



**Co-funded by  
the European Union**



<b>Programme of the course “Student-centred approaches for blended learning”</b>	
<b>Master/bachelor level</b>	Bachelor level
<b>Branches of knowledge</b>	014 Secondary Education
<b>Specializations</b>	014.021 Secondary Education (English Language and World Literature) 014.02 Secondary Education (English Language and World Literature. Psychology)
<b>Qualifications</b>	
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Mandatory course
<b>Course prerequisites</b>	English level B1+
<b>Semester of the course</b>	I semester
<b>Course Volume</b>	3 ECTS / 90 hours 30 hours of class work (16 hours of lectures, 14 hours of seminars) 60 hours of independent work
<b>Form of final control</b>	Credit (passed – A, B, C, D, E, failed – F)
<b>Course language</b>	Ukrainian, English

<b>Developers</b>	<p>The development of the course syllabus was led by <b>BOOST project EU Partners</b>:</p> <p>Aja Urve, Ph.D., Head of the Department of Teacher Education, Narva College of the University of Tartu (Estonia)</p> <p>Buriak Jerzy, Ph.D., Vice-rector, State University of Applied Sciences (Poland)</p> <p>Rutar Sonja, Ph.D., Associate Professor, University of Primorska (Slovenia)</p> <p><b>UA BOOST Project Partners</b> contributing to the development of the course syllabus:</p> <p>Bopko Ihor, Ph.D., Associate Professor, Mukachevo State University</p> <p>Fihol Nataliia, PhD, Associate Professor, Taras Shevchenko Regional Humanitarian-Pedagogical Academy of Kremenets</p> <p>Hertsovska Nataliia, Ph.D., Associate Professor, Mukachevo State University</p> <p>Hryhorieva Vita, PhD, Associate Professor, Donbas National Academy of Civil Engineering and Architecture</p> <p>Kalashnykova Tetiana, Senior Lecturer, Donbas National Academy of Civil Engineering and Architecture</p> <p>Lysak Larysa, PhD, Associate Professor, Donbas National Academy of Civil Engineering and Architecture</p> <p>Maslova Alina, Ph.D., Associate Professor, Bogdan Khmelnytsky Melitopol State Pedagogical University</p> <p>Miziuk Viktoriia, Ph.D., Associate Professor, Izmail State Humanitarian University</p> <p>Rakhno Mykhailo, Ph.D., Poltava V. G. Korolenko National Pedagogical University</p> <p>Varina Hanna, Senior Lecturer, Bogdan Khmelnytsky Melitopol State Pedagogical University</p>
<b>Reviewers</b>	
<b>Course summary</b>	
<p>The course "Student-centred approaches for blended learning" aims to develop the skills of future teachers to apply a student-centred approach in the educational process by creating, maintaining and stimulating a favourable blended learning environment. Teaching in English helps to improve students' foreign language proficiency, in particular, their communicative competence through active interaction during seminars, translation skills for independent work with authentic English-language literature on the topics, and deepens the terminology. The involvement of the Ukrainian language allows students to integrate the information they receive into a holistic course in foreign language teaching methods, contributing to the effective methodological training of a future teacher. The course is based on action-oriented, experiential approach, and problem-solving methods that contribute to the formation of a supportive learning environment in education that is optimal for identifying and developing students' abilities, and it is planned to reveal ways to maintain productive social interaction of students through forms and types of teamwork based on the individual needs and interests of each group member. Active work of students in seminar classes will serve as a guarantee of mastering and implementing relevant forms of assessment and self-assessment by the teacher and the student of steps in learning activities, self-reflection and self-correction of the learning/teaching process. The use of digital tools will stimulate teacher and student self-assessment, allow for the development of a set of student-centred exercises for blended learning, clear monitoring of their implementation, and provide individualized tasks for an inclusive environment. The result of completing such a course is increased motivation for further professional development and lifelong learning.</p> <p><b>The course “Student-centred approaches for blended learning” is developed under the umbrella of the Erasmus+ Project “Bringing Opportunities and Organizational Success To Small Local Universities in Ukraine” (project number 101083203).</b></p>	

Key terms and notions	
Student-centred learning, digital competence, learning path, blended learning, interaction, problem solving method, learner's autonomy, practical skills, lifelong education, digital tools, educational technology, inclusion	
Course aims and objectives	
<p><b><u>Aims of the course:</u></b></p> <ul style="list-style-type: none"> <li>• to introduce the concepts of 'student-centred approach' and 'blended learning' in the framework of life-long education;</li> <li>• to implement the student-centred approach in blended learning;</li> <li>• to develop skills to apply and implement student-centred approach in the learning process.</li> </ul> <p><b><u>Objectives.</u></b></p> <p>By the end of the course, <b>students will be aware of</b></p> <p>1) the specificity of student-centred approach in education; 2) the impact of student-centred approach and variety of ways of creating, maintaining, and empowering productive social interaction under blended learning, therefore, on increasing student's self-confidence in communication; 3) ways of using student-centred learning and teaching as the fundamental principle for organizing teaching and assessment methodologies in educational institutions of Ukraine.</p> <p><b>Students will be able to</b></p> <p>1) introduce terminology used in student-centred approach in their professional activity; 2) define the importance and practical purposes of using student-centred learning in creating individual learning path; 3) apply diverse forms and types of collective work within students' social interaction to boost their communicative skills, enhance their self-confidence, and help increasing student's autonomy in the educational process. Problem solving tasks within the course will form the base of the further relevant self-assessment and peer-assessment in the interaction; 4) use different types of the assessment; 5) implement theoretical knowledge about student-centred learning in practice (designing lesson plans, introducing assessment criteria for various kinds of students' works); 6) use digital tools for blended learning; 7) manage inclusive educational environment.</p> <p>The purpose of this course is to reveal the essence and basic principles of student-centred learning, to master the leading types and forms of collective work of students to enhance social interaction; to master student-centred teaching methods and digital tools for productive blended learning; to clarify the principle of blended learning in the context of the concept of "lifelong education" in seminars; to develop practical skills of future teachers in applying a student-centred approach in their professional activities; to learn to carry out self-assessment and peer-assessment during collective work.</p>	
Learning outcomes	
1	The student analyzes and explains the difference between teacher-centred and student-centred approaches;
2	Sets aims and outcomes on their specialty using student-centred approach;
3	Demonstrates the advantages and disadvantages of student-centred approach and explains student-centred learning as an educational concept

4	Uses digital tools/technologies and student-centred assessment methods
5	Applies the principles of student-centred approach and blended learning in practice according to the specialty (develops lesson plans, etc.)
6	Analyses his/her professional activity within the framework of lifelong learning (writes a professional self-reflection/analysis)
7	Implements knowledge on how to adjust his professional activities in line with the requirements of lifelong education
8	Creates student-centred tasks using student-centred methods and strategies and assessment methods for blended learning within their professional fields
9	Creates student-centred assessment criteria for blended learning within their professional fields
<b>Competencies</b>	
<b>Generic competencies</b>	<ol style="list-style-type: none"> <li>1. Ability to communicate in a second language</li> <li>2. Capacity to learn and stay up-to-date with learning</li> <li>3. Ability to be critical and self-critical</li> <li>4. Capacity to generate new ideas (creativity)</li> <li>5. Ability to apply knowledge in practical situations</li> <li>6. Ability to work in a team</li> <li>7. Interpersonal and interaction skills</li> <li>8. Appreciation of and respect for diversity and multiculturality</li> <li>9. Skills in the use of information and communications technologies</li> </ol>
<b>Specific competencies</b>	<ol style="list-style-type: none"> <li>1. Ability to understand and apply educational theories and methodology as a basis for general and specific teaching activities</li> <li>2. Ability to recognize and respond to the diversity of learners and the complexities of the learning process</li> <li>3. Awareness of the different roles of participants in the learning process</li> <li>4. Commitment to learners' progress and achievement</li> <li>5. Ability to communicate effectively with groups and individuals</li> <li>6. Ability to create a climate conducive to learning</li> <li>7. Ability to make use of e-learning and to integrate it into the learning environment</li> <li>8. Ability to improve the teaching and learning environment</li> <li>9. Ability to design and implement education which integrates people with specific needs</li> <li>10. Awareness of the relationship between theoretical approaches and methodological practice</li> <li>11. Ability to describe and analyze the linguistic competence across the life span of a speaker</li> </ol>

