Erasmus+

ENTEP 2017-2020
Connecting Europe, Russia and China

MA Programme Modules

Ural State University of Economics (USUE)

2019-2020

Overview of the course

Programme Contacts

Name of Programme Leader			
Marina Vidrevich	**Email: mbv@usue.ru**	**Phone:** **+7 (343) 221-27-58**	**Office: 418**
Office Hours	**10.00 – 17.00**		

Candidate of Sciences, Dozent, Department of State and Municipal Governance, Director of International Programmes, coordinator of the Erasmus+ Capacity Building Project "Enhancing Teaching Practice in Higher Education in RUSSIA and CHINA"

List of Recent Publications:

Vidrevich, M.B., I.V. Pervukhina (2018). Higher education in the XXI century Russia: an imperative of reindustrialization. *Advances in Social Science, Education and Humanities Research*, Vol. 240, pp. 680-684.

Видревич, М.Б., И.В. Первухина (2019). Насущные проблемы подготовки и переподготовки преподавателей вузов // Сборник материалов Международной научно-практической конференции [Exploring cross –border collaborations in higher education institutions: teaching and learning] / под ред. Трегубовой Т.М., Гуселетовой Е.Л.– Казань: Печать-Сервис XXI век. – 319 с.

Видревич, М.Б., И.В. Первухина (2018). Зачем России европейский опыт встраивания университетов в социум. *Управленец.* Т.9, №2. С. 26-30 DOI: 10/29141/2218-5003-2018-9-2-5

Teaching Team			
Name: Natalia Vlasova			

Dr. of Science, Professor of the State and Municipal Governance Department. Was a project coordinator of the Erasmus Mundus project: "Multidisciplinary capacity-building for an improved economic, political and university co-operation between European Union and Russian Federation". Experience in consulting and practical work with municipal and regional authorities.

List of Recent Publications:

Vlasova, N, Molokova, E. (2016) Normative-legal and cluster analysis of the process of internalization of the Russian system of higher education. *Bulletin of the South Ural state University. Series Economics and management*. Vol. 10. No. 2. P. 142-151.

Vlasova, N, Molokova, E. (2016) International and national level of academic and professional knowledge of the characteristics of higher education. *Proceedings of the Ural state University of Economics*. Vol. 2. P. 175-181.

Vlasova, N, Molokova, E. and Karkh, D. (2017) Relationship contract in the national market of higher education. *Bulletin of the South Ural state University. Series: Economics and management*. Vol. 11. No. 3. P. 7-12.

Vlasova, N, Molokova, E. (2017) Methodological potential of the stakeholder approach in the development of the higher education market. *Bulletin of Samara State University of Economics*. No. 8 (154). P. 22-28.

Vlasova, N. (2018) Foreign experience of research oriented teaching: principles and approaches. Study of international cooperation in the practice of teaching and learning in higher education. *Exploring cross-boarder collaborations in higher education institutions: teaching and learning*. International Research Conference Proceedings (Kazan, 16-17 October, 2018). Pp. 119-123.

Irina Pervukhina	**Email: ivp@usue.ru**	**Phone:**	**Office: 454**

MA in English (USA). Senior Lecturer in the Department of Business Foreign Languages. Has both teaching and business experience. Has participated in several international educational projects, such as CHAIN-E: Creation of a Higher Academic International Network for Economists: The European (TEMPUS/TACIS); Bridge; Internationalizing Higher Education,Erasmus Mundus and Erasmus+.

