct methods of assessment ask students to demonstrate their learning while indirect methods ask students to reflect on their learning. Tests, essays, presentations, etc. are generally direct methods of assessment, and indirect methods include surveys and interviews.

Can grades be used for assessment?

Even though course grades are a source of information about student achievement, they are generally insufficient in measuring the student learning outcomes of the program. Grades may not identify whether the SLO have been achieved, may include factors not related to SLO such as class participation, and faculty members may differ in their grading policies and practices. Considering these limitations, however, grades may be able to be used for program assessment if they

relate to the program's SLO and if grading methods are consistent across program faculty and courses.

Assessment Methods

Method	Description	Direct or Indirect Data
Alumni Survey	Surveying a program alumni can provide information about program satisfaction, preparation (transfer or workforce), employment status, skills for success. Surveys can ask alumni to identify what should be changed, altered, maintained, improved, or expanded.	Indirect
Capstone Project or Course	A capstone project or course integrates knowledge, concepts, and skills that students are to have acquired during the course of their study. Capstones provide a means to assess student achievement across a discipline.	Direct
Certification or Licensure Exam	These standardized tests are developed by outside, professional organization to assess general knowledge in a discipline.	Direct
Competitions (Juried)	External reviewers score, judge the performance, work, etc. of students.	Direct
Course Evaluation Survey	Course evaluations assess student experience and satisfaction with an individual course and are generally administered at or near the end of the semester. They provide the faculty, department, and institution with student perceptions of the classroom aspect of their educational experience.	Indirect
Embedded Techniques	Embedded assessment techniques utilize existing student course work as both a grading instrument as well as data in the assessment of SLO. If embedded assessments are properly designed, students should not be able to tell whether they are being taught or assessed.	Direct
Employer Survey	Programs can survey employers to determine if their graduates are satisfactorily skilled. Additional information to collect can include on the job skills, field specific information, etc.	Indirect
Entrance/Exit Interviews	Interviews are conducted with students when they enter college and when they leave—either through graduation or early departure. These interviews can be designed to measure SLO, but can also be used to learn about students' perceptions, gather feedback, on various college services, activities, etc.	Direct
Exit Exam/ Comprehensive Test	A comprehensive exam given near the end of the student's academic career (usually during the final semester prior to graduation). The exam is generally given to determine a student's acquisition and application of a particular type or form of knowledge or skill, as well as the ability to integrate knowledge from various disciplines. The exam can be written, oral, or a combination.	Direct

Focus Groups	A series of structured discussions with students who are asked a series of open-ended questions designed to collect data about beliefs, attitudes, and experiences.	Indirect
Graduate Survey	An assessment of a student's overall satisfaction with his or her collegiate experience and learning.	Indirect
Institutional Data	Review both program and student data that is collected at the institutional level. Data can include program enrollment, retention, student GPA, etc.	Indirect
Locally Developed Tests	A test that is developed within the institution to be used internally. The test is typically administered to a representative sample in order to develop local norms and standards.	Direct
"Maps" and/or Matrices	A map/matrix is a grid of rows and columns that organizes information that can be used for assessment purposes by summarizing relationships between goals, SLO, courses, syllabus outcomes, course work, assessment methods, etc. Maps/matrices can be used to review curriculum, select assessment methods, make comparisons, etc.	Indirect
Observations	Information can be collected while observing "events" such as classes, social gatherings, activities, group work, study sessions, etc. Observation can provide information on student behaviors and attitudes.	Indirect
Performance	Students can be evaluated on participation in campus and/or community events, volunteer work, presentations, clinical, internships, musical or art performances, etc. The performance of students is rated/scored using a rubric/scoring guide.	Direct
Portfolio	Students' work is collected throughout a program which is assessed by faculty using a common scoring guide/rubric. Portfolios may contain research papers, reports, tests, exams, case studies, video, personal essays, journals, self-evaluations, exercises, etc.	Direct
Pre & Post Tests	Typically an exam is administered at the beginning and at the end of a course or program in order to determine the progress of student learning.	Direct
Reflective Student Essays	Reflective essays can be used as an assessment method to determine student understanding of course content and/or issues as well as students' opinions and perceptions.	Direct/ Indirect
Standardized Tests	A test that is developed outside the institution for use by a wide group of students using national or regional norms.	Direct
SWOT Analysis	A facilitated analysis of the internal strengths & weaknesses of the course, program, department as well as the external threats & opportunities.	Indirect
Syllabus Review	Reviewing a syllabus involves determining if the course is meeting the goals and outcomes that have been established.	Indirect

TASK 3.

Answer the following questions:

1. What is assessment?

2. What is the purpose of assessment?

3. What are types of assessment?

4. What are assessment methods? Give an overview of the Assessment Methods Table.

5. Why is it important to use multiple assessment methods?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Інтерактивні технології навчання потребують від освітян переосмислення сучасних критеріїв оцінювання навчальних досягнень студентів. Водночас методика перевірки знань, умінь, та навичок студентів при цьому повинна відповідати, передусім, меті й методиці викладання дисципліни.

2. Насправді, коли ти покладаєшся лише на один метод оцінювання, то ти отримаєш лише частину того досягнення, яке здобув студент. Ось тому так важливо використовувати різноманітні методи оцінювання, щоб отримати цілісну картину.

3. Процес навчання завжди спрямований на вирішення освітньо-виховних завдань, кожне з яких характеризується дидактичною завершеністю. Обов'язковим компонентом цього процесу є контроль знань, умінь та навичок, тобто перевірка його результативності, що так важливо як для педагогів, так і для студентів.

4. Тест – це метод виміру й оцінювання знань, умінь та навичок студента за допомогою спеціально підготовлених стандартизованих завдань. Як правило, тести використовуються для поточної діагностики та коригування рівня знань, вмінь та навичок студентів під час вивчення певної теми чи модуля, або ж для підсумкового оцінювання навчальних досягнень.

5. Формувальне оцінювання – це цілеспрямований неперервний процес спостереження за навчанням учнів; воно є необхідною умовою інтерактивного навчання, у процесі якого формується культура спільного обговорення у класі, розвиваються навички критичного і творчого мислення, а також формується середовище, що заохочує учнів запитувати.

TASK 5.

Translate the following sentences into Ukrainian:

1. Assessment helps teachers find out what has actually taken place in students'

developing understanding during a sequence of teaching and learning.

2. Surveying program alumni can provide information about program satisfaction, preparation (transfer or workforce), employment status, skills for success. Surveys can ask alumni to identify what should be changed, altered, maintained, improved, or expanded.
3. A map/matrix is a grid of rows and columns that organizes information that can be used for assessment purposes by summarizing relationships between goals, SLO, courses, syllabus outcomes, course work, assessment methods, etc. Maps/matrices can be used to review curriculum, select assessment methods, make comparisons, etc.
4. Reflective essays can be used as an assessment method to determine student understanding of course content and/or issues as well as students' opinions and perceptions.
5. A locally developed test is the one which is developed within the institution to be used internally. The test is typically administered to a representative sample in order to develop local norms and standards.

TASK 6.

Fill in the gaps using words from the box:

embedded	**meaningful**	**insufficient**
surveys	**summative**	**portfolio**

1. _____ assessment comes at the end of a learning sequence and is used to acknowledge, record and report on student's overall achievement at a given point.
2. Even though course grades are a source of information about student achievement, they are generally _____ in measuring the student learning outcomes of the program.
3. If _____ assessments are properly designed, students should not be able to tell whether they are being taught or assessed.
4. Responses from student surveys may be informative, however, when combined with student's test results they will be more _____, valid, and reliable.
5. _____ can ask alumni to identify what should be changed, altered, maintained, improved, or expanded.
6. _____ may contain research papers, reports, tests, exams, case studies, video, personal essays, journals, self-evaluation, exercises, etc.

TASK 7.

Discussion:

Educational Assessment and Evaluation System in Ukraine.

UNIT 16.
Classroom Assessment Techniques (CATs)

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

brief response	коротка відповідь
fine-tuning	точне налаштування
geared to	спрямований на
handout	роздатковий матеріал
holistically	цілісно
information overload	інформаційне перевантаження
pre-conception	попереднє уявлення
prompt	підказка
response patterns	взірці відповідей
questionnaire	анкета, опитувальник
tip	порада, підказка
to distinguish	розпізнавати
to elicit	виявляти
to feel obligated	почувати себе зобов'язаним
to have difficulties	мати труднощі
to intercept	перехоплювати, переривати
to jot down	робити короткі нотатки
to provide evidence	надавати докази
to share observations	ділитися спостереженнями
to tally	підраховувати, підсумовувати
to uncover	виявляти, розкривати

TASK 2.
Make up sentences using the given words. Use different verb tenses:

Class activities, comprehension, implementation, inquiry, feedback, one-sentence

summary, questionnaire, teaching-learning process, to apply, to assess, to distinguish, to deal with, to encourage, to figure out, to gain.

TASK 3.

Read and translate the text:

What are CATs?

Classroom Assessment Techniques (CATs) are generally simple, non-graded, anonymous, in-class activities designed to give you and your students useful feedback on the teaching-learning process as it is happening.

Examples of CATs include the following.

The Background Knowledge Probe is a short, simple questionnaire given to students at the start of a course, or before the introduction of a new unit, lesson or topic. It is designed to uncover students' pre-conceptions.

The Minute Paper tests how students are gaining knowledge, or not. The instructor ends class by asking students to write a brief response to the following questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?"

The Muddiest Point is one of the simplest CATs to help assess where students are having difficulties. The technique consists of asking students to jot down a quick response to one question: "What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?" The term "muddiest" means "most unclear" or "most confusing."

The What's the Principle? CAT is useful in courses requiring problem-solving. After students figure out what type of problem they are dealing with, they often must decide what principle(s) to apply in order to solve the problem. This CAT provides students with a few problems and asks them to state the principle that best applies to each problem.

Defining Features Matrix. Prepare a handout with a matrix of three columns and several rows. At the top of the first two columns, list two distinct concepts that have potentially confusing similarities (e.g., hurricanes vs. tornados, Picasso vs. Matisse). In the third column, list the important characteristics of both concepts in no particular order. Give your students the handout and have them use the matrix to identify which characteristics belong to each of the two concepts. Collect their responses, and you'll quickly find out which characteristics are giving your students the most trouble.

Why should I use CATs?

CATs can be used to improve the teaching and learning that occurs in a

class. More frequent use of CATs can...

- Provide just-in-time feedback about the teaching-learning process.
- Provide information about student learning with less work than traditional assignments (tests, papers, etc.).
- Encourage the view that teaching is an ongoing process of inquiry, experimentation, and reflection.
- Help students become better monitors of their own learning.
- Help students feel less anonymous, even in large courses.
- Provide concrete evidence that the instructor cares about learning.

How should I use CATs?

Results from CATs can guide teachers in fine-tuning their teaching strategies to better meet student needs. A good strategy for using CATs is as follows.

- Decide what you want to assess about your students' learning from a CAT.
- Choose a CAT that provides this feedback, is consistent with your teaching style, and can be implemented easily in your class.
- Explain the purpose of the activity to students and then conduct it.
- After class, review the results, determine what they tell you about your students' learning, and decide what changes to make, if any.
- Let your students know what you learned from the CAT and how you will use this information.

Implementation and Examples of CATs

There are 50 tested assessment techniques from Angelo and Cross (authors of "Classroom Assessment Techniques: A Handbook for College Teachers"). The table below describes 8 techniques that can be easily adapted for and implemented in a classroom setting.

Tips on implementation:

- Start off simple by choosing a technique that easily fits your teaching style and classroom time limits.
- Conduct at least one CAT before the first major assignment, so that you can intercept any problems or questions before the fact.
- Don't feel obligated to do a CAT every day or every week. You'll create information overload for yourself and "survey overload" for your students.
- When you do any CAT, explain its purpose and your goal clearly to students.
- Report your findings to your students and let them know what you plan to do in terms of their feedback.

Name	Description	What To Do With The Data	Time Required
Minute Paper	During the last few minutes of the class period, ask students to answer on a half-sheet of paper: "What is the most important point you learned today?"; and, "What point remains least clear to you?". The purpose is to elicit data about students' comprehension of a particular class session.	Review responses and note any useful comments. During the next class periods emphasize the issues illuminated by your students' comments.	Prep: Low In class: Low Analysis: Low
Chain Notes	Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope.	Go through the student responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discussing the patterns of responses with students can lead to better teaching and learning.	Prep: Low In class: Low Analysis: Low
Memory Matrix	Students fill in cells of a two-dimensional diagram for which instructor has provided labels. For example, in a music course, labels might consist of periods (Baroque, Classical) by countries (Germany, France, Britain); students enter composers in cells to demonstrate their ability to remember and classify key concepts.	Tally the numbers of correct and incorrect responses in each cell. Analyze differences both between and among the cells. Look for patterns among the incorrect responses and decide what might be the cause(s).	Prep: Med In class: Med Analysis: Med
Directed Paraphrasing	Ask students to write a layman's"translation" of something they have just learned -- geared to a specified individual or audience -- to assess their ability to comprehend and transfer concepts.	Categorize student responses according to characteristics you feel are important. Analyze the responses both within and across categories, noting ways you could address student needs.	Prep: Low In class: Med Analysis: Med
One-Sentence Summary	Students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what to whom, when, where, how, and why?" The purpose is to require students to select only the defining features of an idea.	Evaluate the quality of each summary quickly and holistically. Note whether students have identified the essential concepts of the class topic and their interrelationships. Share your observations with your students.	Prep: Low In class: Med Analysis: Med

Exam Evaluations	Select a type of test that you are likely to give more than once or that has a significant impact on student performance. Create a few questions that evaluate the quality of the test. Add these questions to the exam or administer a separate, follow-up evaluation.	Try to distinguish student comments that address the fairness of your grading from those that address the fairness of the test as an assessment instrument. Respond to the general ideas represented by student comments.	Prep: Low In class: Low Analysis: Med
Application Cards	After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.	Quickly read once through the applications and categorize them according to their quality. Pick out a broad range of examples and present them to the class.	Prep: Low In class: Low Analysis: Med
Student-Generated Test Questions	Allow students to write test questions and model answers for specified topics, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand, and what are good test items.	Make a rough tally of the questions your students propose and the topics that they cover. Evaluate the questions and use the goods ones as prompts for discussion. You may also want to revise the questions and use them on the upcoming exam.	Prep: Med In class: High Analysis: High (may be homework)

TASK 4.