Correlation of program with course learning outcomes (developed for each university separately)		
Course Learning Outcomes (LO code)	Curriculum Learning Outcomes	LO code
The student analyzes and explains the difference between teacher-centred and student-centred approaches (1)		
Sets aims and outcomes on their specialty using student-centred approach (2)		
Demonstrates the advantages and disadvantages of student-centred approach and explains student-centred learning as an educational concept (3)		
Uses digital tools/technologies and student-centred assessment methods (4)		
Applies the principles of student-centred approach and blended learning in practice according to the specialty (develops lesson plans, etc.) (5)		
Analyses his/her professional activity within the framework of lifelong learning (writes a professional self-reflection/analyzes ) (6)		
Implements knowledge on how to adjust his professional activities in line with the requirements of lifelong education (7)		
Creates student-centred tasks using student-centred methods and strategies and assessment methods for blended learning within their professional fields (8)		
Creates student-centred assessment criteria for blended learning within their professional fields (9)		

Correlation matrix of the NQFU (bachelor, level 6) and course learning outcomes (EXAMPLE)				
Learning Outcomes	Knowledge	Skills	Communication	Responsibility and Autonomy
1	+		+	+

2	+	+		+
3	+		+	+
4	+	+	+	+
5	+	+		+
6		+		+
7		+		+
8	+	+	+	+
9	+	+	+	+

## Content

Topic-content	Learning outcomes	Format	The process – how, methods, tools which will be used	Contact hours and independent work	Assessment/Feedback
<p><b>1.1.</b> Student-centred learning and teaching as an innovative approach in education (lecture – 1 h).</p> <p><b>1.2.</b> Teacher's and student's roles in student-centred approach (lecture – 1 h).</p>	<p>1 explains the difference between teacher-centred and student-centred approaches</p>	<p><b>1 face to face:</b></p>	<p><b>Methods:</b> self-reflection, discussion, brainstorming, case study to compare and do the mind-map</p> <p><b>Tools:</b> video, mind-map, feedback padlet/google note or any other digital board</p> <p><b>Independent work:</b>  1. Learning process, knowledge construction in student centred approach (3,5 h) / Watching the film-case on Innovative techniques within student-centred approach  2. Shift from teacher-centred to student-centred approaches (3,5 h)</p>	<p>2 contact hours (2 h lecture, 0 h seminar) + 7,5 h independent work</p>	<p>Peer feedback, discussions (partner assessment with check list while working in teams – “target” method)</p> <p><b>Independent work</b>  Presentations “Teacher-centred vs student-centred approach”.  Developing mind-maps, writing feedback on Padlet,  Self-assessment (google form)</p>

<p><b>2.1.</b> Planning in a student-centred approach on the basis of Bloom's taxonomy (lecture).</p> <p><b>2.2.</b> Experiential learning theory and its application in practice (seminar).</p>	<p><b>2</b> sets aims and outcomes on their specialty using student-centred approach;</p>	<p><b>2 on-line:</b></p>	<p><b>Methods:</b> flipped classroom, training session, group work</p> <p><b>Tools:</b> discussion, method of generating ideas (6-3-5) (Walt Disney method)</p> <p><b>Independent work:</b></p> <ol style="list-style-type: none"> <li>1. The application of experiential learning in student-centred approach (3,5 h)</li> <li>2. Lesson/training plan design (3,5 h)</li> </ol>	<p>4 contact hours (2 h lecture, 2 h seminar) + 7,5 h independent work</p>	<p>Formative assessment (1 – multiple choice test/matching activity on Learning apps; 2 – developing a section “Student-centred planning” of Portfolio on student-centred teaching and learning)</p> <p>Peer assessment (oral answers/Miro or any other digital board)</p> <p>Self-assessment (essay)</p> <p><b>Independent work</b></p> <p>Presentation “Lesson/training plan design” (micro teaching/micro training)</p>
<p><b>3.1.</b> Creating a student-centred environment: innovative teaching methods (lecture).</p> <p><b>3.2.</b> Teaching and learning in a supportive learning environment: social (safe), material, instructional (seminar).</p>	<p><b>3</b> demonstrates the advantages and disadvantages of student-centred approach and explain student-centred learning as an educational concept</p>	<p><b>3 face to face:</b></p>	<p><b>Methods:</b> flipped classroom, project work, presentation, discussion</p> <p><b>Tools:</b> video materials, crowdsourcing, online games and tests,</p> <p><b>Independent work:</b></p> <ol style="list-style-type: none"> <li>1. Advantages and disadvantages of innovative teaching methods (3,5 h)</li> <li>2. Teaching and learning strategies for safe schools (3,5 h)</li> </ol>	<p>4 contact hours (2 h lecture, 2 h seminar) + 7,5 h independent work</p>	<p>Role play formative assessment</p> <p>Peer assessment (essay)</p> <p><b>Independent work</b></p> <p>Writing an essay – bring examples on the topic “Difference of traditional and innovative teaching methods”</p>
<p><b>4.1.</b> Digital tools and technologies in student-centred learning (lecture).</p> <p><b>4.2.</b> Academic success and motivation in</p>	<p><b>4</b> uses digital tools / technologies and student-centred assessment methods</p>	<p><b>4 on-line:</b></p>	<p><b>Methods:</b> mobile augmented reality education, gamification elements</p> <p><b>Tools:</b> Learning apps, Kahoot, Quizz, Nearpod, Digital Inclusion</p> <p><b>Independent work:</b></p>	<p>4 contact hours (2 h lecture, 2 h seminar) + 7,5 h independent work</p>	<p>Formative assessment (test/matching activity)</p> <p>Writing feedback on</p> <p>Self-assessment (essay/ orally)</p> <p>Peer assessment (orally/Miro or any other digital board)</p> <p><b>Independent work</b></p>

student-centred learning and teaching (seminar).			1. Self-education in the application of digital tools and technologies. (3,5 h) 2. “What motivates me (in self-education)” (3,5 h)		Essay on “What motivates me (in self-education)”
<p><b>5.1.</b> Principles of student-centred approach and blended learning: practical application (lecture).</p> <p><b>5.2.</b> Supportive interactions in student-centred approach (teachers, peers, more mature partners) (seminar).</p>	5 Applies the principles of student-centred approach and blended learning in practice according to the specialty (develops lesson plans, ...)	<b>5 face to face:</b>	<p><b>Methods:</b> creative thinking method, vision of future, training sessions</p> <p><b>Tools:</b> professional games and imitation activities</p> <p><b>Independent work:</b> 1. Student as the central figure of the educational process (3.5 hours) 2. Interactive technologies as a means of forming the personality of a competitive specialist (3.5 hours)</p>	4 contact hours (2 h lecture, 2 h seminar) + 7,5 h independent work	<p>Doing practical tasks, game simulation of future professional activity and discussion in peers</p> <p><b>Independent work</b> Creative task (essay /pechakucha); Developing interactive tasks on LearningApps, Kahoot, etc. Platforms – and discuss in the group Developing lesson plans with the application of the principles of a student-centred approach and the use of digital learning tools</p>
<p><b>6.1.</b> Individualization as a part of student-centred learning and teaching (lecture).</p> <p><b>6.2.</b> Reflection in student-centred teaching (seminar).</p>	6 Analyses his/her professional activity within the framework of lifelong learning (writes a professional self-reflection / analysis)	<b>6 on-line:</b>	<p><b>Methods:</b> lecture+ round table discussion, sharing method</p> <p><b>Tools:</b> Google forms, reflection essay, feedback survey</p> <p><b>Independent work:</b> 1. Lifelong learning as a must-have for the 21<sup>st</sup> century (3,5 h) 2. Developing individual learning path within student-centred approach (3,5 h)</p>	4 contact hours (2 h lecture, 2 h seminar) + 7,5 h independent work	<p>Formative assessment (oral answer, multiple choice test) Presentation “Individualization in student-centred learning and teaching”</p> <p><b>Independent work:</b> Portfolio section on assessing learning progress and outlining professional path in the framework of life-long education “Facilitating effective learning and promoting the concepts of ownership and “reflection on learning”.</p>
<b>7.1.</b> Lifelong education and professional development of a future	7 Implements knowledge about methods and tools of	<b>7 face to face:</b>	<b>Methods:</b> binary lecture with a practitioner in the field, interactive library method	4 contact hours (2 h lecture, 2 h seminar) + 7,5 h independent work	Essay “Analysis of lifelong education resources for professional activity”