List of Key Publications:

British Council (2014). *English for Academics: Book 1.* Student's Book. Cambridge University Press and British Council Russia 2014. – 175 c. ISBN 978-1-107-43476-9

British Council (2014). *English for Academics: Book 1.*Teacher's Guide. Cambridge University Press and British Council Russia 2014. – 66 c. ISBN 978-1-139-94463-2

British Council (2015). *English for Academics: Book 2.* Student's Book. Cambridge University Press and British Council Russia 2015. – 171 c. ISBN 978-1-107-43502-5

British Council (2015). *English for Academics: Book 2.*Teacher's Guide. Cambridge University Press and British Council Russia 2015. – 52 c. ISBN 978-1-139-95446-4

I. Pervukhina, I. Glazkova, & E. Ivukina (2017) *English for Master's Students* (Part 2). USUE.

I. Pervukhina, & Makarova, E. (2018). English for 1st-year students. USUE.

I. Pervukhina, M. Nikiforova, N. Zolotareva, E. Kolotnina, & Gagarina, N. (2019). English for 2nd-year students. USUE.

Tatiana Khudyakova	Email: khudyakova_t@mail.ru	Phone: +7952-743-71-34	Office:

Senior Lecturer in the Quality Management Department. Teach the following courses: Quality Management, Process Management, Competitiveness of Goods and Services. Participated in the International Marketing Program "Markstrat", focused on strategic marketing and management (Hungary, 2012; Belgium, 2014; Spain, 2013, 2016); participated in the Professional Development Program "Teaching Management"

List of Key Publications:

Khudyakova T. (2019). Methodology for Assessing the Cross-Impact of State Programs' Implementation. *Upravlenetz [Manager]*.

Khudyakova T. (2019). Cross-Program Effects in the Field of Small and Medium Enterprises of the Sverdlovsk Region. *Russia: Trends and Prospects of Development*.

Khudyakova T. (2019). Conceptual Bases for the Analysis of State Programs Implementation Cross-Program Effects. *International Scientific and Practical Conference «Future management in the contour of economic and social reality.* Chelyabinsk

Khudyakova T. (2018). Cross-Program Effects: Relevance of Identification and Approach to Evaluation. *XV International Scientific and Practical Conference «Theory and practice of economics and entrepreneurship»*, Crimea

Khudyakova T. (2018). Preconditions and Factors for Evaluation of State Cross-Effects Programs in the Context of Green Economy. *Journal of Economic Theory*

Aims and Objectives of the Programme

The aim of this programme is to equip MA students with methodological support and model for high quality training on a regular basis and engage future educators with the most up-to-date technologies to support teaching design and delivery. In order to be able to fit the changing learning environment, Former university teachers will be able to apply modern pedagogy principles, learning outcome based curricula and syllabi design, contemporary teaching methodologies and psychology in the classroom, thus, being able to teach graduates who will meet needs of the labor market

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

Objective 1: to think about the role of Federal State Educational Standards (FSES) in supporting and enhancing learning in Russian universities;

Objective 2; to define the role of professional community in training employable graduates;

Objective 3: to study the components of QA and how they are implemented in educational standards.

Objective 3: to comprehend the learning outcome - based approach

Objective 4: to match a curriculum with objectives and teaching aims and teaching philosophy

Objective 5: to introduce teachers to the principles of research-informed teaching;

Objective 6: to equip teachers with tools for integrating research-informed teaching into teaching and learning process

Objective 7: to equip students with a variety of assessment tools and different forms of feedback.

Objective 8: to understand the importance of student engagement

Objective 9: to explore the barriers and opportunities for student engagement in Higher Education.

Module Code	Module Name	Aim of the Module
		Learning Outcomes
1	**Educational Standards and Quality Assurance**	Aim: to focus on educational standards as requirements for quality assurance in education system (program and module content, assessment and feedback, etc.)
		LO1: Explain the role of FSES in QA provision LO2: Apply FSES requirements in programme and module / course level curriculum design LO3: Ensure following FSES in teaching, learning and assessment.
2	**Learning Outcome Based Approach**	Aim: to assist the teacher in designing a curriculum /module based on the learning outcome approach.
		LO1: explore the essentials of curriculum design LO2: think about learning outcomes and their role in supporting and enhancing learning LO3: reflect on programme and module / course level design LO4: write aims and objectives for the course they are teaching or going to teach