Answer the following questions:

1. What are CATs?

2. Why should I use CATs?

3. Do you use CATs?

TASK 5.

Translate the following sentences into English using Active Vocabulary:

1. Тестове завдання «Вибір з множини»напевно є одним з найулюбленішим тестом усіх студентів. Для цього тестового завдання студент повинен обрати правильну на його думку відповідь із запропонованих йому варіантів. Існує два варіанти завдання «Вибір з множини»: одна або декілька правильних відповідей.

2. Тестове завдання «Вірно - не вірно» мабуть найпоширеніший тест. Це тип завдання, що потребує від студента дати однозначну відповідь (вірно - не вірно) на поставлене питання. Іноді студенти його просто успішно вгадують. Тому дуже важливо памятати про сильні та слабкі сторони цього завдання.

3. Ще одним з тестових завдань є «Вибір відповідності». У завданні цього типу на задану тему створюється множина питань і множина правильних відповідей на ці питання. Кожному питанню відповідає одна правильна відповідь. Особа повинна кожному питанню підібрати правильну, на його думку, відповідь.

4. Перевагою тестового завдання «Коротка відповідь» є те, що він доволі швидкий та простий у порівнянні з іншими методами оцінювання. Для цього тестового завдання особа повинна надрукувати або написати коротку відповідь на поставлене питання: слово чи словосполучення.

5. Моїм улюбленем завданням для студентів є есе. Адже саме есе заохочує моїх студентів до творчого так критичного мислення. Оцінку за есе я виставляю вручну після аналізу і завжди супроводжую коментарем або методичними вказівками.

TASK 6.

Translate the following sentences into Ukrainian:

1. The technique consists of asking students to jot down a quick response to one question: “What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?” The term “muddiest” means “most unclear” or “most confusing.”

2. Don’t feel obligated to do a CAT every day or every week. You’ll create information overload for yourself and “survey overload” for your students. That’s one of the tips for CATs implementation.

3. After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.

4. During the last few minutes of the class period, ask students to answer on a half-sheet of paper: ”What is the most important point you learned today?”; and, “What point remains least clear to you?”. The purpose is to elicit data about students’ comprehension of a particular class session.

5. Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student, he/she spends a moment to respond to the question and then places the response in the envelope. That’s what lies behind Chain Notes technique.

TASK 7.

Transform the sentences given below using the Passive Voice verb forms:

1. Results from CATs can misguide teachers in fine-tuning their teaching strategies to better meet student needs.

2. When you do any CAT, explain its purpose and your goal clearly to students.

3. Evaluate the quality of each one-sentence summary quickly and holistically.

4. Review your students' responses and note any useless comments.

5. Classroom Assessment Techniques (CATs) are generally simple, graded, anonymous, in-class activities designed to give you and your students useful feedback on the teaching-learning process as it is happening.

TASK 8.

Mark the following as true (T) or false (F):

1. Results from CATs can misguide teachers in fine-tuning their teaching strategies to better meet student needs.

2. When you do any CAT, explain its purpose and your goal clearly to students.

3. Evaluate the quality of each one-sentence summary quickly and holistically.

4. Review your students' responses and note any useless comments.

5. Classroom Assessment Techniques (CATs) are generally simple, graded, anonymous, in-class activities designed to give you and your students useful feedback on the teaching-learning process as it is happening.

UNIT 17.
Future Classroom Lab. Part 1

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

added value	додаткова перевага, підвищена ефективність
content-creator	творець змісту/контент творець
communicative dimension	комунікативний простір
cross-curricular projects	міжпредметні проєкти
engagement	залучення
essential	суттєвий, важливий
flexible furniture	легко рухомі меблі
hard skills	професійні / технічні навички
hands-on learning activities	практичне навчання
holistic view	комплексний підхід, цілісний погляд
inspirational learning environment	надихаюче навчальне середовище
interpretation	трактування, обробка
knowledge-building activity	пізнавальна діяльність
learning zones	зони навчання
multiple perspectives	різних точок зору
passive listener	пасивний слухач
peer-reviewer	рецензент
real-life data	реальні дані
school community	шкільна громада
societal trends	тенденції в суспільстві, соціальні тенденції
soft skills	м'які навички
teamwork	командна/колективна робота, працювати в команді
to enhance	поглибити, посилити
to foster	виховувати, заохочувати
to obtain feeback	отримати зворотній зв'язок

TASK 2.

Read and translate the text:

Future Classroom Lab (FCL) is an inspirational learning environment, challenging visitors to rethink the role of pedagogy, technology and design in their classrooms. Through six learning zones, visitors can explore the essential elements in delivering 21st century learning: students' and teachers' skills and roles, learning styles, learning environment design, current and emerging technology, and societal trends affecting education.

Since the opening of the Future Classroom Lab in January 2012, European Schoolnet and its 30 supporting Ministries of Education have worked closely with a growing number of ICT providers to ensure an independently-funded and sustainable platform. Policy-makers, industry partners, teachers and other education stakeholders regularly come together in face-to-face training workshops and strategic seminars to develop visions for the school of the future and strategies on how to realise these.

Learning zones

The Future Classroom Lab is formed by six different learning spaces. Each space highlights specific areas of learning and teaching and helps to rethink different points: physical space, resources, changing roles of student and teacher, and how to support different learning styles.

All together, the spaces form a unique way to visualise a new, holistic view on teaching. The zones reflect what good teaching should be about: being connected, being involved, and being challenged. Education should result in a unique learning experience, engaging as many types of students as possible.

Fig. 5. Future Classroom Lab with 6 learning spaces.

INVESTIGATE

In the future classroom, students are encouraged to discover for themselves; they are given the opportunity to be active participants rather than passive listeners. In the Investigate zone, teachers can promote inquiry- and project-based learning to enhance students' critical thinking skills. The flexible furniture supports this concept, and the physical zone can be reconfigured quickly to enable work in groups, pairs, or individually. New technology gives an added value to the research by providing rich, versatile and real-life data, and also by providing tools to examine and to analyse.

Key points for "Investigate"

- **Developing critical thinking skills:** students learn how to find quality resources and how to manage information.
- **Developing problem-solving skills:** students have a goal or a challenge to resolve. The challenge/question is set by the students themselves. This builds on their strengths, potentials and preferences.
- **Learners become active researchers:** research across varied media (text-based, video, audio, images, results of experiments, numbers, etc.) is the basis of the classroom activity. Investigation can take place by reading, observing, conducting science experiments, organising surveys, using robots, etc.
- **Encouraging cross-curricular projects:** learning across disciplines helps learners to analyse and understand things from multiple perspectives.
- **Learning by exploring:** students can construct models, test ideas and evaluate the results themselves. The technology provides different ways for the learners to get involved through hands-on learning activities.
- **Connecting with the outside world:** rather than working within the artificial boundaries of a school subject, the teachers and students select real-life challenges and data to investigate.

CREATE

The future classroom allows the students to plan, design, and produce their own work - for example, a multimedia production or a presentation. In the Create zone, simple repetition of information is not enough: students work with real knowledge-building activities. Interpretation, analysis, teamwork, and evaluation are important parts of the creative process.

Key points for "Create"

- **Learning by creating:** the learners are actively involved in producing and creating their own content. This allows learners to exercise their imaginations, and to innovate.
- **Using engaging technology:** ICT provides a number of ways to design, create and disseminate learner-generated content.

- **Developing learners' soft skills:** the students develop their soft skills through project-based work, including presentation, planning, and teamwork.
- **Giving students independence and ownership over their learning:** enhancing students' engagement with the task, and helping to foster their sense of personal responsibility.
- **Creating for real-life:** students' social entrepreneurship can be triggered by initiating and implementing projects aimed to increase the wellbeing of the school or local community.
- **Showcasing student work:** students can develop over time their learning portfolios, which can help them to link between different disciplines, and provide a real-life context to their classwork.

PRESENT

The students of the classroom of the future will need a different set of tools and skills to present, deliver, and obtain feedback on their work. The presentation and delivery of the pupils' work has to be factored into the planning of lessons, allowing students to add a communicative dimension to their work. Sharing of the results can be supported by a dedicated area for interactive presentations that, through its design and layout, encourages interaction and feedback. Online publication and sharing are also encouraged, allowing the students to become accustomed to using online resources, and familiarising themselves with the principles of eSafety.

Key points for "Present"

- **Learning to share and communicate:** just as important as carrying out interesting work is the sharing of the results. ICT provides multiple ways to create interactive and engaging presentations, both face-to-face and online.
- **Interacting with a wider audience:** presentations are interactive actions, where peers and the teacher give feedback. The physical layout can support this process.
- **Developing feedback skills:** the listeners are given an active role as peer-reviewers, and they learn to provide constructive feedback. The presentations are not prepared for or aimed at the teacher only but for the whole class or even a wider community.
- **Getting familiar with various methods of sharing:** the students learn to use different sharing tools that are part of everyday communication in the 21st century.
- **Communicating inclusively:** students take into account the message, the audience, and resources available when selecting tools. They get to think about how to reach different audiences, and about the digital divide.
- **Making the presentation a whole school activity:** a presentation be can provided as part of the school's public space, e.g., in the school library (face-to-face)

or the school website (online) which enables sharing among the whole school community.

- **Embedding eSafety in schoolwork:** before downloading and uploading, the students need to think about the responsible use of online resources. Being content-creators themselves, the students learn to evaluate online sources critically, and to apply necessary permissions and copyrights to the content they share themselves.

TASK 3.

Answer the following questions:

1. What is the purpose of Future Classroom Lab?

2. How many learning spaces does it include? What are they?

3. What learning space gives one the opportunity to be active participant?

4. How does the Create zone function?

5. Why is it important to develop feedback skills?

TASK 4.

Translate the following sentences into Ukrainian:

1. The learning zones reflect what good teaching should be about: being connected, being involved, and being challenged.

2. The flexible furniture supports this concept, and the physical zone can be reconfigured quickly to enable work in groups, pairs, or individually.

3. The Create zone provides students with independence and ownership over their learning: enhancing students' engagement with the task, and helping to foster their sense of personal responsibility.

4. The technology provides different ways for the learners to get involved through hands-on learning activities.

5. ICT provides multiple ways to create interactive and engaging presentations, both face-to-face and online.

TASK 5.

Translate the following sentences into English using Active Vocabulary:

1. Кожен простір виділяє певну зону для навчання та викладання, що допомагає сформувати зовсім новий комплексний підхід до інструментів та методики викладання.

2. Для підсилення навичок критичного мистення студентів викладачам рекомендується використовувати дослідницьке та проєктне навчання.

3. Впровадження міжпредметних проектів у навчання допомагає учням аналізувати та пізнавати предмет з різних точок зору.

4. М'які навички студентів, такі як вміння представляти, планувати і працювати у команді, успішно формуються при залученні проектної роботи.

5. Виконуючи роль творців контенту студенти навчаються критично оцінювати онлайн ресурси, а також застосовувати необхідні дозволи та авторські права на контент, що вони його поширюють в інтернеті.

TASK 6.

Make up sentences using given words. Use different verb tenses:

School community, engaging presentations, set of tools and skills, face-to-face, real-life data, problem-solving skills, to enhance, artificial boundaries, teamwork, learner-generated content, showcasing student work, to foster.

TASK 7.

Discussion:

1. Which learning spaces can be applied for teaching your subject? What ICT tools and teaching methods will be applied there? Please, give a detailed answer.

2. Please, select one of the above-mentioned zones and describe the key points that will be developed there.

UNIT 18.
Future Classroom Lab. Part 2

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

interactive learning content	інтерактивний навчальний зміст
settings	розміщення, налаштування
after-school task	позашкільне завдання
brainstorming	мозковий штурм
decision-making process	процес прийняття рішень
horseshoe shape	форма підкови
informal learning	неформальне навчання
learning diary	навчальний щоденник
meta-cognition skills	навички метапізнання
peer-to-peer collaboration	рівноправна співпраця, співпраця з рівними партнерами
self-reflection	самоперевірка, самоаналіз
simulations	імітаційні моделі, тренажери
social responsibility	соціальна відповідальність
tailored	спеціально підібране
teacher-led lesson	урок під кервництвом вчителя
to introduce	вводити, застосовувати
to validate	легально підтверджувати, визнавати законним, підтримувати

TASK 2.
Read and translate the text:

INTERACT

In the future classroom, the teacher can use technology to enhance interactivity and student participation in traditional learning spaces. One challenge

of the traditional classroom setting is getting all students actively involved; technology enables each and every pupil to contribute. Solutions vary from individual devices like tablets and smartphones, to interactive whiteboards and interactive learning content. In the Interact zone, learning involves both teachers' and students' active engagement.