<p>teacher / psychologist / architect (lecture).</p> <p><b>7.2.</b> Flexibility of curriculum in student-centred approach: mobility, ECTS, recognition, qualification frameworks (seminar).</p>	<p>lifelong education for professional development, critically assess their effectiveness</p>		<p><b>Tools:</b> breakout rooms (if online)</p> <p><b>Independent work:</b></p> <p>1. Students' involvement in the university governance structures and individuality in student-centred approach (3,5 h)</p> <p>2. Student-centred learning and UA educational institutions (New Ukrainian school, higher educational institutions): possibilities of application (3,5 h)</p>		<p><b>Independent work:</b></p> <p>Presentation of academic exchange options available to students (students should provide details on pre-requisites, application process, and expected results of the academic exchange).</p> <p>Find and participate in a short (up to 10 academic hours) MOOC course / a seminar related to your speciality/main subject.</p> <p>Share your experience on a forum (Moodle-based) discussion of MOOC courses/seminars for life-long education (Coursera, Prometheus, etc.) focusing on advantages and disadvantages of specific courses related to the student's specialty.</p> <p>Reflect on how this course can enhance the student's professional development.</p> <p>Outline an individual professional development plan</p>
<p><b>8.1.</b> Student-centred tasks' design for blended learning.</p> <p><b>8.2.</b> Student-centred assessment criteria for blended learning.</p>	<p><b>8</b> Creates student-centred tasks using student-centred methods and strategies and assessment methods for blended learning within their</p>	<p><b>8 on-line:</b></p>	<p><b>Methods:</b> workshop/seminar, group project, discussion, press-conference, self-assessment, peer assessment</p> <p><b>Tools:</b> imitation activities, tests in Moodle, aquarium, forum, circle of ideas, sharing blogs</p> <p><b>Independent work:</b></p>	<p>4 contact hours (2 h lecture, 2 h seminar) + 7,5 h independent work</p>	<p>Presentation of student-centred tasks and methods for their assessment (<b>End-of-the-course project</b>) and discussion of the group project, Self-assessment (google form), Peer assessment (work in groups, a group of "experts" evaluates other students)</p>

	professional fields		1. Final assessment multiple-choice test (3,5 h) 2. Reflection and self-reflection in student-centred learning (3,5 h)		<b>Course final assessment</b> - multiple choice test; Imitation activities (business game) "Evaluation Criteria for Blended Learning"  <b>Independent work:</b> portfolio
--	---------------------	--	---	--	--

Assessment and feedback approaches		
Teacher-based assessment		
Type of work, activity, task	Max points	Extra information
The student's participation in: - class and/or online discussions; - case study analyses, projects, presentations, portfolio, essay, lesson plan, etc.	Total: 16 (8*2)	2 point maximum is given for each topic out of 8 topics in the course programme Feedback is given regularly during the classes. <i>*Regular attendance is very important and will be included in determination of the course grade</i>
Test	Total: 9 (3*3)	*3 during the course A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,3 points. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Type of work, activity, task	Max points	Extra information
Essay	Total: 12 (3*4)	*3 during the course A comprehensive argumentative essay of up to 250 words. Written feedback is given for every essay.

Class presentation / project	Total: 12 (3*4)	*3 during the course Oral individual/group presentation of up to 10 – 15 min. Oral/written feedback is given for every presentation.
Lesson plan	Total: 5 (1*5)	1 during the course Oral/written feedback is given for every lesson plan.
Portfolio	Total: 6 (1*6)	Before/during the final seminar/meeting
<b>Course final assessment</b>		
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>
Multiple Choice test	Total: 20 (1*20)	Comprehensive test online. Test consists of 40 questions with the four variants of the answer. Each correct answer equals 0,5 points. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
End-of-the-course project	Total: 20 (1*20)	A project is based on a learning experience in which students synthesize knowledge from various areas of learning, and apply it critically and creatively to real-life situations. It includes the following phases: planning, data collection, data analyses, and reporting. Oral/written feedback is given for every project presentation.
<b>Total</b>	<b>100 points</b>	

<b>Oral/written answer checklist</b>		
<b>№</b>	<b>Checklist</b>	<b>Requirements</b>
<b>1.</b>	Clarity and comprehensibility	The answer should be concise and clear. Does the student understand the question? Is the answer clear?
<b>2.</b>	Answer to the question	Does the student answer the question? Does he/she answer all aspects of the question?
<b>3.</b>	Depth of knowledge	Does the student show a deep knowledge of the topic? Can he/she expand on his/her answer?
<b>4.</b>	Logic and consistency	Is there a logical sequence in the student's response? Is the information presented in a logical order?

5.	Argumentation	Can the student give reasons for his/her opinion? Does he/she have arguments to support his/her answer?
6.	Use of examples	Does the student provide examples or illustrations to support his/her point?
7.	Knowledge of facts	Does the student demonstrate knowledge of the facts, theories, data, etc. relevant to the question?
8.	Activity and confidence	Is the student confident in his/her presentation? Is he/she active during the discussion of the topic?
9.	Language skills	Assessment of correctness of speech, vocabulary, grammar.
10.	Creativity and originality	Can the student present an original thought or approach to the question?
11.	Reaction to questions	How does the student respond to additional questions or comments from the teacher or interlocutor?
12.	Overall impression	Assessment of the overall impression of the response: e.g., active listener, ability to communicate, etc.
13.	Final assessment:	Establishing a response score based on all of the above criteria.

Assessment criteria for <u>oral / written answer</u>			
Assessment scales			Criteria
ECTS scale	100-point scale	national scale	
A	100	5 Excellent	<ul style="list-style-type: none"> <li>gives complete and comprehensive answer;</li> <li>differentiates clearly between terms and notions under study, gives full definitions;</li> <li>enumerates teaching methods characteristic to teacher-centred and student-centred approaches;</li> <li>expresses his/her own attitude towards the issue/problem under discussion;</li> <li>demonstrates the elements of creative thinking;</li> <li>analyzes and summarizes information, makes logical conclusions.</li> </ul>
	90		<ul style="list-style-type: none"> <li>gives complete and comprehensive answer;</li> <li>differentiates clearly between terms and notions under study, gives full definitions;</li> <li>enumerates teaching methods characteristic to teacher-centred and student-centred approaches;</li> <li>expresses his/her own attitude towards the issue/problem under discussion;</li> <li>analyzes and summarizes information, makes logical conclusions.</li> </ul>
B	89	4 Good	<ul style="list-style-type: none"> <li>gives logical and structured answer;</li> <li>differentiates between main terms and notions under study, gives key definitions, making minor mistakes;</li> <li>enumerates teaching methods characteristic to teacher-centred and student-centred approaches;</li> <li>expresses his/her own attitude towards the issue/problem under discussion;</li> <li>analyzes and summarizes information, makes logical conclusions;</li> <li>makes insignificant grammar/pronunciation mistakes.</li> </ul>