		LO5: write learning outcomes for the course they are teaching or going to teach
3	**Enhancing Research-Informed Teaching**	Aim: to enhance research-informed teaching at all stages of university studies
		LO1: design a research-informed teaching programme / course / module
		LO2: analyze the existing programmes / courses / modules and identify opportunities for introducing the elements of research-informed teaching
		LO3: design tasks and assignment focused on research-informed teaching
4	**Assessment and Feedback**	Aim: to focus on the quality, process and management of feedback and how it can be used constructively to move learners forward
		LO1: explain the purpose of assessment, the difference between formative and summative assessment
		LO2: choose relevant assessment tasks for different types of learning activities
		LO3: write a section about assessment in the syllabus for a course they teach/will be teaching
		LO4: provide constructive feedback to peers
		2 ECTS credits

Programme Learning Outcomes

	Programme Learning Outcome
PLO1	Demonstrate knowledge of the existing HE standard acts with regard to quality assurance
PLO2	Make critical judgments about the uses and limitations of a range of assessment techniques and understand their strength and weaknesses for providing effective feedback in a classroom environment
PLO3	Demonstrate the ability to think more widely and critically in addressing complex problems in teaching and learning
PLO4	Exhibit the development and achievement of skills regarding the design of learning outcome based curriculum
PLO5	Demonstrate skills for applying active learning techniques in a classroom environment
PLO6	Effectively apply research-informed teaching at all stage of university studies and skills enabling to engage and motive students
PLO7	Make critical judgments about the barriers and opportunities for student engagement and motivation

Mapping Programme Learning Outcomes with Module Learning Outcomes

Module Code	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
Mod 1	X						
Mod 2			X	X			
Mod 3			X		X	X	
Mod 4		X	X		X		

Assessment and Feedback Strategy

USUE will follow its normal quality assurance procedures regarding the details of submitting assignments.

All teachers will receive a timetable at the beginning of the course. This will clearly identify the module delivery dates and the module assignment submission date.

It is the teachers' responsibility to present the assignment for assessment on the indicated submission date. Extension requests and special situations should be forwarded to the programme administrator.

Assessment Matrix

Module Code	Project	Curriculum design assignment	Essay	Group Discussion	Peer review
Mod 1	X			X	
Mod 2		X X			
Mod 3			X	X	
Mod 4		X			X

Details of each assessment can be found in each module guide

Module 1 Specification

Educational Standards and Quality Assurance

Ural State University of Economics
(USUE)

2019

Educational Standards and Quality Assurance

Name of Module Leader			
Marina Vidrevich	**Email: mbv@usue.ru**	**Phone number: +7912-265-54-01**	**Office number: 418**
Office Hours	**10.00 – 16.00**		
Teaching team			
Tatyana Khudyakova	Email: khudyakova_t@mail.ru	Phone number: +7912-262-65-36	Office number:

Aims and Objectives

The aim of the Module is to focus on educational standards as requirements for quality assurance in education system (program and module content, assessment and feedback, etc.).

The objectives of the Module are as follows:
- to think about the role of Federal State Educational Standards (FSES) in supporting and enhancing learning in Russian universities;
- to define the role of professional community in training employable graduates;
- to study the components of QA and how they are implemented in educational standards.

Learning Outcomes

By the end of the Module students will be able to:
1. Explain the role of FSES in QA provision
2. Apply FSES requirements in programme and module / course level curriculum design
3. Ensure following FSES in teaching, learning and assessment.

Module Outline (brief description of content)

Educational standards are essential in providing QA in higher education. We need to understand what types of educational standards exists and what requirements they impose on educators and teaching and learning. Students will be able to think what stands behind educational and professional standards requirements and how they can be applied in curriculum design and course delivery. Students will need to consider the demands of key stakeholders with regard to educational programmes. They will also be able to evaluate the role of professional communities that influence curriculum decisions. Students will learn how the design a curriculum using the learning outcome approach.