Key points for "Interact"

- **Rearranging physical space:** to break the traditional classroom paradigm of rows, the students are seated in different can try out different settings, e.g., a horseshoe shape, or in small groups.
- **From spectators to active learners:** ICT provides opportunities for students to be active in different ways that support their own learning styles. This also can help the teacher to move away from the teacher-led lessons.
- **Interacting with the learning content:** the interactive whiteboards can be used together with media rich content and learner response devices.
- **1:1 computing for a motivated classroom:** 1:1 computing with netbooks, tablets, or smartphones, allows for more personalised learning, and enhances student motivation.
- **From supervision to communication:** many software now permits new collaboration and communication functionalities in addition to classroom management function, when students are using their own devices.

EXCHANGE

Future classroom learning places much importance on the ability to collaborate with others. The teamwork takes place while investigating, creating and presenting. The quality of collaboration is composed of ownership, shared responsibility and decision-making process within groups. ICT can help to create a richer way of communication and collaboration. Collaboration in the 21st century classroom is not limited to face-to-face and synchronous communication, but can take place online and also asynchronously.

Key points for "Exchange"

- **Peer-to-peer collaboration:** learning to communicate and work with others is probably one of the most valuable skills a child can learn. Extending this across the school (e.g., older students coaching younger students) can reinforce pupils' sense of social responsibility.
- **Teamwork for better inclusion:** working in groups can teach children to take into account differences between learners (e.g. gifted – less gifted).
- **Learning by playing:** playing is common to all children. Digital games and simulations can be used to introduce more engaging learning.
- **Collaborating online:** the exchange can be extended to after-school tasks with the aid of an online learning environment and supervised use of social networks.

- **Letting ideas fly:** brainstorming is a great group activity, allowing pupils to exercise their natural creativity and imagination.

DEVELOP

The Develop zone is a space for informal learning and self-reflection. Students can carry out school work independently at their own pace, but they can also learn informally while concentrating on their own interests outside of the formal classroom settings both at school and at home. By providing ways to foster self-directed learning, the school supports learners' self-reflection and meta-cognition skills. The school encourages its students towards true lifelong learning by acknowledging and validating informal learning.

Key points for "Develop"

- **Allowing for an informal environment:** the informal learning space at the school can be a more home-like environment, allowing for a more relaxed and non-monitored space.
- **Supporting motivation and self-expression:** teachers can support personalised learning, for example, with tailored learning activities, or by allowing more freedom to learners in selecting their topics of investigation. Students can also develop their personal learning portfolios.
- **Using personal learning devices:** personal learning devices, like netbooks and tablets, provide access to online resources and virtual learning environments both at home and at school
- **Adopting ways to recognise informal learning:** learning diaries and portfolios can be used to keep track of informal learning.
- **Flipped classroom:** students are engaged in well-structured independent learning at home, allowing the teacher to devote the time in the classroom to project work and collaboration.
- **Learning through play:** providing educational games for pupils to use during breaks and after school.

TASK 3.

Answer the following questions:

1. Where is brainstorming applied effectively?

2. What are the main components of the Interact zone?

3. What do we call the process when a teacher moves away from the teacher-centered lessons?

4. What is the best way to develop better inclusion?

5. What is informal environment?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Для впровадження більш захоплюючого навчання необхідно використовувати цифрові ігри та різноманітні тренажери.

2. Ця школа відома тим, що підтримує персоналізоване навчання, де впроваджуються спеціальні навчальні заходи та учням надається більше свободи у виборі тем для проведення досліджень.

3. Співпраця в класі 21 століття не обмежується лише безпосереднім чи синхронним спілкуванням, а може відбуватись в режимі онлайн чи асинхронно.

4. Сучасна українська школа повинна відходити від проведення традиційних уроків під керівництвом вчителя і надавати учням можливість створювати власні стилі навчання за допомогою ІКТ.

5. Відчуття соціальної відповідальності учнів можна підсили через введення активної співпраці між ними.

TASK 5.

Translate the following sentences into Ukrainian:

1. Many software now permits new collaboration and communication functionalities in addition to classroom management function, when students are using their own devices.

2. Flipped classroom means that students are engaged in well-structured independent learning at home, allowing the teacher to devote the time in the classroom to project work and collaboration.

3. One challenge of the traditional classroom setting is getting all students actively involved; technology enables each and every pupil to contribute.

4. Online collaboration means that the exchange can be extended to after-school tasks with the aid of an online learning environment and supervised use of social networks.

5. The school encourages its students towards true lifelong learning by acknowledging and validating informal learning.

TASK 6.

Make up sentences using given words. Use different verb tenses:

Interactive learning content, peer-to-peer collaboration, teamwork, virtual learning environment, non-monitored space, to investigate, informal learning, to introduce, after-school task, brainstorming.

TASK 7.

Group work. Divide the class into small groups of 3-4 persons each and fulfil the following task:

Create your own Future Classroom Lab and describe the implemented learning zones there, including equipment, allocation of furniture, functions anf selected teaching methods, tools, instruments. Show the graph of your designed class and convince others that it is the best variant.

UNIT 19.

Benefits and Impact of Learning Labs Settlement and Implementation

TASK 1.

Active Vocabulary. Memorize the following words and word-combinations:

design scenario	сценарій розробки
evidence	докази
exibly	швидко, гнучко
impact	вплив
installation of technologies	технологічне оснащення (лабораторій)
output	результат, продукт
pedagogic approach	педагогічний піхід
post-use data	дані після використання
pre-test	попередній тест
significant	значний, важливий
students' competences	компетенції студентів
to integrate technology	інтегрувати технології
to pilot	проводити апробацію
to publicise	оприлюднювати

TASK 2.

Read and translate the text:

Benefits observed

Since they set up and started using their learning labs, benefits observed by the case-study schools include:

- Teachers are using the space more exibly and are starting to approach teaching differently.
- Teachers who have tried different technologies and pedagogic approaches in the learning lab are designing lessons and starting their own projects making more use of technology.

- Some teachers are using more enquiry learning, project learning and group learning.
- Teachers are working with different apps and in different ways in their own classrooms.
- More collaborative learning.
- The learning lab provides a space in which to develop students' competences.
- Improved student motivation and engagement with learning.
- Students are more active in the learning process.
- Students can work collaboratively and multi-disciplinarily and use their imaginations.
- In traditional classrooms, the outputs are very limited but in the learning lab students can create different works and outputs, both digital and non-digital.
- Improvements in students' multiple intelligences.
- Improved engagement with students' families.
- Increased collaboration between teachers.
- A buddy system pairing teachers with student teachers when working in the learning lab.
- Opportunities for the school to get involved in other projects with industry partners with whom they form partnerships to build the learning lab.
- Publicity about the learning lab and the support already received from others has encouraged more commercial companies to want to become involved as partners.
- Sponsors wishing to publicise their involvement with the learning lab raise the profile of the school.

The impact of learning labs

In some of the case-study schools some formal research has begun to collect evidence of the impact of the learning lab. In all the schools, some impact has been informally observed by the school leaders or teachers involved.

Two university research projects are being carried out in Lab21 in Belgium and other learning labs, further exploring the possibilities, the effects of the use of technology in the classroom and the best ways to support teachers to integrate technology into their practice. Results are not yet available.

In Germany, as the Edu.lab has not been operational very long, it is too early for reliable evidence of impact to be available. However, the school carried out a pre-test with teachers before they started to use the lab and, in summer 2019, the results of comparing this with post-use data will be available for the first evaluation. Moreover, the local university will soon start some research to evaluate the impact of Edu.lab. However, the research team has already noticed that experiences in the learning lab have had some impact on the installation of technologies elsewhere in the school. As a result, the school has decided not to install an

interactive white board in every classroom but to install a teacher's station where they link up their laptop in all classrooms.

In Portugal, the school is working with a university partner, including cooperating with the author of a doctoral thesis focused on the school and other learning labs. The research includes ten lessons taught in the learning lab, and in traditional classrooms for comparison, with three or four cameras used to study the teachers and students throughout the lessons. The results will be available in 2020. Meanwhile Carlos has found that "the two classes in the pilot improved their results, not a lot, but it is a start" and "there has now been a very high impact on the way the teachers using the learning lab are working and using the resources"; and "in their regular classes, even where they are still using rows of tables, teachers have changed their methodology and the tools used with the students."

In Spain, no research looking for evidence of impact has started yet, but the school intends to plan this when following the nal steps in the FCL Toolkit. Meanwhile Fran notes that "small changes are evident but change is a gradual process" but "interest in incorporating ICT into teaching and learning processes has been generated" and "improved collaboration between teachers has happened especially due to the need to design scenarios and pedagogical activities for use in the learning lab."

In Turkey, the learning lab is quite new, and the school is not currently carrying out or collaborating in impact research. However, it is piloting some national projects which may contribute to relevant research. The team has informally observed significant benefits related to student engagement and learning which are reflected in benefits observed.

TASK 3.

Answer the following questions:

1. Why do created learning labs demand new teaching approaches and tools?

2. How does engagement of various target groups impact on the improvement of school education quality? Can you enumerate these target groups?

3. What is the case-study in Portugal?

4. Where is the application of the learning labs quite new?

5. Is it important to have post-use datafor the analysis of the results?

TASK 4.

Mark the following as true (T) or false (F):

1. In traditional classrooms the outputs are not very limited in the learning lab students can create different works and outputs, both digital and non-digital.

2. One of the benefits of the learning labs is that teachers design lessons and start their own projects making more use of technology.

3. In Portugal, the pilot shows a high impact of created spaces on the way the teachers work and use different resources.
4. Schools that have a learning lab are involved in mysterious projects with industrial partners and form partnerships to build such learning labs.
5. In Germany, public universities have started some research to evaluate the impact of learning labs.

TASK 5.

Translate the following sentences into Ukrainian:

1. A buddy system pairs teachers with student teachers when working in the learning lab.
2. Though small changes are evident, the change is a gradual process.
3. The research team noticed that experiences in the learning labs had had some impact on installation of technologies in schools.
4. It is necessary to conduct a pre-test with teachers before they start to use learning labs.
5. We can observe improvements in students' multiple intelligences.

TASK 6.

Translate the following sentences into English using Active Vocabulary:

1. Команда дослідників проводила неформальне спостереження за значними перевагами, які дає залучення студентів у навчання.
2. Навчальні лабораторії забезпечують простір для розвитку компетенцій студентів.
3. Впровадження нових педагогічних підходів та технологій відбувалось швише, ніж очікувалось.
4. Для цього дослідження важливо зібрати докази позитивного впливу використання іноваційних навчальних просторів з інтегрованими технологіями.
5. Співпраця між вчителями покращувалась завдяки потребі у розробці сценаріїв та педагогічних заходів.

TASK 7.

Group work. Divide students into 2 or 3 small groups.

Each group shoud create a detailed plan for the design of a learning lab paying attention to target groups, results, risks and benefits. Then each group should present their plan trying to convience the other ones that their space is the best.

UNIT 20.
Curriculum Design. Part 1

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

aging society	суспільство, що старіє
attainment	досягнення
coherence	узгодженість
constructive alignment	конструктивне узгодження/налаштування
common benchmark	загальний критерій/орієнтир
competing	конкуруючий
cultural sensitivity	культурна чутливість, розуміння особливостей інших культур
curriculum mapping	відображення/карта навчального плану
digital transformation	перехід на цифрові технології
fit-for-purpose curricula	цільові навчальні програми
flexible study paths	гнучкі навчальні підходи
generic competences	загальні компетенції
graduate attributes	характеристики випускника
inclusivity	інклюзивність
internalisation	інтерналізація
learning outcomes	результати навчання
one-time action	разова/одноразова дія
optional courses	вибіркові/факультативні курси
overlap	перетин, збіг
relevant for life	актуальні для життя
requisite knowledge to progress	необхідні знання для прогресу
societal values	суспільні цінності
stake	частка
stand-alone courses	самостійні/автономні курси
subject-specific competences	предметні компетенції

sustainability	сталість
transversal competences	трансверсальні компетенції
to become fluid	ставати мінливим
to embed	впроваджувати
to leave out	не врахувати, опускати, виключати
to resonate with	знайти відгук у, тісно переплітатись
to facilitate	спрощувати, полегшувати, сприяти
to encompass	охоплювати
ultimately	наостанок, головне
valuable impulses	цінні поштовхи

TASK 2.

Read and translate the text:

Balancing subject-specific and transversal competences

Institutions, students and employers are placing increasing attention on transversal, in addition to subject-specific competences, particularly as the employment market becomes more fluid. As the labour market changes, so do expectations regarding the type of transversal skills needed by graduates. These now increasingly go beyond the typical communication and professional skills, to include internalisation of societal values such as sustainability, ethics, inclusivity and cultural sensitivity but also awareness of societal challenges such as digital transformation, climate change or aging societies.