	82		<ul style="list-style-type: none"> <li>• gives logical and structured answer;</li> <li>• differentiates between main terms and notions under study, gives key definitions, making minor mistakes;</li> <li>• enumerates teaching methods characteristic to teacher-centred and student-centred approaches;</li> <li>• analyzes and summarizes information, makes logical conclusions;</li> <li>• makes insignificant grammar/pronunciation mistakes.</li> </ul>
C	81	4 Good	<ul style="list-style-type: none"> <li>• gives logical, but incomplete answer;</li> <li>• differentiates between main terms and notions under study, gives key definitions, making mistakes;</li> <li>• enumerates only key teaching methods characteristic to teacher-centred and student-centred approaches;</li> <li>• analyzes and summarizes information, makes logical conclusions;</li> <li>• makes insignificant grammar/pronunciation mistakes.</li> </ul>
	74		<ul style="list-style-type: none"> <li>• gives logical, but incomplete answer;</li> <li>• differentiates between main terms and notions under study, gives key definitions, making mistakes;</li> <li>• enumerates only key teaching methods characteristic to teacher-centred and student-centred approaches;</li> <li>• analyzes and summarizes information;</li> <li>• makes insignificant grammar/pronunciation mistakes.</li> </ul>
D	73	3 Satisfactory	<ul style="list-style-type: none"> <li>• gives a brief but structured answer;</li> <li>• presents information clearly and primitively;</li> <li>• experiences difficulties while summarising information, making conclusions, differentiating between main terms and notions under study;</li> <li>• makes logical, grammar/pronunciation mistakes;</li> <li>• mixes up key teaching methods characteristic to teacher-centred and student-centred approaches.</li> </ul>
	64		<ul style="list-style-type: none"> <li>• gives a brief answer;</li> <li>• presents information clearly and primitively;</li> <li>• experiences difficulties while summarising information, making conclusions, differentiating between main terms and notions under study;</li> <li>• makes logical, grammar/pronunciation mistakes;</li> <li>• mixes up key teaching methods.</li> </ul>
E	63	3 Satisfactory	<ul style="list-style-type: none"> <li>• gives a brief incomplete answer;</li> <li>• presents information primitively;</li> <li>• experiences difficulties while summarising information, making conclusions, differentiating between main terms and notions under study;</li> <li>• makes logical, lexical, grammar/pronunciation mistakes.</li> </ul>

	60		<ul style="list-style-type: none"> <li>• gives a brief incomplete answer;</li> <li>• presents information primitively;</li> <li>• experiences difficulties while summarising information, differentiating between main terms and notions under study;</li> <li>• makes significant logical, lexical, grammar/pronunciation mistakes;</li> <li>• gives no conclusions.</li> </ul>
FX	59	2 Unsatisfactory	<ul style="list-style-type: none"> <li>• gives a brief incomplete answer which is not up to the point;</li> <li>• makes logical significant logical, lexical, grammar/pronunciation mistakes;</li> <li>• does not summarize and makes no conclusions;</li> </ul>
	35		<ul style="list-style-type: none"> <li>• gives a brief incomplete answer which is not up to the point;</li> <li>• makes logical significant logical, lexical, grammar/pronunciation mistakes;</li> <li>• does not summarize and makes no conclusions;</li> <li>• gives no clear understanding of the topic/issue under discussion.</li> </ul>
X	1–34	2 Unsatisfactory	No answer is provided.

Presentation Checklist		
№	Checklist	Requirements
1.	First slide	Includes the title of the report, the author(s), their affiliation, group, year of studies, specialty.
2.	Final slide	Summarizes results and individual conclusions, states one's own attitude to the problem/issue under discussion.
3.	Body/Content	Presentation is complete, appropriate to the assignment and target audience, has a clear specific purpose and central idea, and shows excellent depth of research. All aspects of the topic under discussion are revealed. The information is presented in a logical, accurate, relevant, objective, sufficient, interesting manner and in an accessible form. All slides are presented in a logical order. Detailed outline written in proper format is included. Ideas are supported by evidence and real-life examples with appropriate use of facts and statistics.
4.	Design	Appropriate fonts, design, animation, and background colours are used. Presentation contains drawings, figures, tables, diagrams, photos, video/audio files. The design is not overloaded with excessive visual effects. Important information is emphasized appropriately.
5.	Creativity	The design and content are original. Presentation contains creative examples.
6.	Spelling, vocabulary, punctuation	The text on the slides is well readable. The information contains no serious mistakes in grammar, vocabulary, punctuation, and word usage.

5.	Reference list/bibliography section	If the information presented on the slides is not the speakers' own data, proper references are provided in the reference list. The reference list contains all used resources. It is organized in alphabetical order, APA style/any other assigned style.
6.	Oral delivery	The speaker delivers information energetically, engaging directly with the audience and supporting a strong eye contact. The speaker demonstrates mastery of the subject matter. His delivery is straightforward, smooth, and natural. The information is presented within the assigned time limits. The speaker is able to answer questions from the audience (if any).
7.	Deadline	Presentation is presented before/on the assigned day.

Assessment criteria for <u>presentation</u>			
Assessment scales			Criteria
ECTS scale	100-point scale	national scale	
A	100	5 Excellent	<ul style="list-style-type: none"> <li>• designs presentation with a deep understanding and awareness of the material, applies creative approach to the task;</li> <li>• makes a significant literature analysis before designing a presentation;</li> <li>• presents the material in an accessible form;</li> <li>• arranges the slides in a logical sequence;</li> <li>• states one's own attitude to the problem/issue under discussion, makes independent conclusions;</li> <li>• uses drawings, sounds, photos, animations in the amount justified by the content of the presentation;</li> <li>• reveals originality in design and selection of examples;</li> <li>• designs presentation creatively and independently;</li> <li>• provides a bibliography with a list of all used resources.</li> </ul>
	90		<ul style="list-style-type: none"> <li>• designs presentation with a deep understanding and awareness of the material, applies creative approach to the task;</li> <li>• makes a significant literature analysis before designing a presentation;</li> <li>• presents the material in an accessible form;</li> <li>• arranges the slides in a logical sequence;</li> <li>• states one's own attitude to the problem / issue under discussion, makes independent conclusions;</li> <li>• uses drawings, sounds, photos, animations in the amount justified by the content of the presentation;</li> <li>• reveals originality in design and selection of examples;</li> <li>• designs presentation creatively and independently;</li> </ul>

			<ul style="list-style-type: none"> <li>• provides a bibliography with a list of all used resources;</li> <li>• makes insignificant mistakes while presenting the material orally.</li> </ul>
<b>B</b>	<b>89</b>	<b>4 Good</b>	<ul style="list-style-type: none"> <li>• meets all the criteria put forward for designing a presentation;</li> <li>• presents the content clearly;</li> <li>• makes a significant literature analysis before designing a presentation;</li> <li>• arranges the slides in a logical sequence, gives conclusions at the final slide;</li> <li>• shows a deep understanding of the topic by applying graphs, drawings, diagrams;</li> <li>• reveals all aspects of the topic;</li> <li>• makes mistakes in References section design;</li> <li>• makes lexical mistakes on the slides.</li> </ul>
	<b>82</b>		<ul style="list-style-type: none"> <li>• meets all the criteria put forward for designing a presentation;</li> <li>• presents the content clearly;</li> <li>• arranges the slides in a logical sequence, gives conclusions at the final slide;</li> <li>• shows a deep understanding of the topic by applying graphs, drawings, diagrams, makes insignificant mistakes;</li> <li>• reveals all aspects of the topic;</li> <li>• makes mistakes in Bibliography section design;</li> <li>• makes lexical mistakes on the slides.</li> </ul>
<b>C</b>	<b>81</b>	<b>4 Good</b>	<ul style="list-style-type: none"> <li>• designs presentation strictly according to the topic;</li> <li>• arranges the slides in a logical sequence, gives conclusions at the final slide;</li> <li>• describes the content summarizing information from various sources;</li> <li>• uses graphs, drawings, diagrams in accordance with the requirements;</li> <li>• provides links to all mentioned resources in the Bibliography Section;</li> <li>• designs presentation for general use, not only for the students who created it.</li> </ul>
	<b>74</b>		<ul style="list-style-type: none"> <li>• designs presentation according to the topic;</li> <li>• arranges the slides in a logical sequence, gives conclusions at the final slide;</li> <li>• describes the content summarizing information from various sources;</li> <li>• uses graphs, drawings, diagrams;</li> <li>• provides links not to all the mentioned resources in the Bibliography section;</li> <li>• designs presentation for general use, not only for the students who created it.</li> </ul>
<b>D</b>	<b>73</b>	<b>3 Satisfactory</b>	<ul style="list-style-type: none"> <li>• presents information briefly in the form of a summary;</li> <li>• arranges the slides in a logical sequence, doesn't make any conclusions on the final slide;</li> <li>• presents information clearly but primitively;</li> <li>• puts emphasis on important issues, which are reflected in graphs, pictures and diagrams;</li> <li>• provides links not to all the mentioned resources in the Bibliography section;</li> <li>• makes grammar mistakes in the texts of the slides.</li> </ul>