Teaching and Learning Methods

Weekly Teaching Plan

№Wk	Learning Topic	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Seminars	
1	FESE and professional standards as key documents regulating university teaching and learning	4		2	2
2	QA components and its use in an educational organization	6		4	2
3	Programme / module level curriculum design based of FESE	6		4	2

Weekly Programme Content

Week 1. Topic: FESE and professional standards as key documents regulating university teaching and learning

The role of standardization in higher education. Types of educational standards: FSES, professional standards. The effect of educational standards on curriculum / course / module design. QA in the Russian Federation. Involvement of professional communities in designing educational standard and QA provision. Internal QA regulations of en educational organization.

Week 2 Topic: QA components and its use in an educational organization

QA components and FSES. Systemic approach to QA. Guiding principles of QA in an educational organization. External and internal elements of QA and its use in teachnign and learning. Stakeholders of QA and their demands.

Week 3 Topic: Programme / module level curriculum design based of FESE

Essentials of curriculum design on the basis of FESE. Participants of the curriculum design process: how to coordinate their efforts? Updating the programme and module specifications. The role, principles, and steps of internal programme / module reviews. Involving stakeholders in the curriculum design process. Risk consideration in the progamme / module design.

Assessment
Assessment 1: Discussion (30%)

Assessment 1: Discussion (30 %)	
Group discussion of the questions offered by the tutor. Weighting: 30%	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcomes: LO1: explain the role of FSES in QA provision
Formative Feedback Opportunities	T-St feedback in the form of comments on their responses

Marking Criteria/Rubric	Less than 50% - lacks understanding, coherent case not made 50 - 52% - pass, basic understanding 53 - 57% - fair, but with significant shortcomings 58 - 62% - good pass, competent, understanding of principles and tools demonstrated 63 - 69% - very good pass, showing good understanding of principles, some analysis is demonstrated, good research and presentation 70 - 100% - excellent pass showing thorough understanding of principles, detailed analysis, excellent research and presentation, outstanding performance

Assessment 2: Project (70%)

Assessment 2: Project (70 %)	
You have to present a draft of a programme or a module of your choice, focusing on FSES and QA. Weighting: 70%	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcomes: LO2: apply FSES requirements in programme and module / course level curriculum design LO3: ensure following FSES in teaching, learning and assessment.
Formative Feedback Opportunities	T-St feedback in the form of written comments on their projects within 10 days after project submission. St-T feedback on the project
Assessment Criteria	Less than 50% - lacks understanding, coherent case not made 50 - 69% - key parts of the project completed, showing understanding of the task, some shortcomings that are corrected within the time period set by the teacher 70 - 85% - very good pass showing thorough understanding of the task, systemic approach to project completion, ability to self-improvement and self-development during further studies and professional career 86-100%- excellent pass showing thorough understanding of the task, detailed responses to teacher's comments

Reading List

Include key text books, key academic monographs and edited books, you may also consider putting a list of important journals that your university subscribes to as well as useful websites that the students may consult for practical information.

1. Профессиональный стандарт (сентябрь, 2015)
2. ФГОС 3+
3. ФГОС 3++
3. Biggs, J., (2003). Aligning teaching for constructing learning. *Higher Education Academy*, pp.1-4.
4. O'Neill, G. (2015). *Curriculum Design in Higher Education: Theory to Practice,* Dublin: UCD Teaching & Learning. http://www.ucd.ie/t4cms/UCDTLP0068.pdf .