While many students develop transversal skills through extra-curricular activities, previous work by European University Association (EUA) has identified that many institutions also seek to embed the development of these skills into the curriculum, in order to engage with all students.

However, when deciding on the competences to be covered, the challenge is likely to be what to leave out, rather than what to put in, both for subject-specific and transversal competences. Therefore, when building fit-for-purpose curricula, institutions need to balance these needs and view them as complementary rather than competing. This also promotes the need to view a curriculum holistically so to avoid duplication and overlap.

Key considerations

As with the graduate attributes, there is a risk of lacking imagination when it comes to identifying transversal skills or of defining a long and ultimately unmanageable list of very specific competences. Institutions should consider

focusing on a few priorities that resonate with the institutional profile, the graduate attributes, and the specific programme.

Some competences are required in order to study successfully either in terms of academic skills or in terms of having the requisite knowledge to progress. Others are more relevant for life after graduating. This difference will have an impact on the point in the curriculum at which they are addressed.

With regard to transversal skills, it is important to address them in practice, not just list them on paper. For example, many institutions aim to produce reflective and critical thinking graduates; however, on close inspection, these skills are not specifically taught or assessed as part of a degree programme. Furthermore, attaining and assessing transversal competences should be embedded into the curriculum, not covered in stand-alone courses. However, the group identified a particular challenge in the general lack of any common benchmark for assessing the attainment of transversal skills.

Inspiring ideas and practices

Asking alumni, through surveys or focus groups, which competences developed through their programme they found to be most valuable in their post-university life, and which they have found themselves to be lacking. This can prompt reflection not just on whether a programme is meeting its stated aims, but also whether the aims are fit-for-purpose in the first place.

Mapping both the subject-specific and transversal skills across the curriculum and identifying specific "control points" at which they are assessed. Combining the assessments of the two skill types can help to reduce the assessment burden for staff and students and better reflect real-life application of skills and knowledge. Team skills, for example, are not acquired by letting students work in groups unsupervised, but might require a suitable design, including peer feedback. There could also be an opportunity to assess generic competences gained through extra-curricular activities.

TASK 3.

Answer the following questions:

1. What kind of skills do the graduates need in order to meet the requirements expected by the employers?

2. How should fit-for-purpose curricula be built?

3. How can competences be differentiated?

4. What is important about transversal skills?

5. What is the right way to determine the most required skills for students?

TASK 4.

Fill in the gaps using words from the box:

transversal	**critical**	**burden**
overlap	**stand-alone**	**fit-for-purpose**

1. Combining the assessments of the two skill types can help to reduce the assessment _____ for staff and students and better reflect real-life application of skills and knowledge.

2. Many institutions aim to produce reflective and _____ thinking graduates.

3. When building _____ curricula, institutions need to balance these needs and view them as complementary.

4. Attaining and assessing _____ competences should be embedded into the curriculum, not covered in _____ courses.

5. There is the need to view a curriculum holistically so to avoid _____ and duplication.

TASK 5.

Translate the following sentences into English using Active Vocabulary:

1. Оскільки ринок праці став більш мінливим, навчальні заклади та роботодавці почали приділяти увагу трансверсальним компетенціям.

2. Заклади повинні знайти можливість зосередитись на кількох пріоритетах, які відповідають інституційному профілю, характеристикам випускника та конкретній програмі.

3. Деякі компетентності потрібні для успішного навчання або для забезпечення необхідних знань для прогресу. Інші є більш актуальними для життя після закінчення навчання.

4. Важливо оцінити загальні компетентності, отримані внаслідок позакласної роботи.

5. Окрім типових комунікативних та професійних навичок, трансверсальні компетенції включають в себе інтерналізацію суспільних цінностей, таких як сталість, етика, інклюзивність та культурна чутливість, а також усвідомлення таких соціальних проблем, як цифрова трансформація, зміна клімату або старіння суспільства.

TASK 6.

Read and translate the text:

Ensuring curriculum coherence

An "ideal curriculum" is more than the sum of its parts. A group of experts identified that coherence needs to be found from two perspectives. Firstly, constructive alignment supports building courses in which there is a clear link between the course goals and intended learning outcomes, and teaching and assessment methods. Secondly, components of a programme have to fit together across its duration for each student. As such, a programme should not be viewed as a basket of courses but as a logical and progressive selection with a clear "golden thread" tying everything together. This becomes more challenging in programmes with a high percentage of optional courses or in institutions that permit very flexible study paths.

The group noted that, if taken seriously, this approach to curriculum design requires a high degree of cooperation and communication to ensure that the narrative is coherent from the perspective of both staff and students. It also relies on an understanding of curriculum design as an ongoing process rather than a one-time action. Curricula are not static; therefore, constant review and adjustment are needed in order to maintain coherence even if individual teachers or courses may change.

Key considerations

The starting point for curriculum coherence is to ensure that all elements of the curriculum link back to the intended learning outcomes for the programme as a whole, including references to the defined graduate attributes. Curriculum mapping can be a useful approach, linking and cross-referencing the activities and courses related to each intended learning outcome, competence and attribute. Digital technologies offer options to facilitate this and make it visible for staff and students alike. However, the group noted that it is challenging to make this useful and visible in practice rather than being a theoretical exercise.

Many actors may be involved in curriculum design, but there needs to be dedicated staff with overall responsibility for ensuring that all elements of the programme fit together, even when individual teachers take responsibility for their own courses. Real coherence can be best achieved when proactive communication and cooperation between teachers of different courses is encouraged and supported, in addition to oversight from a programme director. This follows the reasoning that the better the understanding that teachers have of what is being covered in other courses, the more relevant they can make their own, as well as avoiding overlaps. In this vein, curriculum coherence also encompasses issues around workload and scheduling.

Inspiring ideas and practices

Considering moving away from the traditional approach of individual

courses and using multi-disciplinary problem-based projects instead. This reflects more realistically the integrated approach that is required in working life and can reduce some of the restrictions that come with relying on courses as the administrative unit for delivering a curriculum.

Putting curriculum coherence at the centre of a programme evaluation is of crucial importance. By bringing together different actors with a stake in the programme and letting them compare their views, institutions can generate valuable impulses for further development and foster a shared understanding of the curriculum's core identity.

TASK 7.

Answer the following questions:

1. What are the perspectives of coherence?

2. How should curricula coherence be maintained?

3. What is the starting point for curricula coherence?

4. Why is it so important to develop communication and cooperation between teachers?

5. How can coherence be achieved?

TASK 8.

Translate the following sentences into Ukrainian:

1. Curriculum design should be considered as an ongoing process rather than a one-time action.

2. Real coherence can be best achieved when proactive communication and cooperation between teachers of different courses is encouraged and supported.

3. A programme should not be viewed as a basket of courses but as a logical and progressive selection with a clear "golden thread" tying everything together.

4. In this vein, curriculum coherence encompasses issues around workload and scheduling.

5. Curriculum coherence should be put into the centre of a programme evaluation.

TASK 9.

Mark the following as true (T) or false (F):

1. Curricula are not static; therefore, constant review and adjustment are needed.

2. The better the understanding that teachers have of what is being covered in other courses, the less relevant they can make their own.
3. The changes in the labour market causes modifications in the type transversal skills needed by graduates.
4. Constructive alignment supports building courses in which there is an unclear link between the course goals and intended learning outcomes, teaching and assessment methods.
5. Curriculum mapping can be a useful approach, linking and cross-referencing the activities and courses related to each intended learning outcome, competence and attribute.

TASK 10.

Discussion:

Please consider your own or any other curriculum and discuss which competences envisaged by it are subject-specific and which are transversal. Are they balanced? Is curriculum coherence ensured there?

UNIT 21.
Curriculum Design. Part 2

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

assumption	припущення; тут – прийняття відповідальності
at one's disposal	у своєму розпорядженні
cited barrier	згадана перешкода/ бар'єр
didactic aspects	дидактичні аспекти
diversity	представленність національних меншин, етнічне і соціокультурне різноманіття
explicitly	відкрито, явно
faculty retreat	виїздна нарада викладацького складу університету
hidden curriculum	прихована навчальна програма
heavily weighted	сильно перевантажений
implicitly	неявно, непрямим чином
intangible aspects	невимірювальні/нематеріальні аспекти
mismatch	невідповідність
prejudices	забобони
remit	коло обов'язків, сфера компетенції, прерогатива
to perceive	розуміти, сприймати
to transmit	передавати
to accommodate	пристосувати, розміщувати, забезпечувати
to cram	захаращувати, заповнювати, засмітчувати
unintended messages	ненавмисні повідомлення
with regard to	беручи до уваги
workload	навантаження

TASK 2.

Read and translate the text:

Taking the "hidden curriculum" into account

The concept of the hidden curriculum refers to learning processes and outcomes that go beyond those explicitly defined and intended in the curriculum. This includes the values and norms that are transmitted implicitly through the material covered, the behaviour of the teachers, and the set-up of the learning environment.

Each student will experience their own version of the hidden curriculum influenced by their own experiences. However, the group discussed that it is important for an institution to pay attention to the informal and intangible aspects of the curriculum in order to identify unintended messages. Such reflection is also an opportunity to identify ways of embedding aspects that are important to the institution but are not part of the formal teaching, such as internationalisation, inclusiveness and societal relevance.

Consulting students on their experiences will support institutions in identifying any mismatch between teaching intentions and student perception. Furthermore, raising awareness of the concept of the hidden curriculum among teaching staff can prompt them to reflect on their own behaviours and assumptions, and how these are presented through their teaching.

Key considerations

Some aspects of the hidden curriculum may happen organically and depend on individual student experiences. However, some values such as diversity or internationalisation can be identified and fostered within the curriculum design framework in order for them to be more visible.

Students may have a very different perception of their hidden curriculum to that identified by staff. Therefore, it is important to get student and alumni input and feedback. Students in particular can also contribute to co-creating a curriculum that makes certain intangible aspects more visible. As a first step, this approach can be implemented quite quickly by asking students to suggest what they perceive to be relevant case examples to illustrate the points covered in the classroom.

Finally, it should be recognised that the hidden curriculum may also be transmitted through extra-curricular activities as well as informal staff-student or student-student interaction. It is important to give space for these experiences.

Inspiring ideas and practices

Using students (or student interns) to review the curriculum for specific elements, such as inclusion or relevance to society. To go even further in getting a fresh perspective, students from a different department or faculty could be asked to carry out the exercise, or recent alumni as they have an overview of the whole programme.

Reviewing the curriculum plan specifically with regard to the language used in it, as this transmits the underlying values, assumptions and prejudices that could be brought into the classroom.

TASK 3.

Answer the following questions:

1. What does the concept of "hidden curriculum" mean?

2. What are other aspects of curriculum that are important to the institution, except for formal teaching?

3. How can awareness on the concept of "hidden curriculum" be raised?

4. Why is it important to match student's and teachers' perception of the hidden curriculum?

5. Point out the ways to enrich curriculum.

TASK 4.

Translate the following sentences into Ukrainian:

1. Students can contribute to co-creating a curriculum that makes certain intangible aspects more visible.

2. Raising awareness of the concept of the hidden curriculum among teaching staff can prompt them to reflect on their own behaviours and assumptions.

3. Students from a different department or faculty could be asked to carry out the exercise or recent alumni as they have an overview of the whole programme.

4. Such reflection is an opportunity to identify ways of embedding aspects that are important to the institution but are not part of the formal teaching, such as internationalisation, inclusiveness and societal relevance.

5. The hidden curriculum may also be transmitted through extra-curricular activities as well as informal staff-student or student-student interaction.

TASK 5.

Make up sentences using given words. Use different verb tenses:

Alumini input, diversity, mismatch, to perceive, intangible aspects, informal staff-student interaction, unintended messages, to pay attention, awareness, value.

TASK 6.

Read and translate the text:

Aiming for didactic variety and effectiveness

Variety in itself is not a value; however, different skills, competences and content require different approaches for students to learn most effectively. Teachers should have a variety of pedagogical options at their disposal in order to choose the most appropriate approach for each context as well as to accommodate different learning styles and needs. This also concerns assessment, as there is little point in implementing student-centred approaches to teaching, if the assessment methods are not also aligned.

Aiming for didactic variety also pushes institutions to offer sufficient training and support to teachers, ideally also including opportunity for experimentation, innovation and sharing practice. Lack of time and motivation to participate in pedagogical training is a frequently cited barrier for professional development.

Key considerations

The choice of didactics should not only be the remit of the teacher, it should also be linked to the overall course design and its place within the programme so to ensure coherence. This points again to the need to view programmes holistically, not just in terms of the content, but also in terms of the teaching and assessment methods.

The effectiveness of varying teaching and assessment approaches is also linked to scheduling and workload. The group identified that traditionally, there is a tendency to cram many large assessments into a short time at the end of a term. This may in fact be counter-productive, for both students who find their workload heavily weighted within a short timeframe, and for staff who also have to condense all their marking and assessment work.

Inspiring ideas and practices

Reflecting on opportunities to combine assessments so that one exam or project serves to assess two or more courses. This requires a high level of planning and coordination initially, but ultimately can reduce the workload for staff and students.