	64		<ul style="list-style-type: none"> <li>• presents information briefly in the form of a summary;</li> <li>• often arranges the slides in an illogical sequence, doesn't make any conclusions on the final slide;</li> <li>• presents information clearly but he does not use correct terminology;</li> <li>• puts emphasis on important issues, which are reflected in graphs, pictures and diagrams;</li> <li>• provides links not to all the mentioned resources in the Bibliography section;</li> <li>• makes grammar and lexical mistakes in the texts of the slides.</li> </ul>
E	63	3 Satisfactory	<ul style="list-style-type: none"> <li>• creates presentation generally on the assigned topic, but does not cover the topic fully;</li> <li>• sticks to a certain presentation structure;</li> <li>• makes no conclusions at the final slide;</li> <li>• provides links not to a small amount of the mentioned resources in the Bibliography section;</li> <li>• makes significant mistakes in the slides.</li> </ul>
	60		<ul style="list-style-type: none"> <li>• creates presentation generally on the assigned topic, but does not cover the topic fully;</li> <li>• sticks to a certain presentation structure;</li> <li>• makes no conclusions at the final slide;</li> <li>• doesn't provide links to the mentioned resources in the Bibliography section;</li> <li>• makes numerous significant mistakes in the slides, provides information that is hard to understand.</li> </ul>
FX	59	2 Unsatisfactory	<ul style="list-style-type: none"> <li>• demonstrates presentation that lacks final slides / is unfinished;</li> <li>• provides no logical sequence of slides in the presentation, makes no conclusions;</li> <li>• makes numerous significant mistakes in the slides, provides information that is hard to understand;</li> <li>• demonstrates ambiguity and misunderstanding of the topic under discussion;</li> <li>• doesn't follow the rules of academic integrity.</li> </ul>
	35		<ul style="list-style-type: none"> <li>• demonstrates presentation that lacks final slides/is unfinished;</li> <li>• provides no logical sequence of slides in the presentation, makes no conclusions;</li> <li>• makes numerous significant mistakes in the slides, provides information that is hard to understand;</li> <li>• doesn't show a clear understanding of the topic in general;</li> <li>• doesn't follow the rules of academic integrity.</li> </ul>
X	1–34	2 Unsatisfactory	No answer is provided.

### Portfolio checklist

№	Checklist	Requirements
1.	Relevance to the topic	The degree to which the portfolio corresponds to a given topic, concept or idea. It is important that the results of the research correspond to the topic of the course.
2.	Creative approach to creating a portfolio	Being creative with your portfolio is a great way to showcase your uniqueness and talents. Instead of traditional solutions, you can experiment with design, media content and structure.
3.	Depth and practical relevance of the materials	Depth and practical relevance of the materials. Depth and practical relevance cover the following aspects: Demonstration of development: shows how skills and professional experience have developed over time. Problem-oriented approach: emphasises the solution of specific problems or tasks in projects. Practical examples: shows how the work has impacted real-life situations or processes. Analysis of results - this will show the ability to think critically and self-critically. The depth and practical relevance of the materials demonstrate the ability to think creatively and solve complex problems.
4.	Method of presentation of materials	Clear organisation of the portfolio. Divided into categories or sections. Choosing the right format. It can be a website, PDF file, presentation, interactive application, or even a physical sample of your work.
5.	Design of the portfolio, etc.	Addressing the target audience. Use of multimedia. Professional design and content. Clean and modern design that matches the topic. The content should be clear, concise and relevant.
6.	The presence of a pronounced author's position in the development of materials	Unified visual style. Unique content. These can be projects that were carried out on the basis of their own ideology or personal beliefs. Original ideas and concepts. Creating a personal brand - this may include creating your own logo, slogan or identifying elements.

Assessment criteria for <u>portfolio</u>			
Assessment scales			Criteria
ECTS scale	100-point scale	national scale	
A	100	5 Excellent	<ul style="list-style-type: none"> <li>meets all the criteria put forward for portfolio;</li> <li>clearly sets the goals for compiling a portfolio;</li> <li>designs a portfolio after a thorough analysis of personal achievements and progress over time;</li> <li>arranges the material in a logical sequence demonstrating personal learning progress over time;</li> <li>provides clear narrative explanation about each item demonstrating connection between the pieces and describing what was learnt;</li> <li>demonstrates clear awareness of one's own learning progress over time;</li> <li>states one's own assessment of the progress achieved, makes independent conclusions;</li> </ul>

			<ul style="list-style-type: none"> <li>• includes scan copies, photos, various collages of one's own works in the amount justified by the goals of the portfolio;</li> <li>• presents the material in an efficient and informative form;</li> <li>• reveals originality and creativity in design and selection of work examples.</li> </ul>
	90		<ul style="list-style-type: none"> <li>• meets all the criteria put forward for portfolio;</li> <li>• sets the goals for compiling a portfolio;</li> <li>• designs a portfolio after an analysis of personal achievements and progress over time;</li> <li>• arranges the material in a logical sequence demonstrating personal learning progress over time;</li> <li>• provides short narrative explanation about each item demonstrating connection between the pieces and describing what was learnt;</li> <li>• demonstrates awareness of one's own learning progress over time;</li> <li>• states one's own assessment of the progress achieved, makes conclusions;</li> <li>• includes scan copies, photos, various collages of one's own works in the amount sufficient for the goals of the portfolio;</li> <li>• presents the material in an informative form;</li> <li>• reveals elements of originality and creativity in design and selection of work examples.</li> </ul>
<b>B</b>	89	<b>4 Good</b>	<ul style="list-style-type: none"> <li>• meets all the criteria put forward for portfolio to a sufficient extend;</li> <li>• sets the goals for compiling a portfolio;</li> <li>• designs a portfolio after overiewing personal achievements and progress over time;</li> <li>• arranges most of the material in a logical sequence demonstrating personal learning progress over time;</li> <li>• provides short narrative explanation about most items demonstrating connection between the pieces and describing what was learnt;</li> <li>• demonstrates sufficient awareness of one's own learning progress over time;</li> <li>• provides sufficient assessment of the progress achieved, makes short conclusions;</li> <li>• includes scan copies, photos, various collages of one's own works in the amount sufficient for the goals of the portfolio;</li> <li>• presents the material in an informative form;</li> <li>• reveals elements of originality and creativity in design and selection of work examples.</li> </ul>
	82		<ul style="list-style-type: none"> <li>• meets all the criteria put forward for portfolio to a certain extend;</li> <li>• sets a goal for compiling a portfolio;</li> <li>• designs a portfolio after overiewing sufficient number of personal achievements and progress over time;</li> <li>• arranges most of the material in a logical sequence demonstrating personal learning progress over time;</li> <li>• provides some narrative explanation about some items demonstrating connection between the pieces or describing what was learnt;</li> <li>• demonstrates sufficient awareness of one's own learning progress over time;</li> <li>• provides some assessment of the progress achieved, makes conclusions;</li> </ul>