Learning Outcome Based Approach

Ural State University of Economics (USUE)

Learning Outcome Based Appraoch

Name of Module Leader			
Marina Vidrevich	**Email:** **mbv@usue.ru**	**Phone number:** **(343) 221-27-58**	**Office number:** **418**
Office Hours	**Monday, 12:00 -16:00**		
Teaching Team			
Natalia Vlasova	Email: nat-vlasova @yandex.ru	Phone number: +79126336950	Office number: 323
Irina Pervukhina	Email: ivp@usue.ru	Phone number: (343) 283-10-18	Office number: 454

Aims and Objectives

The aim of this module is to assist the teacher in designing a curriculum / module based on the learning outcome approach. We will try to provide answers to a range of essential questions, e.g., What should a good curriculum consist of and what kind of information do we need to manage the complexity of learning processes and diversity? How do we match a curriculum with our objectives and teaching aims and teaching philosophy? We'll focus on learning outcomes since we need a clear idea of what we want our students to learn – topic by topics we should be able to stipulate how each topic needs to be understood.

Learning Outcomes

By the end of the Module students will be able to:

LO 1: explore the essentials of curriculum design

LO 2: think about learning outcomes and their role in supporting and enhancing learning

LO 3: reflect on programme and module / course level design

LO 4: write aims and objectives for the course they are teaching or going to teach

LO 5: write learning outcomes for the course they are teaching or going to teach

Module Outline (brief description of content)

Teaching and Learning Methods

Weekly Teaching Plan

№Wk	Learning Topic *[content should be linked back to the LO]*	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Seminars	
1	Curriculum design essentials	10	2	2	6
2	Curriculum design at a modular and programme level	8		2	6

Weekly Programme Content

Week 1. Topic: Curriculum design essentials
What is a curriculum? Guiding principles of designing the curriculum based on learning outcomes. SMART method of goal setting. Developing aims and objectives. Learning outcomes. Formulating learning outcomes. Taxonomies of learning: Enhancing Higher-Order-Thinking-Skills (HOTS). The basic structure of learning outcomes statements. Action verbs. Challenging facts and solutions when formulating learning outcomes.

Week 2. Topic: Curriculum design at a modular and programme level
How to write a module specification. How to write a programme specification. Assessment. Matching learning outcomes with assessment criteria.

Assessment
Assessment 1: Writing aims, objectives and learning outcomes for the course (50%)

Assessment 1: Writing aims, objectives and learning outcomes (50%)	
Write aims, objectives and learning outcomes for the modules / course you are teaching or going to teach applying the principles and methods we discussed during our classes. Focus on HOTS (review Bloom's Taxonomy) and formulate learning outcomes, using action verbs. Weighting: 50%.	
Learning Outcomes	Upon completion of this assessment you will meet the following learning outcome(s)
	LO 1: explore the essentials of curriculum design
	LO 2: think about learning outcomes and their role in supporting and enhancing learning
	LO 4: write aims and objectives for the course you are teaching or going to teach
	LO 5: write learning outcomes for the course you are teaching or going to

	teach
Formative Feedback Opportunities	The tutor will provide written feedback on the task
Marking Criteria/Rubric	Less than 50% - lacks understanding, coherent case not made 50 - 52% - pass, basic understanding 53 - 57% - fair, but with significant shortcomings 58 - 62% - good pass, competent, understanding of principles and tools demonstrated 63 - 69% - very good pass, showing good understanding of principles, some analysis is demonstrated, good research and presentation 70 - 100% - excellent pass showing thorough understanding of principles, detailed analysis, excellent research and presentation, outstanding performance

Assessment 2: Writing a module /course specification (50%)

Assessment 2: Writing a module /course specification (50%)	
Using the template provided in the Module / Course (see Appendix 2**),** complete a specification for a module / course you are teaching or going to teach. Insert in the specification the aims, objectives and learning outcomes you wrote for Assessment 1. Bring the specification in the class and present it for peer review. Then following peer comments, improve your specification and present it for final evaluation to the tutor. Weighting: 50%	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcome(s) LO 1: explore the essentials of curriculum design LO 2: think about learning outcomes and their role in supporting and enhancing learning LO 3: reflect on programme and module / course level design
Formative Feedback Opportunities	'Double' feedback: peer review, T-St
Marking Criteria/Rubric	Less than 50% - lacks understanding, coherent case not made 50 - 52% - pass, basic understanding 53 - 57% - fair, but with significant shortcomings 58 - 62% - good pass, competent, understanding of principles and tools demonstrated 63 - 69% - very good pass, showing good understanding of principles, some analysis is demonstrated, good research and presentation 70 - 100% - excellent pass showing thorough understanding of principles, detailed analysis, excellent research and presentation, outstanding performance

Reading List

Biggs, J., (2003). Aligning teaching for constructing learning. *Higher Education Academy*, pp.1-4.