Organising “programme labs” in the form of a faculty retreat, where the teaching staff of a programme can have a one or two-day workshop on didactic aspects of the programme, learn from each other and also move towards curriculum coherence from a didactic point of view.

TASK 7.

Answer the following questions:

1. Why is variety valuable, even though not being a value?

2. How can be didactic variety achieved?

3. What should be done to ensure the programmes' coherence?

4. Why is scheduling and workload important for effectiveness of varying teaching and assessment approaches?

5. Is it possible to improve didactic approaches? If the answer is "yes", then explain how.

TASK 8.

Mark the following as true (T) or false (F):

1. It is important to to combine assessments so that one exam or project serves to assess two or more courses.

2. If the assessment methods are aligned, student-centred approaches shoud be implemented to teaching.

3. Participation in pedagogical trainings is a frequently cited barrier for professional development.

4. Teachers should have a variety of pedagogical options at their disposal in order to accommodate different learning styles and needs.

5. There is a tendency to cram many large assessments into a short time at the end of a term.

TASK 9.

Fill in the gaps using words from the box:

holistically	**heavily weighted**	**cram**
didactics	**faculty retreat**	**---**

1. Sometimes, students find their workload _____.

2. One of the best ways to move towards curriculum coherence from a didactic point of view is organizing _____.

3. The programs should be viewed_____ , not just in terms of the content, but also in terms of the teaching and assessment methods.

4. The choice of _____ should be linked to the overall course design and its place within the programme so to ensure coherence.

5. There is a tendency to _____ many large assessments into a short time at the end of a term.

UNIT 22.
Curriculum Design. Part 3

TASK 1.
Active Vocabulary. Memorize the following words and word-combinations:

away days	виїздні збори колективу, вихідні
channel of communication	канал зв'язку
co-ownership	співвласник
decision-making bodies	органи, що приймають рішення
disciplinary fields	предметні галузі
dissemination	розповсюдження
EUA (the European University association)	Європейська Асоціація університетів
external stakeholders	зовнішні зацікавлені сторони
genuine involvement	справжня участь/залучення
meaningful connection	значний/плідний зв'язок
mindset	світогляд, образ мислення
retreat	виїздна нарада
sabbatical position	посада на час творчої відпустки викладача
steering	координування, керування
strand	частина
to tackle	вирішувати
to raise complaints	викликати скарги
to instigate a dialogue	ініціювати на діалог
to draw inspiration	черпати натхнення
transparency	прозорість

TASK 2.
Read and translate the text:

Enabling student participation

The group identified two main strands to student participation as a

component of an "ideal curriculum". First, it reflects the concept of student-centred learning, a central and distinctive feature of educational policy and practice in the European Higher Education Area. At the heart of student-centred learning is the need for students to take responsibility for their own learning; but in order for this to happen, institutions need to provide a framework of policies and practices that facilitate this.

Second, it covers the involvement of student representatives in relevant decision-making bodies. Students provide a different perspective to issues such as curriculum content and teaching and assessment methods, often bringing in ideas or concerns that would not be identified by staff. As such, institutions should seek to involve students in all the components of an "ideal curriculum".

These two strands foster a culture of participation and co-ownership in which students are listened to and supported in steering their own development.

Key considerations

While student-centred learning is a frequently mentioned term in European policy documents, previous work by EUA has identified that many institutions lack a common understanding of what this means in their own context. In practice, the concept covers a range of issues including strategies and policies, flexible learning paths and curriculum design, teaching methods and pedagogical training, student assessment, and student services and learning resources. Consideration of these tangible aspects can support the shift of mindset and culture that is necessary for a student-centred learning environment.

It is important that the inclusion of student representatives in curriculum committees or other decision-making bodies is not limited to treating them as a channel of communication between staff and the rest of the student body, but as an approach to genuine involvement. However, to do this, student representatives are likely to need training in the aspects of institutional work to which they are contributing. This can be challenging as many of them are only in the role for one year and do not have sufficient time to build on their initial experiences. Longer mandates or full-time sabbatical positions are two possibilities to tackle this.

Genuine student involvement also relies on teachers being open to students' suggestions and proactive in using approaches for co-creation. In this way, students are partners in the process and contribute to finding solutions rather than just raising complaints or concerns. Beyond this, staff need to be active in reaching all students, not just the appointed representatives.

Inspiring ideas and practices

Setting out a "contract" between students and staff at the start of each course to establish the expectations on each side. This supports transparency with regard to the content to be covered as well as the teaching and assessment approaches, fosters students taking responsibility for their own learning, and reaches all students rather than just formal representatives. The "contract" can be discussed at the start of the first class to ensure that everyone has a common understanding of the goals and expectations.

Exploring ways to involve students in curriculum review and enhancement, beyond questionnaires could include focus groups or open discussion sessions between staff and students at the end of each semester or academic year. The key is to instigate a dialogue rather than just collecting feedback.

TASK 3.

Answer the following questions:

1. What are the main components of an "ideal curriculum"?

2. What do these components promote?

3. Why is it important to include student representatives into curriculum committees?

4. How are students treated in the process of co-creation?

5. What is the principle of designing an "ideal curriculum"?

TASK 4.

Translate the following sentences into English using Active Vocabulary:

1. Успішна взаємодія між студентами і викладачами створює прозорість щодо методів викладання та оцінювання, сприяє вихованню відповідальності студентів за власне навчання та охоплює всіх студентів, а не лише офіційних представників.

2. На практиці, ця концепція охоплює цілу низку питань, які включають стратегії та політику, розробку гнучких навчальних планів та навчальних програм, методики викладання та педагогічну підготовку, оцінку студентів, а також послуги для студентів та навчальні ресурси.

3. Студенти є партнерами в процесі оцінки або розробки навчальних програм та сприяють пошуку рішень, а не лише озвучують скарг чи проблем.

4. В основі студентоцентрованого навчання лежить потреба студентів взяти на себе відповідальність за своє навчання.

5. Головне – це ініціювати діалог, між студентами та викладачами, а не просто збирати відгуки.

TASK 5.

Mark the following as true (T) or false (F):

1. The students can be involved in curriculum review and enhancement by participation in focus groups or open discussion sessions between staff and students at the end of each semester or academic year.

2. A "conflict" set out between students and staff at the start of each course supports transparency with regard to the content to be covered.
3. Most students have sufficient time to build on their initial experiences concerning their contribution to the curriculum committees or other decision-mak ing bodies.
4. Genuine student involvement relies on teachers being open to students' complaints and proactive in using approaches for co-creation.
5. The universities should look for involvement of students in all the components of an "ideal curriculum".

TASK 6.

Read and translate the text:

Fostering continuous exchange, communication and collaboration among teachers

Communication and collaboration enhance the quality of curricula and teaching in several ways: by integrating research processes and outputs into the curriculum, thus creating and sustaining a meaningful connection between research and teaching; ensuring broad participation in the development and review of programmes; providing opportunities for peer learning for continuous professional development; developing and disseminating university policies.

A coherent curriculum depends on extensive communication and collaboration being part of the institutional culture. Institutions are increasingly moving away from the traditional view of teaching as an individual responsibility, but this requires a change in culture, not just practice. Having a framework for collaboration and peer learning is an important step towards a common understanding of teaching as a shared and collaborative responsibility.

Key considerations

There is a whole web of communication lines to consider and foster, including those between different levels of organisation; between various actors involved in a particular programme; between teachers and support staff; between staff and students; between teachers in different disciplinary fields; between internal and external stakeholders. Each line might need a different approach to be effective.

Communication and exchange do not necessarily happen organically. There needs to be a framework in place for planned and regular meetings between and across all levels. This helps to foster a culture of collaboration where people are proactive in communicating beyond the formal meetings.

The group identified that the institutional leadership has an important role in setting an example in the way in which they communicate. Here in particular,

the value of face-to-face dialogue should not be forgotten; communication is far more than just dissemination of information.

Inspiring ideas and practices

Drawing inspiration from the research community and holding teaching retreats, away days or seminars can help to foster a culture of communication and exchange in an environment that gives space for creative thinking and experimentation.

Moving away from the dominant "solitary" way of developing courses and teaching them. Teaming teachers up (maybe also together with learning designers and administrators) for developing a new course or encouraging team teaching by making sure that the extra effort is rewarded (instead of just dividing the teaching hours by two) might even help to create a stronger collaborative culture.

TASK 7.

Answer the following questions:

1. How can quality of curricula and teaching be achieved?

2. What does a coherent curriculum depend on?

3. How should communication and exchange be arranged among programme actors?

4. What is the way to foster such communication?

5. Is it possible to ensure exchange for promotion of creative thinking? If so, how can it be achieved?

TASK 8.

Fill in the gaps with appropriate words:

1. The culture of communication will be fostered by carrying out teaching _____, away days or seminars.

a) weekends
b) retreats
c) lessons
d) holidays

2. Institutions are increasingly moving away from the _____ view of teaching as an individual responsibility.

a) traditional
b) official
c) inofficial
d) generous

3. The quality of curricula and teaching can be _____ by communication and collaboration.

a) increase
b) enhancement
c) improve
d) enhanced

4. The value of face-to-face dialogue should not be forgotten; communication is far more than just _____ of information.

a) distribution
b) dissemination
c) disseminate
d) usage

5. The envolvement of _____ stakeholders helps to develop graduate's competences and skills demanded by the current labour market.

a) internal
b) public
c) invited
d) external

TASK 10.

Discussion:

1. Imagine that you are a member of the University teaching staff. How will you involve students into the process of curriculum design?

2. What methods will be efficient to introduce student-centered learning into Ukrainian educational establishments?

3. Prepare a short report on how to foster continuous exchange, communication and collaboration among teachers in your University.

ADDITIONAL TEXTS FOR READING

TEXT 1.

WHAT IS EVIDENCE-BASED LEARNING AND TEACHING?

The concept of evidence-based learning and teaching (EBLT) is complex and multifaceted. While there is consensus on some key characteristics, there is none on its definition, either in the literature or among practitioners. The concept covers intersecting fields and areas of university activities, upon which both the institution (at its various levels) and individual academics can act. EBLT elements cover pedagogy, didactics, scholarship of teaching and learning (SOTL), but also quality assurance processes, data collection and management, as well as governance and management models.

To the expert group which studied the issue, EBLT tackles two important questions: how to adopt an evidence-based methodology while teaching and how to select and use the best evidence to take informed decisions for learning and teaching in a sustainable way.

Based on research literature and practices discussed during its meetings, the group defines EBLT as follows:

EBLT concerns connecting learning and teaching to evidence-based methods, strategies and processes, through nurturing a systemic institutional culture that is committed to continuous improvement of student learning.

The EBLT approach is guided by ubiquitous critical thinking and typically includes the following main steps to be carried out in a cyclical way:

1. Decide on and define the question to be addressed.

2. Collect and analyse evidence (i.e., the data, information and literature) needed to proceed.

3. Elaborate and design initiative(s) (including objectives and assessment indicators).

4. Implement and practice the initiative(s).

5. Assess the outcomes of the initiative(s) against its (their) objectives and indicators.

6. Take decisions based on evidence (including outcome assessment) and apply feedback (back to step 4 above) in order to improve the process through the next step, in a quality-driven manner.

An EBLT approach requires continuous data collection and analysis at course, programme and institutional level as all three levels have an inseparably

intertwined effect on the quality of learning and teaching. Decision-making should make use of this data and analysis in a transparent way, and contribute to the dissemination of best practices.

Universities are knowledge-based institutions; therefore, it would be rational if they approach learning and teaching in an evidence-based manner. But that is not always the case. Therefore, the group developed three main arguments to support the adoption and development of EBLT at universities:

1. Evidence-based approaches bridge teaching and research

EBLT proposes a scholarly attitude to teaching and education design (e.g., curriculum or course design), as recommended by the European Principles for the Enhancement of Learning and Teaching (Principle 6). Teaching is still often seen as an individual activity whose scientific and evidence-based aspects only relate to the teachers' own research, not to their teaching. Evidence-based reflexivity on learning and teaching should open opportunities for exchanging and collaborating with peers, in experimenting, implementing and assessing outcomes of pedagogical practices. In this regard, it provides an approach to teaching that is similar to scientific research. In doing so, research and teaching activities would be perceived as cross-fertilising and not as competing activities, contrary to what infrequently happens.

2. Existing internal quality assurance can nurture evidence-based approaches

A large amount of data on learning and teaching is already systematically collected for quality assurance purposes. EBLT should be profiled as essential for developing learning and teaching in any university as part of an institutional quality assurance (Principle 10 in the European Principles for the Enhancement of Learning and Teaching). Naturally, this data could also be made available to inform any EBLT initiative, if that is not already being done. Nevertheless, the group observed that quality assurance is sometimes considered by academics and authorities as a separate administrative duty, competing with research and teaching missions. However, teaching staff should see cyclical quality assurance processes as an opportunity to access valuable information, for example, feeding into designing curricula or implementing innovative initiatives in learning and teaching.