			<ul style="list-style-type: none"> <li>• includes scan copies, photos, various collages of one's own works in the amount sufficient for the goal of the portfolio;</li> <li>• presents the material in an informative form;</li> <li>• reveals some elements of originality and creativity in design and selection of work examples.</li> </ul>
<b>C</b>	<b>81</b>	<b>4 Good</b>	<ul style="list-style-type: none"> <li>• meets most of the criteria put forward for portfolio;</li> <li>• sets a goal for compiling a portfolio but sometimes evades from it;</li> <li>• designs a portfolio after overiewing a certain number of personal achievements and progress over a period of time;</li> <li>• tends to arrange most of the material in a logical sequence demonstrating personal learning progress over time;</li> <li>• provides narrative explanation about most items demonstrating some proofs of connection between the pieces or describing what was learnt;</li> <li>• demonstrates certain awareness of one's own learning progress over time;</li> <li>• provides some assessment of the progress achieved, makes conclusions;</li> <li>• includes scan copies, photos, various collages of one's own works in the amount sufficient for the goal of the portfolio;</li> <li>• presents the material in an informative form sufficient for general understanding;</li> <li>• reveals some elements of originality and creativity in design and selection of work examples.</li> </ul>
	<b>74</b>		<ul style="list-style-type: none"> <li>• meets most of the criteria put forward for portfolio;</li> <li>• sets a goal for compiling a portfolio but not always sticks to it;</li> <li>• designs a portfolio after studying a certain number of personal achievements and progress over a period of time;</li> <li>• arranges most of the material in a logical sequence not always clearly demonstrating personal learning progress over time;</li> <li>• provides narrative explanation about some items not always demonstrating connections between the pieces or describing what was learnt;</li> <li>• demonstrates some awareness of personal learning progress over time;</li> <li>• does not provide precise assessment of the progress achieved, makes some conclusions;</li> <li>• includes scan copies, photos, various collages of one's own works in the amount satisfactory to support the goal of the portfolio;</li> <li>• presents the material in a way sufficient for general understanding.</li> </ul>
<b>D</b>	<b>73</b>	<b>3 Satisfactory</b>	<ul style="list-style-type: none"> <li>• meets some of the criteria put forward for portfolio;</li> <li>• sets a goal for compiling a portfolio but not always sticks to it;</li> <li>• designs a portfolio randomly without including a sufficient number of personal achievements and demonstrating clear progress over a period of time;</li> <li>• not always arranges the material in a logical sequence to clearly demonstrate personal learning progress over time;</li> </ul>

			<ul style="list-style-type: none"> <li>● lacks narrative explanation about some items not always demonstrates connections between the pieces or describes what was learnt;</li> <li>● lacks to demonstrate clear awareness of personal learning progress over time;</li> <li>● does not provide assessment of the progress achieved, doesn't make enough conclusions;</li> <li>● includes scan copies, photos, various collages of one's own works in the amount satisfactory to support the goal of the portfolio;</li> <li>● presents the material in a way sufficient for general understanding.</li> </ul>
	64		<ul style="list-style-type: none"> <li>● meets some of the criteria put forward for portfolio;</li> <li>● sets a goal for compiling a portfolio but not always sticks to it;</li> <li>● doesn't include a sufficient number of personal achievements and lacks to clearly demonstrate progress over a period of time;</li> <li>● not always arranges the material in a logical sequence to demonstrate personal learning progress over time;</li> <li>● lacks narrative explanation about some items not always demonstrates connections between the pieces or describes what was learnt;</li> <li>● lacks to demonstrate clear awareness of personal learning progress over time;</li> <li>● does not provide clear assessment of the progress achieved, doesn't make enough conclusions;</li> <li>● includes scan copies, photos, various collages of one's own works in the amount satisfactory to support the goal of the portfolio.</li> </ul>
	63	<b>3 Satisfactory</b>	<ul style="list-style-type: none"> <li>● meets most of the criteria put forward for portfolio in a way;</li> <li>● does not set a clear goal for compiling a portfolio;</li> <li>● the examples of personal achievements included in the portfolio do not clearly demonstrate progress over a period of time;</li> <li>● lacks the arrangement of the material in a logical sequence to demonstrate personal learning progress over time;</li> <li>● not always demonstrates connections between the pieces or describes what was learnt;</li> <li>● lacks to demonstrate clear awareness of personal learning progress over time;</li> <li>● does not provide any assessment of the progress achieved, doesn't make enough conclusions;</li> <li>● includes scan copies / photos, various collages of one's own works in the amount satisfactory to demonstrate personal progress to a certain extend.</li> </ul>
	60		<ul style="list-style-type: none"> <li>● meets some of the criteria put forward for portfolio in a way;</li> <li>● does not set a clear goal for compiling a portfolio;</li> <li>● the examples of personal achievements included in the portfolio do not clearly demonstrate progress over a period of time;</li> <li>● lacks the arrangement of the material in a logical sequence to demonstrate personal learning progress over time;</li> <li>● not always demonstrates connections between the pieces or describes what was learnt;</li> </ul>

			<ul style="list-style-type: none"> <li>• lacks to demonstrate clear awareness of personal learning progress over time;</li> <li>• does not provide any assessment of the progress achieved, doesn't make enough conclusions;</li> <li>• includes scan copies / photos, various collages of one's own works in the amount satisfactory to demonstrate personal progress to a certain extend.</li> </ul>
FX	59	2 Unsatisfactory	<ul style="list-style-type: none"> <li>• does not meet most of the criteria put forward for portfolio;</li> <li>• does not set a goal for compiling a portfolio;</li> <li>• lacks to provide examples of personal achievements in the portfolio;</li> <li>• does not arrange the material in a logical sequence over time;</li> <li>• does not demonstrate connections between the pieces or describes what was learnt;</li> <li>• does not demonstrate any awareness of personal learning progress over time;</li> <li>• does not use photo copies, scans to demonstrate personal progress.</li> </ul>
	35		<ul style="list-style-type: none"> <li>• does not meet any of the criteria put forward for portfolio;</li> <li>• does not set a goal for compiling a portfolio;</li> <li>• scarcely provides any examples of personal achievements in the portfolio;</li> <li>• does not demonstrate any awareness of personal learning progress over time.</li> </ul>
X	1–34	2 Unsatisfactory	Task not attempted

Essay checklist		
№	Checklist	Requirements
1.	Introduction	Start with relevant opening sentences; state the importance of the subject; mention previous work done on the topic; point out the absence of the specific investigation you will suggest; signpost the sequence of material.
2	Body	Develop the arguments; make sure that each paragraph starts from a topic sentence; provide enough supporting details; illustrations and examples should be brief and to the point; move smoothly from one statement to another; use appropriate discourse markers; try to incorporate materials from your reading into the essay (paraphrase and use short quotations; long quotations should only be used if they are really essential); acknowledge all references made in the text.
3	Conclusion	Make an effective conclusion; restate and round off the ideas mentioned in the introduction; sum up the results of the investigation/research mentioned in the introduction; make comments or offer suggestions based on the findings/issues discussed in the main text.
4	Grammar and editing	Use correct tenses (the present tense is usually used to mention opinions and ideas from other research); use clause structures correctly ('although' and 'but' are not used together in the same sentence);
5	Vocabulary and proofreading	Consider careful choice of nouns, pronouns, adjectives (academic writing tends to be rather formal and usually avoids informal adjectives such as 'nice' and 'fantastic' for example), adverbs (in order to be precise, academic writing tends to avoid overgeneralizations and often uses adverbs such as 'often, usually, rarely etc. to express caution about the statements

		being made), verbs (academic writing usually avoids informal phrasal verbs and often uses rather formal Latinate verbs), possible synonyms; sentences (balance between long and short sentences/balance between simple and complex sentences. Proofread the whole essay and make sure there are no typos or spelling errors; set all the references in the appropriate format.
--	--	--