Cedefop (2009). The shift to learning outcomes: policies and practices in Europe. Luxembourg: Publications Office. *Cedefop reference series*; No 72. http://www.cedefop.europa.eu/en/publications-and-resources/ publications/3054

Cedefop (2012). Curriculum reform in Europe: the impact of learning outcomes. Luxembourg: Publications Office. *Cedefop research paper*; No 29. http://www.cedefop.europa.eu/en/publications-and-resources/ publications/5529

Cedefop (2016). Application of learning outcomes approaches across Europe; a comparative study. Luxembourg: Publications Office. *Cedefop reference series*; No 105. http://dx.doi.org/10.2801/24220

Cedefop (2017). *Defining, writing and applying learning outcomes: a European handbook*. Luxembourg: Publications Office. http://dx.doi.org/10.2801/566770

O'Neill, G. (2015). *Curriculum Design in Higher Education: Theory to Practice,* Dublin: UCD Teaching & Learning. http://www.ucd.ie/t4cms/UCDTLP0068.pdf .

Thijs, A., & Akker, J. van den (Eds.) (2009). *Curriculum in development*. Enschede: SLO.

Нагорнова А. Ю. и др. (2016). *Инновации в современной системе образования: подходы и решения*. Изд-во «Зебра». 494 с.

Enhancing Research Informed Teaching

Ural State University of Economics (USUE)

Enhancing Research Informed Teaching

Name of Module Leader			
Natalia Vlasova	**Email:** **nat-vlasova @yandex.ru**	**Phone number:** **+79126336950**	**Office number:** **323**
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Teaching Team			
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Viktor Blaginin	Email: v.a.blaginin@usue.ru	Phone number: (343) 221-26-96	Office number: 101 a

Aims and Objectives

The aim of this module is to enhance research-informed teaching at all stages of university studies. More specifically the objectives are to introduce teachers to the principles of research-informed teaching; to equip teachers with tools for integrating research-informed teaching into the teaching and learning process.

Learning Outcomes

By the end of the Module students will be able to:

LO 1: design a research-informed teaching programme / course / module

LO 2: analyze the existing programmes / courses / modules and identify opportunities for introducing the elements of research-informed teaching

LO 3: design tasks and assignments focused on research-informed teaching

Module Outline (brief description of content)

Teaching and Learning Methods

Weekly Teaching Plan

№Wk	Learning Topic *[content should be linked back to the LO]*	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Seminars	
1	Research-informed teaching essentials.	8	2		6
2	Transition of the educational program based on research-informed teaching	8		2	6

Weekly Programme Content

Week 1. Topic: Research-informed teaching essentials.
Curriculum design and the research-teaching nexus. Models and principles of a research-informed teaching programme / course / module.

Week 2 Topic: Transition of the educational program based on research-informed teaching
Implementation of the research-informed teaching principles in the design of programmes / courses / modules. Research-informed strategy of the university. Enhancing students' critical thinking and research skills. Assignment and task design Research-oriented strategy of the university. Assignments, developing researching skills of the students

Assessment
Assessment 1: Discussion (20%)