3. Evidence-based approaches are nurtured by existing evidence collection and academic structures

Collecting data-based evidence and assessing EBLT initiatives would in most universities require a mindset shift rather than additional processes. There is already plenty of data to inform decisions and tools for enhancing learning and teaching at institutions, but they are not always grouped in an overarching, easily accessible data lake, partly due to GDPR requirements for anonymity. This leads to them not being used efficiently, most likely. For instance, socio-economic and academic data about student profiles and their learning experience, teaching methods and student learning activities, and course or programme evaluations

are not always owned by the same organisational units and may not interconnect. Similarly, entities in charge of learning and teaching and quality management already exist at programme, faculty, department, or university levels. Therefore, there is usually no need to create new entities to implement EBLT, but to shift the mission of existing ones (Principle - 3 in the European Principles for the Enhancement of Learning and Teaching).

TEXT 2.

WHAT IS VIRTUAL EXCHANGE?

Virtual Exchange (VE) is a practice, supported by research that consists of sustained, technology-enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators. Virtual Exchange combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology. (https://evolve-erasmus.eu/about-evolve/what-is-virtual-exchange/)

VE aims to allow an increasing number of people to have a meaningful intercultural experience as part of their formal and/or non-formal education. This type of activity may be situated in educational programmes across the curriculum in order to increase mutual understanding, and global citizenship, as well as in informal education projects. Virtual Exchange also fosters the development of what have been recognized as employability skills such as digital competence (the ability to communicate and collaborate effectively online), foreign language competence, communication skills, media literacy and the ability to work in a diverse cultural context.

Virtual Exchange is:

- sustained: unfolding over time with regular, intensive interaction;
- technology-enabled: using new media, digital, and/or mobile technologies;
- preferably based on regular synchronous or near-synchronous meetings using high social presence media;
- people-to-people: involving inclusive, intercultural collaboration and dialogue, that bridges differences and distances and inspires action with a long term positive impact on relationships;
- learner-led: following the philosophy of dialogue where participants are the main recipients and the main drivers of knowledge; learning through dialogue means that participants will be seeking mutual understanding and co-creating knowledge, based on their own experiences;
- facilitated: with the support of trained facilitators and/or educators;
- educational: Integrated into formal and/or non-formal educational programmes

and activities to develop measurable increases in the skills, knowledge, and attitudes that foster pro-social behaviours;

- structured to foster mutual understanding: covering topics related to identity, empathy, perspective taking, critical reflection, intercultural understanding, and helping participants to engage in constructive conversations in the face of ontological and epistemological differences; a key tenet of VE is that intercultural understanding and awareness are not automatic outcomes of contact between different groups/cultures.

The following terms are sometimes taken as synonyms to VE and can overlap with it:

- telecollaboration in the field of language learning;
- globally networked learning;
- collaborative online international learning;
- Online Intercultural Exchange.

The following types of programmes do not fall under VE:

- simple MOOCS (Massive Open Online Courses) with no sustained interactions between small groups of students;
- distance learning courses;
- creating social media groups;
- unmoderated, unsustained, unstructured programs;
- virtual mobility which is closer to distance online education, that is, 'studying abroad' at another institution without having to go there and making claims to intercultural learning purely through being 'cross-border';
- programs that lack a sustained pedagogy for interaction, such as programs with only one moment for interaction, like a one-off meeting.

It is an important time for Virtual Exchange as policy makers at institutional, national and transnational levels across the globe are showing an interest in this type of educational activity. The European Commission launched the Erasmus+ Virtual Exchange pilot project in January 2018. It is a project established under a contract with the Education, Audiovisual and Culture Executive Agency (EACEA), financed by the European Union's budget. In the United Statesan increasing number of universities are developing units or centres which support their staff in the development and implementation of Virtual Exchange projects. The first university to do so was the State University of New York, whose Collaborative Online International Learning (COIL) Center has become an important reference point for many other universities in the US, but also Europe. The COIL model is increasingly being recognised as a valid way for universities to internationalise their curricula (Rubin and Guth 2016; De Wit, 2016).

TEXT 3.

INTERNATIONALISATION OF HIGHER EDUCATION TODAY: PRACTICES AND APPROACHES

Universities across Europe (and beyond) have varying approaches and are at different stages of internationalisation, due to their diverse institutional, regional and national contexts. Some universities have a separate, institutional-level internationalisation strategy, which sometimes includes a concise definition of the concept. Other universities have chosen to embed internationalisation as a crosscutting element of their strategies.

Across institutions, there is usually a strong will and interest to enhance their internationalisation efforts through all their activities. Yet, actors involved in these efforts may view or prioritise these efforts differently.

Students are generally equally enthusiastic about the opportunities offered by an internationalised education and are aware of the benefits to their own professional and personal development. They are, however, often confronted with obstacles arising from the organisation of internationalised education, especially with regard to mobility. Both the student focus group and survey results referred to bureaucratic hurdles, including problems with the recognition of credits earned abroad, as well as a lack of support in preparing for the mobility period and in processing and reflecting on its outcomes.

Equally, staff often find insufficient support to develop their skills and competences in contributing to internationalised education. They may also find it difficult to take advantage of internationalised professional development. Moreover, elements of internationalisation in institutional strategies, and the role of individual staff or staff categories in implementing these elements, are not always communicated clearly.

Considering these experiences, the group identified the following practices challenging and sometimes impeding meaningful internationalisation in learning and teaching:

1. A clear, jointly developed and communicated understanding of internationalisation and its importance to providing quality education is often lacking, even when internationalisation is mentioned as a cornerstone in universities' strategy documents. This hinders the development of an internationalisation community-of-practice and shared responsibilities in implementing internationalised education, even though such a community would be the basis for the success of any comprehensive and lasting internationalisation.

2. Internationalisation as a comprehensive and purposeful approach is already successfully established in research, whereas internationalised learning and teaching is often reduced to mobility and language issues. It would be more fruitful to define it more broadly as an approach aiming to equip teachers and students with a mindset, skills and competences geared towards addressing global challenges and solutions, including measures to develop such a mindset through course content and teaching methods.

3. Many universities have initiatives and programmes developed to promote and foster an internationalised learning experience. These are often initiated and carried out at the department, programme or even individual level. Yet in many cases, concerted efforts to connect all existing activities are lacking. One factor potentially contributing to this lack of a connection might be the wide spread existence of international offices as separate organisational units. These may lead to internationalisation activities being understood as a desirable addition to a university's, faculty's or programme's offer, rather than a fundamental aspect of fit-for-purpose education provided to every student, which has implications for both students and teachers.

a. Since international activities are often targeted at either domestic or international students, these two student populations remain disconnected, even though both would benefit from a common learning experience, e.g., through intercultural communication classes or a curriculum designed to equip all learners with transversal, global skills. In addition, students are rarely aware of their university's full range of internationalisation activities, as reported by the student focus group.

b. Where internationalisation is not a comprehensive approach to education provision covering all aspects of university life and a mindset pervading an institution's learning and teaching culture, it risks remaining a niche project dependent on the efforts of a few individuals. At the same time, existing efforts by individual teachers to either offer an international learning experience to students (e.g., through their choice of topics or teaching methods, or through contact with international peers during the course) or to enhance their own compe tences, are not always acknowledged or supported by their supervisors.

4. The issues discussed above lead to students not always being able to process, reflect and communicate the wider added value of their international learning experience, regardless of whether the experience was obtained abroad or at the home university. However, clearly articulating a global mindset and skills as learning outcomes would facilitate promoting the relevance of internationalised learning and teaching to stakeholders (e.g., employers), social partners, students' families and the local and international community.

Thoughtfully designed, comprehensively communicated and implemented internationalisation measures have the potential to transform university education and its outcomes.

TEXT 4.

STRATEGIES FOR TEACHING AND LEARNING IN THE DIGITAL AGE

A new vision for contemporary higher education must necessarily provide a clear understanding on how digital technologies can enrich the student experience in the European Higher Education Area (EHEA). This requires strategic approaches to teaching and learning on national as well as institutional level. The

first rounds of the Bologna Process aimed to increase the quality of learning and teaching by indirect means – focusing on structural reforms to standardise and harmonise structures and processes around study conditions. While individual academic autonomy for the implementation of concepts for teaching is the backbone of the EHEA, there is further need to acknowledge that major improvements to ensure and enhance the quality and relevance of learning and teaching can only take place in an ecosystem of strong institutional and national support.

Related reform and adaptation can only be implemented in higher education through concerted efforts at three levels – national, institutional and individual levels.

On national and institutional level, the Bologna Implementation Report 2018 started measuring national strategies and policies on the use of new technologies in teaching and learning. The authors emphasize the importance of strategic approaches towards digitalisation and new technologies in teaching and learning:

"For new technologies to be used in an effective, efficient and trustful way in teaching and learning in higher education, certain framework conditions need to be met. New technologies need resources, infrastructure and human resources to use them. They equally need to be integrated into curricula, while learning outcomes acquired through using new tools need to be assessed and trusted at national level and abroad. Action required for the implementation of these changes needs long-term strategic planning, changes in the legal environment and financial resource allocation." (European Commission/EACEA/Eurydice, 2018, p. 75)

According the report, 38 EHEA member states have accordingly implemented some kind of national strategies and/or policies on the use of new technologies in teaching and learning. An important next step would, however, be an even stronger focus on the institutional level and respective support mechanisms for strategy development.

The institutional level is the remit of the management and leadership of a HEI, where the objective is to react adequately to changes in the institutional environment. This requires changes to processes and encouragement of specific behaviours by academics and administrative staff through organisational change which is enabling and encouraging. Higher education policy and state regulations are an important part of the environment of a higher education institution. Institutions and the behaviours of staff in higher education are governed by regulations, incentive-setting and monitoring instruments set by higher education policy.

Put more succinctly, the combination between state-level policy and strategic efforts of higher education institutions set common goals and directions, focuses efforts, defines organisational structures and provides a certain stability to institutional responses (Mintzberg, Ahlstrand, & Lampel, 2009).

So, whilst higher education institutions should be developing strategies for higher education in the digital age to fully harness the opportunities and limit the risks of digital technologies, state policy should work to ensure that the environment within which higher education institutions operate is supportive of digitalisation.

In the context of new public management, higher education institutions have been actively using strategy to secure collective and coherent responses to changes in their environment, including adoption of the Bologna Process structures

(Jongbloed, 2015); and the challenges of 'Bologna Digital' should be treated in the same way.

Opportunities and Challenges of Digitalisation

According to the EUA Trends study, around half of all responding HEIs affirmed ("Yes, it is the case") that digital learning was "becoming part of the institutional strategy" and just under half affirmed that digital learning was now being used more strategically (Gaebel & Zhang, 2018). This is good news, although it currently tells us little of how embedded digitally-enhanced teaching and learning are. It does, however, put an important emphasis on digitalisation being part of holistic strategic approaches rather than isolated digitalisation strategies. However, there is also a discrepancy between documented strategies and what is actually implemented. This is also connected to the constraints on HEIs in terms of resources (e.g., funding system), regulations (which might inhibit some changes) and existing structures, which undervalue excellence in teaching and learning.

Internal strategic discourse on digitalisation at HEIs and innovation in teaching and learning must therefore also be regarded as a catalyst for the overarching discourse on the role of teaching and learning at universities. The overarching debate on the understanding of "teaching and learning" amongst all HEI stakeholders is often still neglected the strategic basis for all other topics and sub-areas.

The challenge of digitalisation is to find a way to embed it into the whole operation of the higher education institution. That is to say that the goal of strategies for higher education in the digital age should not be the provision of digital services, but the improvement and innovation of teaching and learning through digitalisation. This objective requires a high level of cooperation throughout the institution, which brings together the various parts of the HEI's operation to ensure that all perspectives on objectives and capacities are considered when developing strategies for teaching and learning in the digital age. The following principles could, amongst others, be considered crucial to such a process:

- The HEI needs a strategic vision, which emphasises specific teaching and learning objectives (such as those presented in the previous chapters).
- The HEI needs to ensure involvement of teaching staff administrative / support staff and student representatives in the design and implementation of strategies.
- The HEI needs clear capacity-building efforts for teaching and administrative staff.
- The HEI needs a visible and common monitoring framework.

Since most HEIs will be dealing with this challenge and looking for solutions at the same time, the opportunity for sharing and exchanging knowledge and indeed best practices should be considered.

A clear objective for the near future is to make strategies and successfully implemented activities visible and valuable through bottom-up analyses that serve both a better visibility on political level as well as within institutions. This could also be flanked by a monitoring framework on the European level, which uses key indicators to make such activities visible (such as currently used within the Bologna

Process Implementation Report for other areas and the national strategy level). Such work should also clarify overlaps and opportunities for consolidation in reforms around digitalisation in the areas of research and administration.

As mentioned above, national policy frameworks are also a key enabler in this context – and if they have not been adapted to the impacts of digitalisation such as flexibility and personalisation of support, they can also be an inhibitor. Therefore, it is vital that policies (strategies) are also launched at national level, which support and promote a digitally-enhanced provision of higher education. The Bologna Process Implementation Report found that most higher education systems have a national strategy or policies in place on the use of digital technologies in learning and teaching. Four countries (Estonia, Germany, Italy, and the Netherlands) have a specific strategy on the use of digitally-based teaching and learning methods in higher education and 21 promote and support institutions in making the use of new technologies mainstream. However, only seven systems provide new resources for staff training on this (Croatia, Czech Republic, Finland, France, Germany, Kazakhstan, and Poland).