Assessment criteria for <u>essay</u>			
Assessment scales			Criteria
ECTS scale	100-point scale	national scale	
A	100	5 Excellent	<ul style="list-style-type: none"> <li>• fulfils all requirements for essay writing and presentation in terms of format, structure, number of pages and design;</li> <li>• conducts an in-depth study of primary sources and related literature, develops the topic independently;</li> <li>• defines the problem clearly, convincingly points out its relevance and novelty;</li> <li>• carries out the analysis of different points of view of scientists on the problem;</li> <li>• formulates a new aspect of the analyzed problem and proves his / her own point of view;</li> <li>• gives a complete description of the topic, presents the ideas competently, concisely and consistently in accordance with the essay outline;</li> <li>• makes logical conclusions, summarizes information;</li> <li>• demonstrates completeness and depth of knowledge on the topic;</li> <li>• gives correct answers to additional questions.</li> </ul>
	90		<ul style="list-style-type: none"> <li>• fulfils all requirements for essay writing and presentation in terms of format, structure, number of pages and design;</li> <li>• conducts an in-depth study of primary sources and related literature, develops the topic independently;</li> <li>• defines the problem clearly, convincingly points out its relevance and novelty;</li> <li>• carries out the analysis of different points of view of scientists on the problem;</li> <li>• formulates a new aspect of the analyzed problem and proves his/her own point of view;</li> <li>• gives a complete description of the topic, presents the ideas competently, concisely and consistently;</li> <li>• makes logical conclusions, summarizes information;</li> <li>• demonstrates completeness and depth of knowledge on the topic;</li> <li>• makes minor mistakes when answering additional questions.</li> </ul>
B	89	4 Good	<ul style="list-style-type: none"> <li>• fulfils all requirements for essay writing and presentation;</li> <li>• the requirements in terms of the number of pages are met, the requirements for the essay external design are met;</li> </ul>

			<ul style="list-style-type: none"> <li>• defines the problem clearly, convincingly points out its relevance;</li> <li>• demonstrates the ability to select the most important material related to the topic;</li> <li>• carries out a brief analysis of various points of view of scientists on the problem and outlines his/her own position;</li> <li>• gives a complete description of the topic and makes detailed conclusions;</li> <li>• demonstrates the completeness of knowledge on the topic;</li> <li>• sufficiently fully gives correct answers to additional questions.</li> </ul>
	82		<ul style="list-style-type: none"> <li>• fulfils all requirements for essay writing and presentation;</li> <li>• the requirements in terms of the number of pages are met, the requirements for the essay external design are met;</li> <li>• defines the problem clearly, convincingly points out its relevance;</li> <li>• demonstrates the ability to select the most important material related to the topic;</li> <li>• carries out a brief analysis of various points of view of scientists on the problem and outlines his/her own position;</li> <li>• gives a complete description of the topic and makes detailed conclusions;</li> <li>• demonstrates the completeness of knowledge on the topic;</li> <li>• makes speaking mistakes while presenting information and answering additional questions.</li> </ul>
C	81	4 Good	<ul style="list-style-type: none"> <li>• fulfils all requirements for essay writing and presentation, but at the same time makes slight mistakes;</li> <li>• points out the relevance of the problem, but doesn't prove its novelty;</li> <li>• presents the information succinctly, clearly, consistently, but makes minor grammatical mistakes;</li> <li>• makes correct conclusions and generalizations, but the sequence of their presentation is broken;</li> <li>• there are certain inaccuracies in the presentation of the material;</li> <li>• makes slight mistakes in the speech presentation of the essay.</li> </ul>
	74		<ul style="list-style-type: none"> <li>• fulfils all requirements for essay writing and presentation, but at the same time makes slight mistakes;</li> <li>• points out the relevance of the problem, but doesn't prove its novelty;</li> <li>• presents the essay succinctly, clearly, consistently, but makes minor grammatical mistakes;</li> <li>• makes correct generalizations, but the sequence of their presentation is broken;</li> <li>• there are certain inaccuracies in the presentation of the material;</li> <li>• conclusions are not clear;</li> <li>• makes slight mistakes in the speech presentation of the essay.</li> </ul>
D	73	3 Satisfactory	<ul style="list-style-type: none"> <li>• fulfils all requirements for essay writing and presentation, but at the same time makes mistakes;</li> <li>• there are inaccuracies in the presentation of the material, the connections between its parts are broken;</li> <li>• the logical sequence in judgments and conclusions is violated;</li> <li>• the requirements in terms of the number of pages are not met;</li> <li>• makes grammatical mistakes in language presentation of the essay;</li> <li>• gives incomplete answers to additional questions during the defense.</li> </ul>



	64		<ul style="list-style-type: none"> <li>• fulfils all requirements for essay writing, but at the same time makes mistakes;</li> <li>• there are inaccuracies in the presentation of the material, the connections between its parts are broken;</li> <li>• the logical sequence in judgments and conclusions is absent;</li> <li>• the requirements in terms of the number of pages are not met;</li> <li>• there are mistakes in essay presentation;</li> <li>• there are grammatical mistakes in language presentation of the essay;</li> <li>• gives incomplete answers to additional questions during the defense.</li> </ul>
E	63	3 Satisfactory	<ul style="list-style-type: none"> <li>• requirements for essay writing and presentation are not met completely;</li> <li>• does not prove the novelty, does not present the relevance of the problem;</li> <li>• makes mistakes in content and language presentation of the essay;</li> <li>• admits significant deficiencies in the presentation of information and its sequence;</li> <li>• reveals the topic only partially;</li> <li>• makes significant mistakes in content of the essay or while answering the additional questions;</li> <li>• makes no conclusions during the defense.</li> </ul>
	60		<ul style="list-style-type: none"> <li>• makes deviations from the requirements for writing and defending an essay;</li> <li>• makes mistakes in content and language presentation of the essay;</li> <li>• does not define the relevance and novelty;</li> <li>• there are significant drawbacks in presentation of information and its sequence;</li> <li>• reveals the topic only partially;</li> <li>• makes significant mistakes in content of the essay or while answering the additional questions;</li> <li>• makes no conclusions during the defense;</li> <li>• makes language and speech mistakes;</li> <li>• makes deviations from the requirements for referencing.</li> </ul>
FX	59	2 Unsatisfactory	<ul style="list-style-type: none"> <li>• does not reveal the topic of the essay;</li> <li>• a significant misunderstanding of the investigated problem is revealed;</li> <li>• does not fulfil the main requirements for essay writing and presentation.</li> </ul>
	35		
X	1–34	2 Unsatisfactory	No answer is provided.

Checklist for <u>lesson plan</u>		
№	Checklist	Requirements
1.	Learning Objectives	objectives clearly define what students should know or be able to do by the end of the lesson. Objectives are aligned with students' needs and interests.