Assessment 1: Discussion (20%)	
According to the matrix "Curriculum design and the research-teaching nexus" (M. Healey, A. Jenkins, 2009), the curriculum can be based more on the content of research or on the research process; students can be, on the one hand, more seen as a passive audience, and on the other-as active participants in the research process. Give possible educational technologies focused on research activities that are already used in your university. Try to classify the technologies used in accordance with this matrix.	
Learning Outcomes	Upon completion of this assessment you will meet the following learning outcome(s) LO 2: analyze the existing programmes / courses / modules and identify opportunities for introducing the elements of research-informed teaching
Formative Feedback Opportunities	*Highlight any points of formative feedback opportunities that students can gain from*
Marking Criteria/Rubric	Less than 50% - lacks understanding, coherent case not made 50 - 52% - pass, basic understanding 53 - 57% - fair, but with significant shortcomings 58 - 62% - good pass, competent, understanding of principles and tools demonstrated 63 - 69% - very good pass, showing good understanding of principles, some

	analysis is demonstrated, good research and presentation 70 - 100% - excellent pass showing thorough understanding of principles, detailed analysis, excellent research and presentation, outstanding performance

Assessment 2: Essay (80%)

Assessment 2: Essay (80%)	
Analyze the program you are implementing: At what stages and in what disciplines can research approaches be strengthened? At what stages do students collect, analyze data and information and present the results of their research, in addition to preparing coursework and thesis? Identify possible modules that may be more research-based.	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcome(s) LO 1: design a research-informed teaching programme / course / module
Formative Feedback Opportunities	*Highlight any points of formative feedback opportunities that students can gain from*
Marking Criteria/Rubric	Less than 50% - lacks understanding, coherent case not made 50 - 52% - pass, basic understanding 53 - 57% - fair, but with significant shortcomings 58 - 62% - good pass, competent, understanding of principles and tools demonstrated 63 - 69% - very good pass, showing good understanding of principles, some analysis is demonstrated, good research and presentation 70 - 100% - excellent pass showing thorough understanding of principles, detailed analysis, excellent research and presentation, outstanding performance

Reading List

Исследование международного сотрудничества в практике преподавания и обучения в системе высшего образования//Сборник материалов Международной научно-практической конференции (Казань, 16-17 октября 2018) / под редакцией доктора педагогических наук, профессора Трегубовой Т.М., Магистра государственного управления Гуселетовой Е.Л.– Казань: Печать-Сервис XXI век, 2019. –319 с.

Нагорнова А. Ю. и др. Инновации в современной системе образования: подходы и решения. Изд-во «Зебра». 494 с. 2016.

Файн Т.А. Исследовательский подход – технология компетентностной парадигмы в дополнительном профессиональном образовании // Научное обеспечение системы повышения квалификации кадров. 2016. № 3 (28). С. 120-131.

Barnett, R. (Ed.) (2005) Reshaping the university: new relationships between research, scholarship and teaching (Maidenhead: Open University Press).

Cadez S., Dimovski V., Zaman Groff M. (2017). "Research, teaching and performance evaluation in academia: the salience of quality". *Studies in Higher Education*, Vol. 42, Issue 8, pp. 1455-1473.

Geschwind L., Broström A. (2015) "Managing the teaching–research nexus: Ideals and practice in research-oriented universities". *Higher Education Research & Development*, Vol. 34, Issue 1, pp. 60-73.

Healey M. (2005) "Linking research and teaching exploring disciplinary spaces and the role of inquiry-based learning". *Reshaping the university: New relationships between research, scholarship and teaching*, pp. 67-78.

Marshall E. C., Underwood A. (2019) "Writing in the discipline and reproducible methods: A process-oriented approach to teaching empirical undergraduate economics research". *The Journal of Economic Education*, Vol. 50, Issue 1, pp. 17-32.

Puustinen M. et al. (2018) "Teaching: A practical or research-based profession? Teacher candidates' approaches to research-based teacher education". *Teaching and Teacher Education*, Vol. 74, pp. 170-179.

Uerz D., Volman M., Kral M. (2018) "Teacher educators' competences in fostering student teachers' proficiency in teaching and learning with technology: An overview of relevant research literature". *Teaching and Teacher Education*, Vol. 70, pp. 12-23.