This level of reporting provides only minimal insight into whether and how governments are truly supporting 'Bologna Digital' becoming a reality. This leads to the conclusion that there is not a monitoring framework currently being used, which provides sufficient insights into how digitalisation strategies and policies are structured and how effective they are. New strategy development programmes could be promoted through competitive funding for institutions or fellowship programmes for learning and exchange for people in key roles in higher education (teachers, institutional leaders, students, policymakers).

SELF-ASSESSMENT TEST

VOCABULARY: PART I

Task: match the terms with their definitions:

1) _____ comes at the end of a learning sequence and is used to acknowledge, record and report on students' overall achievement at a given point.

a) Evaluative assessment
b) General assessment
c) Summative assessment
d) Formative assessment

2) _____ uses real-world scenarios, challenges, and problems to engage students in critical thinking, problem solving, teamwork, and self-management.

a) Problem-based learning
b) Inquiry-based learning
c) Project-based learning
d) Cooperative learning

3) _____ learning is often also referred to as "hybrid" learning, and can take on a variety of forms in online education environments.

a) Blended
b) Creative
c) Active
d) Flipped

4) _____ is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class.

a) Team-based learning
b) Small group learning
c) Problem-based learning
d) Project-based learning

5) Useful feedback on the teaching-learning process as it is happening is usually provided by generally simple, non-graded, anonymous, in-class activities called _____ .

a) diagnostic assessment
b) Classroom Assessment Techniques (CATs)
c) assessment methods
d) online assessment

6) The ability to read between the lines, recognize bias in yourself and others, ask the right questions recognize the existence of problems as well as implicit and

explicit assumptions and identify relevant and irrelevant information in arguments is called _____ .

a) critical thinking
b) creative thinking
c) strategic thinking
d) efficient thinking

7) The ability to separate fact from opinion in an argument is called _____.

a) Drawing Conclusion
b) Socratic Questioning
c) Evaluate Arguments
d) Recognizing Assumptions

8) _____ is a "tried and true" cooperative learning strategy that helps students create their own learning. Students are arranged in groups and assigned a different piece of information.

a) Group approach
b) Case study
c) Active learning
d) Jigsaw technique

9) _____ involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success.

a) Collaborative learning
b) Cooperative learning
c) Enquiry-based learning
d) Peer learning

10) _____ is a term which encompasses all the knowledge, skills, and ways of thinking students need to adopt in order to be prepared and eventually become successful when navigating the rough waters of their future professional and personal lives.

a) Essential learning
b) Organized learning
c) Deep learning
d) Deeper learning

11) _____ is one of the transversal competences educators need to instil in learners.

a) Leaning competence
b) Professional competence
c) Digital competence
d) General competence

12) _____ presupposes activities may differ considerably, but focus on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

a) Group work
b) Focused learning
c) Collaborative learning
d) Cooperative learning

13) _____ is a research-based strategy that actively involves students in the exploration of the content, issues, and questions surrounding a curricular area or concept.

a) Inquiry-based learning
b) Problem-based learning
c) Project-based learning
d) Enquiry-based learning

14) _____ is often defined as structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes.

a) Adult professional development
b) Student professional development
c) Teacher professional
d) Teacher professional development

15) _____ is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis and evaluation of class content.

a) Active learning
b) Slow learning
c) Passive learning
d) Quick learning

VOCABULARY: PART II

Task: fill in the gaps:

1) Assessment gives teachers a better _____ of what students know and understand, what their learning experiences enable them to do and what their skills and personal capabilities are.

a) understanding
b) awareness
c) thing
d) meaning

2) True blended learning requires highly relational active and _____ programmes, both online and offline as well as using digital tools to empower students.

a) problem-oriented
b) game-oriented
c) project-oriented
d) inquiry-oriented

3) The learning takes place through a unique combination of study weeks, work place training, and specifically tailored and interactive online learning resources and live _____ lectures.

a) distance
b) critical
c) theoretical
d) remote

4) ICT offers the potential to meet the learning needs of individual students,

_____ equal opportunity and independence of learning among learners offer studying material.

a) to push forward
b) to advertise
c) to promote
d) to get

5) Bloom's taxonomy is a classification system used to define and distinguish different levels of human _____ - i.e., thinking, learning, and understanding.

a) perception
b) skills
c) cognition
d) activities

6) For better understanding the theme the teacher distributed _____ among students before the lesson.

a) books
b) handouts
c) materials
d) papers

7) Improving critical thinking ability has _____ effect in improving problem-solving ability, openness, creativity, organisation, planning and making the right choices in life.

a) knock-on
b) real
c) effective
d) efficient

8) Students must be able _____ such as complex interpersonal and multi-cultural relations of today's world as well as global socio-economic issues that affect everyone.

a) to meet challenges
b) to solve obstacles
c) to solve problems
d) to overcome obstacles

9) A major difference between group work and collaborative learning is _____.

a) assessment
b) learning outcomes
c) accountability
d) results

10) ICT encourages _____ and cooperation among students, teachers regardless of distance which is between them.

a) collaboration
b) close ties
c) understanding
d) interaction

11) Active learning, student engagement and other strategies that involve students and mention learning are called _____.

a) group-centered
b) team-centered
c) learner-centered
d) school-centered

12) Whereas the former standards focused on supporting learning with technology, the revised standards reflect the role of teachers as _____ leaders and professionals.

a) appointed
b) efficient
c) empowered
d) reliable

13) This teacher has no fear of learning new _____ or incorporating new technologies into lessons.

a) innovative strategies
b) teaching strategies
c) modern strategies
d) learning strategies

14) Policy makers, educators, parents, and students, alike all have a vested interest in identifying the central aspects of effective teacher professional development _____ student outcomes.

a) to show
b) exhibit
c) increase
d) to enhance

15) Faculty tend to underestimate the _____ involved in changing teaching.

a) complexity
b) multiplicity
c) importance
d) hardships

GRAMMAR

Task: fill in the gaps with the appropriate tense forms of the verb:

1) If we _____ responses form student surveys with students' test results the SLO will be more meaningful, valid and reliable.

a) combine
b) will combine
c) combines
d) combining

2) For a long period of time, students _____ to learn outside of the classroom.

a) has encouraged
b) have encouraged
c) were encouraged
d) have been encouraged

3) In 2001, Bloom's taxonomy _____ by a group of cognitive psychologists.

a) revised
b) was revised
c) were revised
d) revise

4) Right now the teacher _____ the purpose of the activity to the students.

a) are explaining
b) explain
c) is explaining
d) explains

5) Tomorrow at this time, the students _____ their feedbacks.

a) will write
b) will be writing
c) are writing
d) is writing

6) Integrating deeper learning pedagogies in higher education _____ a growing trend over the past few years.

a) have been
b) was
c) were
d) has been

7) Digital technologies _____ and _____ teaching strategies in many different ways.

a) enhanced and improved
b) enhances and improves
c) enhance and improve
d) to enhance and improve

8) Creating or converting activities to a collaborative format _____ some preplanning on the instructor's part next year.

a) require
b) will require
c) will be required
d) requires

9) For efficient ICT application in education five important reasons _____ to teachers.

a) were offered
b) have offered
c) has been offered
d) have been offered

10) The application of such innovative apps and websites as Google Docs, YouTube videos, Quizlet, Kahoot! _____ teachers engage their students into the learning process.

a) will be help
b) helps
c) will help
d) help

11) The learner-centered teacher _____ structures that promote shared commitments to learning by the end of June next year.

a) will have developed
b) has developed
c) will develop
d) have developed

SELF-ASSESSMENT TEST.

12) In June, 2017 the International Society for Technology in Education (ISTE) _____ the new educator standards during the national conference in San Antonio.

a) have released
b) has released
c) was released
d) released

13) A great attention _____by the teachers to create a challenging environment for their students.

a) are paid
b) pays
c) is paid
d) pay

14) Much information _____ about underprepared students who enter college.

a) was written
b) has been written
c) were written
d) have been written

15) If you post a visual outline of what _____ during the class, it helps students to follow the lesson and stay on the task.

a) will be done
b) will is done
c) will do
d) was done

CONSOLIDATED ACTIVE VOCABULARY

UNIT 1.

mediocre	посередній
essential	суттєвий
accessible	доступний
exemplary	зразковий
suggestion	пропозиція
key concept	ключова ідея
skilled leader	кваліфікований лідер
way-too-busy	занадто зайнятий
mutual respect	взаємоповага
attitude toward	ставлення до
new teaching strategies	нові стратегії навчання
to assess	оцінювати
to achieve	досягнути
to be aware	усвідомлювати
to collaborate with colleagues	співпрацювати з колегами
to possess (skills)	володіти (навиками)
to do the bare minimum	робити мінімальний обсяг роботи
to focus on	зосереджуватися на
to work tirelessly	працювати невтомно
to work overtime	працювати понаднормово
to create a welcoming learning environment	створювати сприятливе до навчання середовище
to value ideas and opinions	цінувати ідеї та думки
to leave personal baggage outside the school doors	залишати особисті проблеми за межами шкільних дверей
to incorporate new technologies into	включати нові технології в
to have expectations for	мати очікування щодо

UNIT 2.

assessment	оцінювання
syllabus	навчальна програма
underprepared	непідготовлений
achievement	досягнення
subject-matter specialist	предметний фахівець
variety of strategies	різноманітність стратегій
learner-centered teaching	навчання, зосереджене на учні
to take advantage of	використовувати, скористатися чимось
to deal with an issue	вирішувати питання / проблему
to meet the needs	задовольняти потреби
to check grades online	взнавати свої оцінки у режимі онлайн
to shape the future	формувати майбутнє
to appply new knowledge	застосовувати нові знання
to go forward	рухатися вперед
to distribute papers	роздавати роботи
to take attendance	перевіряти відвідування, робити перекличку
to provide	забезпечувати
to rethink	переосмислити
to become disheartened	засмучуватися, розчаровуватися
true passion for the subject	справжній запал до предмету

UNIT 3.

dedication	посвята
effort	зусилля
complexity	складність
current materials	поточні матеріали
feedback	зворотній зв'язок
fundamental change	корінна переміна
lifelong learners	учні, які навчаються ціле життя
similarities and differences	подібності та відмінності

risk of failure	ризик невдачі
range of issues	низка питань
hands-on experience	практичний досвід
beyond our view	за межами нашого кругозору
in public/ in private	відкрито, привселюдно/конфіденційно
stakeholder	зацікавлена сторона
to be interested in	бути зацікавленим чимось
to consider/ consideration	брати до уваги /розгляд
to improve	покращувати
to accomplish	завершувати, здійснювати, виконувати
to hamper	перешкоджати
to revise	переглядати
to survey	досліджувати
to underestimate	недооцінювати
to take direction	брати напрямок
to give up on something	відмовлятися від чогось

UNIT 4.

as opposed to	на відміну від
highly beneficial	надзвичайно вигідний, ефективний
rigorous	точний, ретельний
significant	значний
sustained	тривалий
vested interest	особистий інтерес
to affect	впливати
to culminate	завершувати
to enhance	покращувати, розширяти
to exemplify	ілюструвати, наводити приклад
to identify	визначати
to incorporate	об’єднувати
to play a crucial role	відігравати важливу роль
to reside	перебувати
to streamline	впорядковувати
to thrive	процвітати, розвиватися

to utilize	використовувати

UNIT 5.

authentic	справжній
computational thinking	обчислювальне мислення
current	поточний, нинішній
empowerment	розширення прав і можливостей
equitable	справедливий
evaluation	оцінка
formative, summative assessment	формуюча, підсумкова оцінка
timely	своєчасний
virtual environment	віртуальне середовище
to advocate for	виступати за
to align	вирівнювати, узгоджувати
to challenge	кидати виклик
to contribute to	зробити внесок у
to dedicate	присвятити
to innovate	оновлювати
to foster	виховувати/культувати/сприяти
to fulfill	виконувати
to pursue	переслідувати, гнатися
to seek out	вишукувати
to set the vision	визначити перспективи, закласти курс
to troubleshoot	діагностувати; усувати несправності

UNIT 6.

assessment criteria	критерії оцінювання
assumption	припущення
benchmark	критерій, показник, орієнтир
bread and butter relationship	життєво-необхідні стосунки
expertise	спеціальні знання, експертні знання
explicit	явний

insight	розуміння
learner-centered teaching	особистісно-орієнтоване навчання
preview/review	попередній перегляд/огляд
sophisticated	витончений
student engagement	залучення студента
tend to be	як правило
trendy	модний
widespread use	поширене використання
to confront	протистояти
to conflate aspirations with actualities	поєднувати бажане з дійсним
to generate hypotheses	створювати /формулювати гіпотези
to master material	опановувати матеріал
to solve a problem	вирішувати задачу
to reflect on	роздумувати над
to prompt	заохочувати до

UNIT 7.

case studies	тематичні дослідження
collaborative learning	спільне (колаборативне) навчання
cooperative learning	колективне/групове навчання
discourse	дискурс, розмова
innovative apps	інноваційні додатки
inquiry-based learning	дослідницьке навчання
jigsaw technique	техніка головоломки
peer learning	навчання однолітків
project-based learning (PBL)	проектне навчання
problem-based learning (PBL)	проблемно-дослідницький метод навчання
requisite knowledge	необхідні знання
rewarding	корисний
upcoming	майбутній
QR Codes (Quick Response)	QR коди
to become expert on	ставати експертом у

CONSOLIDATED ACTIVE VOCABULARY.

to develop competencies	розробляти компетентності
to promote	сприяти, допомагати
to share knowledge	ділитися знанням
to showcase	демонструвати, показувати
to trigger	викликати, спровокувати
to ramp up	піднімати

UNIT 9.

at the discretion of someone / at someone's discretion	на чийсь розсуд
blended learning	змішане навчання
brick-and-mortar campus	традиційний кампус
face-to-face	очний
flipped classroom	перевернутий клас
fluid schedule	текучий графік
inquiry-oriented program	програма, зорієнтована на дослідження
LMS (Learning Management System)	система управління навчанням
on a daily basis	на щоденній основі
pencil-and-paper assignments	письмові завдання, які виконуються на папері ручкою (олівцем)
remote lecture	дистанційна лекція
requirements	вимоги
self- study learning	самостійне навчання
small-group (full-class) instruction	навчання в малих групах (у цілому класі)
to accompany	супроводжувати
to augment	збільшувати, посилювати
to assimilate skills	засвоювати навички
to design a course	розробляти курс
to modify	видозмінювати
to redefine	переоцінити, перевизначити
to supplement	доповняти

UNIT 10.

accountability	підзвітність
commitment	зобов'язання
drawback	недолік
emphasis on	акцент на
explication	пояснення, тлумачення
inherent	притаманний, властивий
in the long term	в довгостроковій перспективі
mutually dependent	взаємнозалежний
plethora of research	безліч досліджень
solely	єдино, самостійно
subsequent	наступний
time-saver	те, що заощаджує час
to assume	припускати
to attribute to	віднести до, приписувати до
to coast	рухатися по інерції
to delegate tasks	уповноважувати на виконання завдань
to eliminate	усувати, виключати
to exceed	переважати
to jot down notes	робити нотатки, коротко записувати
to promote	сприяти, допомагати
to tweak	підправити

UNIT 11.

bias	упередження
concept mapping	концептуальна карта, розробка концепцій
controversy	полеміка, дискусія
efficacy	ефективність
implications	наслідки
implicit/explicit	неявний/явний
knock-on effect	ефект "відлуння"

on the flip side	з іншого боку
relevant / irrelevant	доречний / недоречний
unbiased information	неупереджена інформація
self-development	саморозвиток
to discern	розрізняти, помітити
to have something at one's fingertips	мати щось під рукою / у своєму розпорядженні
to fall behind	відставати
to draw a conclusion	робити висновок
to relate to	мати відношення до, відноситися до
to seize the moment	скористатися моментом
to strive to	прагнути до
to trace out	простежити і виявити
to outline	окреслювати, накреслити в загальних рисах

UNIT 12.

ICT	ІКТ (інформаційно-комунікаційні технології)
approach	підхід
challenge	виклик
due to	через те, що/завдяки
implementation of ICT	впровадження ІКТ
out-of- date	застарілий
up-to-date	сучасний
reliability	надійність
acquisition and absorption of knowledge	надбання та засвоєння знань
rote learning	зубріння
lack of something	відсутність чогось/нестача
digitally literate	цифрово грамотний
interaction	взаємодія
interactive features	інтерактивні характеристики
opportunity	можливість

lead to	вести до
to have a tremendous impact on	мати величезний вплив на
to highlight	виділяти основний момент
to enable	робити можливим, давати змогу
to promote	сприяти
to discover	виявляти

UNIT 13.

crucial	вирішальний, поворотний
critical thinking	критичне мислення
clear distinction	чітке розмежування
core process	основний процес
in the long run	в довгостроковій перспективі
learning apps	навчальні додатки
last, but not least	останнє, але не менш важливе
outcome	результат
multiple choice questions	завдання множинного вибору
project-based learning/ inquiry-based learning	проєктне навчання/навчання, основане на запитах учня (на основі учнівського запиту)
run-of-the- mill	звичайний, простий
to apply the knowledge	застосовувати знання
to come across	наштовхнутися
to contribute to	робити внесок у
to encompass	охоплювати, містити
to have in store	мати в запасі, резерві
to hone	відточити
to keep in mind	пам'ятати, мати на увазі
to identify the cause	виявляти причину
to receive genuine feedback	отримувати справжні відгуки
to equip students with	забезпечувати студентів чимось
to overcome obstacles	долати перешкоди
to tackle problems	вирішувати проблеми
to navigate real-world challenges	переміщатися по викликам сьогодення

It is just a matter of something	Це лише питання чогось

UNIT 14.

ample	достатній
bottleneck	вузьке місце, вузький прохід
coherent	зрозумілий, послідовний, споріднений
compulsory	обов'язковий
conscientiously	свідомо
consequently	послідовно, отже, відповідно
digital citizenship	цифорове громадянство
framework	рамка
objective	мета, ціль
role model	зразок для наслідування
ubiquitous	повсюдний, широко розповсюджений
to come to terms	домовитись, прийняти умови
to ensure	забезпечити, гарантувати
to exploit the potential	використовувати потенціал
to facilitate	сприяти, просувати, допомагати
to foster	сприяти, заохочувати
to enhance	поглибити, посилити
to instil	надихнути, впроваджувати, привносити
to merit	заслуговувати
to orchestrate	організовавути, направляти
to reflect on	міркувати про, відображатись на
to respond to	відповідати на

UNIT 15.

alumnus/a, alumni	випускник/ця, випускники
attainment	досягнення, надбання
awareness	обізнаність
complementary	додатковий

formative assessment	формувальне оцінювання
insufficient	недостатній
interrelated	взаємопов'язані
prevalent	поширений
meaningful	значимий
overarching	загальний, всеосяжний
summative assessment	підсумкове оцінювання
sequence	послідовність
SLO (student learning outcome)	результат навчання студента
valid	дійсний, чинний
to acknowledge	підтверджувати, визнавати
to anticipate	очікувати, передбачати
to enable	давати змогу, робити можливим
to gauge	вимірювати
to modify	видозмінювати
to underpin	підтримувати, підпирати

UNIT 16.

brief response	коротка відповідь
fine-tuning	точне налаштування
geared to	спрямований на
handout	роздатковий матеріал
holistically	цілісно
information overload	інформаційне перевантаження
pre-conception	попереднє уявлення
prompt	підказка
response patterns	взірці відповідей
questionnaire	анкета, опитувальник
tip	порада, підказка
to distinguish	розпізнавати
to elicit	виявляти
to feel obligated	почувати себе зобов'язаним
to have difficulties	мати труднощі

to intercept	перехоплювати, переривати
to jot down	робити короткі нотатки
to provide evidence	надавати докази
to share observations	ділитися спостереженнями
to tally	підраховувати, підсумовувати
to uncover	виявляти, розкривати

UNIT 17.

added value	додаткова перевага, підвищена ефективність
content-creator	творець змісту/контент творець
communicative dimension	комунікативний простір
cross-curricular projects	міжпредметні проєкти
engagement	залучення
essential	суттєвий, важливий
flexible furniture	легко рухомі меблі
hard skills	професійні / технічні навички
hands-on learning activities	практичне навчання
holistic view	комплексний підхід, цілісний погляд
inspirational learning environment	надихаюче навчальне середовище
interpretation	трактування, обробка
knowledge-building activity	пізнавальна діяльність
learning zones	зони навчання
multiple perspectives	різних точок зору
passive listener	пасивний слухач
peer-reviewer	рецензент
real-life data	реальні дані
school community	шкільна громада
societal trends	тенденції в суспільстві, соціальні тенденції
soft skills	м'які навички
teamwork	командна/колективна робота, працювати в команді
to enhance	поглибити, посилити

to foster	виховувати, заохочувати
to obtain feeback	отримати зворотній зв'язок

UNIT 18.

interactive learning content	інтерактивний навчальний зміст
settings	розміщення, налаштування
after-school task	позашкільне завдання
brainstorming	мозковий штурм
decision-making process	процес прийняття рішень
horseshoe shape	форма підкови
informal learning	неформальне навчання
learning diary	навчальний щоденник
meta-cognition skills	навички метапізнання
peer-to-peer collaboration	рівноправна співпраця, співпраця з рівними партнерами
self-reflection	самоперевірка, самоаналіз
simulations	імітаційні моделі, тренажери
social responsibility	соціальна відповідальність
tailored	спеціально підібране
teacher-led lesson	урок під кервництвом вчителя
to introduce	вводити, застосовувати
to validate	легально підтверджувати, визнавати законним, підтримувати

UNIT 19.

design scenario	сценарій розробки
evidence	докази
exibly	швидко, гнучко
impact	вплив
installation of technologies	технологічне оснащення (лабораторій)
output	результат, продукт
pedagogic approach	педагогічний піхід

post-use data	дані після використання
pre-test	попередній тест
significant	значний, важливий
students' competences	компетенції студентів
to integrate technology	інтегрувати технології
to pilot	проводити апробацію
to publicise	оприлюднювати

UNIT 20.

aging society	суспільство, що старіє
attainment	досягнення
coherence	узгодженість
constructive alignment	конструктивне узгодження/налаштування
common benchmark	загальний критерій/орієнтир
competing	конкуруючий
cultural sensitivity	культурна чутливість, розуміння особливостей інших культур
curriculum mapping	відображення/карта навчального плану
digital transformation	перехід на цифрові технології
fit-for-purpose curricula	цільові навчальні програми
flexible study paths	гнучкі навчальні підходи
generic competences	загальні компетенції
graduate attributes	характеристики випускника
inclusivity	інклюзивність
internalisation	інтерналізація
learning outcomes	результати навчання
one-time action	разова/одноразова дія
optional courses	вибіркові/факультативні курси
overlap	перетин, збіг
relevant for life	актуальні для життя
requisite knowledge to progress	необхідні знання для прогресу
societal values	суспільні цінності
stake	частка

stand-alone courses	самостійні/автономні курси
subject-specific competences	предметні компетенції
sustainability	сталість
transversal competences	трансверсальні компетенції
to become fluid	ставати мінливим
to embed	впроваджувати
to leave out	не врахувати, опускати, виключати
to resonate with	знайти відгук у, тісно переплітатись
to facilitate	спрощувати, полегшувати, сприяти
to encompass	охоплювати
ultimately	наостанок, головне
valuable impulses	цінні поштовхи

UNIT 21.

assumption	припущення; тут – прийняття відповідальності
at one's disposal	у своєму розпорядженні
cited barrier	згадана перешкода/ бар'єр
didactic aspects	дидактичні аспекти
diversity	представленність національних меншин, етнічне і соціокультурне різноманіття
explicitly	відкрито, явно
faculty retreat	виїздна нарада викладацького складу університету
hidden curriculum	прихована навчальна програма
heavily weighted	сильно перевантажений
implicitly	неявно, непрямим чином
intangible aspects	невимірювальні/нематеріальні аспекти
mismatch	невідповідність
prejudices	забобони
remit	коло обов'язків, сфера компетенції, прерогатива
to perceive	розуміти, сприймати
to transmit	передавати

CONSOLIDATED ACTIVE VOCABULARY.

to accommodate	пристосувати, розміщувати, забезпечувати
to cram	захаращувати, заповнювати, засмітчувати
unintended messages	ненавмисні повідомлення
with regard to	беручи до уваги
workload	навантаження

UNIT 22.

away days	виїздні збори колективу, вихідні
channel of communication	канал зв'язку
co-ownership	співвласник
decision-making bodies	органи, щоприймають рішення
disciplinary fields	предметні галузі
dissemination	розповсюдження
EUA (the European University association)	Європейська Асоціація університетів
external stakeholders	зовнішні зацікавлені сторони
genuine involvement	справжня участь/залучення
meaningful connection	значний/плідний зв'язок
mindset	світогляд, образ мислення
retreat	виїздна нарада
sabbatical position	посада на час творчої відпустки викладача
steering	координування, керування
strand	частина
to tackle	вирішувати
to raise complaints	викликати скарги
to instigate a dialogue	ініціювати на діалог
to draw inspiration	черпати натхнення
transparency	прозорість

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ANSWERS TO THE TEST

VOCABULARY: PART I

1) c
2) c
3) a
4) a
5) b
6) a
7) d
8) d
9) b
10) d
11) c
12) c
13) a
14) d
15) a

VOCABULARY: PART II

1) b
2) d
3) d
4) c
5) c
6) b
7) a
8) d
9) c
10) d
11) c
12) c
13) b
14) d
15) a

GRAMMAR

1) a
2) d
3) b
4) c
5) b
6) d
7) c
8) b
9) d
10) c
11) a
12) d
13) c
14) b
15) a

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"Прикарпатський національний університет імені Василя Стефаника"
76018, м. Івано-Франківськ, вул. С.Бандери, 1,
тел.: 75-13-08, e-mail: vdvcit@pnu.edu.ua
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Виготовлювач
ПП "Коло"
вул. П.Орлика, 9/62, м. Дрогобич, Львівська обл., Україна, 82100.
тел./факс: +380 3244 2-90-60, 3-87-32,
ел. пошта: kolotender1@gmail.com, kolodruk@gmail.com

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