Module 4 Specification

Assessment and Feedback

Ural State University of Economics (USUE)

2019

Assessment and Feedback

Name of Module Leader			
Irina Pervukhina	Email: ivp@usue.ru	Phone number:	Office number: 454
Office Hours: Tuesday, 17.00			

Aims and Objectives

The aim of this module is to focus on the quality, process and management of feedback and how it can be used constructively to move learners forward. Thus, the objectives of the modules are to equip academics with a variety of assessment tools and different forms of feedback.

Learning Outcomes

By the end of the Module students will be able to:
4. explain the purpose of assessment, the difference between formative and summative assessment
5. choose relevant assessment tasks for different types of learning activities
6. write a section about assessment in the syllabus for a course they teach/will be teaching
7. provide constructive feedback to peers

Module Outline (brief description of content)

One of the most important drivers of student learning is how that learning is assessed. Finding the right assessment method depends on what you are really trying to assess in terms of skills or knowledge or understanding. We will talk about different ways of assessing student performance both directly and indirectly (through self-assessment). Students will be designing rubrics as a rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment. Students will learn and practice different classroom assessment techniques such as minute paper, problem recognition tasks, student-generated test questions, classroom opinion polls, group-work evaluations.

Teaching and Learning Methods

Weekly Teaching Plan

№Wk	Learning Topic *[content should be linked back to the LO]*	Number of hours	Contact hours		Self-study hours (Independent Study)
			Lectures	Seminars	
1	The importance of assessment	2		2	4
2	Effective feedback	2		2	4

Weekly Programme Content

Week 1. Topic: The importance of assessment
Why do instructors need assessment? Why do students need assessment? Types of assessment (formative & summative). Strategies for assessment (assessment for development, assessment for transition, assessment for achievement). When to assess? The language of assessment.

Week 2 Topic: Effective feedback
What is feedback? Why is feedback important? How to make feedback work for you? (Feedback strategies). Key elements of effective feedback. Innovative feedback techniques

Assessment
Assessment 1: Writing a syllabus assessment section (40%)

Assessment 1: Writing a syllabus assessment section (40%)	
Writing a section about assessment in the syllabus for a course, you are teach/will be teaching. Weighting: 40%	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcomes: 1. explain the purpose of assessment, the difference between formative and summative assessment 2. choose relevant assessment tasks for different types of learning activities 3. write a section about assessment in the syllabus for a course they teach/will be teaching
Formative Feedback Opportunities	*Highlight any points of formative feedback opportunities that students can gain from*
Marking Criteria/Rubric	Less than 50% - lacks understanding, coherent case not made 50 - 52% - pass, basic understanding 53 - 57% - fair, but with significant shortcomings 58 - 62% - good pass, competent, understanding of principles and tools demonstrated 63 - 69% - very good pass, showing good understanding of principles, some analysis is demonstrated, good research and presentation 70 - 100% - excellent pass showing thorough understanding of principles, detailed analysis, excellent research and presentation, outstanding performance

Assessment 2: Peer review (60%)

Assessment 2: Peer review (60%)	
You have to provide constructive feedback on a piece of academic writing to your peer. Evaluate his/her work using the rubric we have designed in the class. Weighting: 60%	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcomes: 1. explain the purpose of assessment, the difference between formative and summative assessment 2. choose relevant assessment tasks for different types of learning activities 3. provide constructive feedback to peers
Formative Feedback Opportunities	*Highlight any points of formative feedback opportunities that students can gain from*
Marking Criteria/Rubric	Less than 50% - lacks understanding, coherent case not made 50 - 52% - pass, basic understanding 53 - 57% - fair, but with significant shortcomings 58 - 62% - good pass, competent, understanding of principles and tools demonstrated 63 - 69% - very good pass, showing good understanding of principles, some analysis is demonstrated, good research and presentation 70 - 100% - excellent pass showing thorough understanding of principles, detailed analysis, excellent research and presentation, outstanding performance

Reading List

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