2.	Student background	Evocation is ensured – prior knowledge, interests, learning styles are recognized
3.	Engagement Strategies	The lesson plan is oriented towards a variety of teaching methods to cater to different learning styles. Include interactive elements such as group discussions, hands-on activities, projects, or technology integration that encourage active participation.
4.	Assessment and Feedback:	Assessment tasks are designed that allow students to demonstrate their understanding in various ways. Feedback and opportunities for peer and self-assessment are incorporated in lesson plans to support learning and personal growth – self-regulative learning.
5.	Student Choice and Voice	Elements are included where students can make choices about their learning. It might be selecting topics, the type of project they want to work on, or how they wish to present their learning. Encouraging student voice fosters a sense of ownership and motivation.
6.	Collaborative Learning	Activities are planned that promote collaboration among students. Group work or peer learning encourages the development of social skills, critical thinking, and a deeper understanding of content.
7.	Real-World Connections	Content is relevant and connected to real-world scenarios. This helps students see the value of what they are learning and how it applies outside the classroom.
8.	Reflection	opportunities are included for students to reflect on their learning process and outcomes, and to develop their meta-cognitive skills and a deeper understanding of their own learning preferences and challenges.
9.	Flexibility	The plan can be adjusted based on student responses and needs.
10.	Technology Integration	Technology means provide students with creative ways to engage with the material and diverse tools
11.	Safe Learning Environment	Classroom is a safe space where all students feel valued and respected. A positive learning environment supports risk-taking and experimentation, key components of student-centred learning.
12.	Submission deadlines	Students submit the lesson plans before deadline

Assessment criteria for <u>lesson plan</u>			
Assessment scales			Criteria
ECTS scale	100-point scale	national scale	
A	100	5 Excellent	<ul style="list-style-type: none"> <li>• All criteria set for the lesson plan are met;</li> <li>• Lesson objectives are clearly defined and align with the interests and needs of the students;</li> <li>• The lesson is clearly planned, with all stages logically interconnected, and time optimally allocated;</li> <li>• Lesson stages are planned in a logical sequence, considering the time students will spend on each stage;</li> <li>• Methods cater to various learning styles, demonstrating a deep understanding of individual student needs;</li> </ul>

			<ul style="list-style-type: none"> <li>• Methods promote active student engagement through a variety of interactive tasks, group work, discussions, and projects;</li> <li>• Methods incorporate modern technologies and creative approaches, making learning interesting and motivating;</li> <li>• A variety of interactive tasks are developed to stimulate active student participation;</li> <li>• Tasks are selected for collaborative, group, and individual work, with integration across different subjects;</li> <li>• Didactic materials (presentations, videos, worksheets for individual work) are selected to ensure student engagement during the lesson;</li> <li>• The use of technical tools during tasks is thoughtfully planned, including the time allocated for them;</li> <li>• Criteria and systems for evaluating student work are well thought out for each form of work and task;</li> <li>• Methods of reflection and self-assessment are diverse, interesting, and appropriate for the students' age characteristics.</li> </ul>
	90		<ul style="list-style-type: none"> <li>• All criteria set for the lesson plan are met;</li> <li>• Lesson objectives are clearly defined, aligning with the interests and needs of the students;</li> <li>• The lesson is planned clearly, with all stages logically interconnected, time optimally allocated, although there may be slight time overruns at some stages;</li> <li>• Methods correspond to various learning styles, demonstrating a deep understanding of individual student needs;</li> <li>• Methods promote active student engagement through various interactive tasks, group work, discussions, and projects;</li> <li>• Methods incorporate modern technologies and creative approaches, making learning interesting and motivating;</li> <li>• Diverse interactive tasks have been developed to stimulate active student participation;</li> <li>• Tasks for collaborative, group, and individual work have been selected, though integration with various subjects is insufficient in some tasks;</li> <li>• Didactic materials (presentations, videos, worksheets for individual work) have been selected to ensure students' engagement during the lesson;</li> <li>• The use of technical tools during task execution is carefully planned, including the time spent working with them;</li> <li>• Criteria and a system for evaluating students' work have been carefully considered for each form of work and task;</li> <li>• Reflection and self-assessment methods are diverse, interesting, and generally aligned with students' age characteristics.</li> </ul>
B	89	4 Good	<ul style="list-style-type: none"> <li>• Most of the criteria set for the lesson plan are met;</li> <li>• Lesson objectives are clearly defined, aligning with the interests and needs of the students;</li> <li>• The lesson is planned clearly, with all stages logically interconnected, time optimally allocated, although there may be slight time overruns at some stages;</li> </ul>

			<ul style="list-style-type: none"> <li>• Methods suit the learning styles of most students well but may not be as effective for certain individuals;</li> <li>• Methods promote active student engagement, although there is less variety in the forms and methods of activity;</li> <li>• Interactive elements are included to encourage student participation;</li> <li>• Tasks for collaborative, group, and individual work have been selected, but integration with various subjects is not included in the tasks;</li> <li>• Didactic materials (presentations, videos, worksheets for individual work) have been selected to ensure students' engagement during the lesson;</li> <li>• The use of technical tools during task execution is carefully considered, but the time spent working with them is not specified;</li> <li>• Criteria and a system for evaluating students' work have been considered for each form and task;</li> <li>• Reflection and self-assessment methods for students' work during the lesson are not sufficiently thought out, aligning with students' age characteristics.</li> </ul>
	82		<ul style="list-style-type: none"> <li>• Most of the criteria set for the lesson plan are met;</li> <li>• Lesson objectives are defined, but they do not fully align with the interests and needs of the students;</li> <li>• The stages of the lesson are mostly interconnected, but the time allocated for student work at each stage is planned with errors, and not all transitions between stages are well thought out;</li> <li>• Methods correspond to the main learning styles but may not encompass all students;</li> <li>• Student interaction methods are at an acceptable level, but there is insufficient variety;</li> <li>• Interactive elements are included to encourage student participation;</li> <li>• Tasks for collaborative, group, and individual work have been selected, but integration with various subjects is not sufficiently provided in the tasks;</li> <li>• Didactic materials (presentations, videos, worksheets for individual work) have been selected to ensure students' engagement during the lesson;</li> <li>• The use of technical tools during task execution is considered, but the time spent working with them is not specified;</li> <li>• Criteria and a system for evaluating students' work have been considered for each form and task;</li> <li>• Reflection and self-assessment methods for students' work during the lesson are not sufficiently thought out, aligning with students' age characteristics.</li> </ul>
C	81	4 Good	<ul style="list-style-type: none"> <li>• Most of the criteria set for the lesson plan are met;</li> <li>• Lesson objectives are defined, but they do not fully align with the interests and needs of the students;</li> <li>• The stages of the lesson are mostly interconnected, but the time allocated for student work at each stage is planned with errors, and not all transitions between stages are well thought out;</li> <li>• Methods consider only the main learning styles and are not adapted for all students;</li> <li>• Student interaction methods are limited, and tasks are monotonous;</li> <li>• Some individual interactive elements are included to encourage student participation;</li> </ul>

<b>D</b>			<ul style="list-style-type: none"> <li>• Tasks for both collaborative and individual work have been selected, but tasks for group work are not provided;</li> <li>• Integration with various subjects is insufficient in the tasks;</li> <li>• Necessary didactic materials to facilitate student work during the lesson are not specified;</li> <li>• The use of technical tools during the lesson is not carefully planned;</li> <li>• Criteria and a system for evaluating students' work are not specified for all forms of student work and tasks;</li> <li>• Reflection and self-assessment methods for students' work during the lesson are not sufficiently thought out, aligning with students' age characteristics.</li> </ul>
	74		<ul style="list-style-type: none"> <li>• Most of the criteria set for the lesson plan are met;</li> <li>• Lesson objectives are defined, but they mostly do not align with the interests and needs of the students;</li> <li>• The stages of the lesson are planned with slight disruption to logical sequence, transitions between stages are not well thought out, and the time allocated for student work at each stage is not calculated;</li> <li>• Methods consider only the main learning styles and are not adapted for all students;</li> <li>• Student interaction methods are limited, and tasks are monotonous;</li> <li>• Some individual interactive elements are included to encourage student participation;</li> <li>• Tasks for both collaborative and individual work have been selected, but tasks for group work are not provided;</li> <li>• Integration with various subjects is not provided in the tasks;</li> <li>• Necessary didactic materials to facilitate student work during the lesson are not specified;</li> <li>• The use of technical tools during the lesson is not carefully planned;</li> <li>• Resting methods during the lesson are not considered;</li> <li>• Criteria and a system for evaluating students' work are not specified for all forms of student work and tasks;</li> <li>• Basic reflection and self-assessment methods are used.</li> </ul>
	73	<b>3 Satisfactory</b>	<ul style="list-style-type: none"> <li>• Some of the criteria set for the lesson plan are met;</li> <li>• Lesson objectives are defined, but they mostly do not align with the interests and needs of the students;</li> <li>• The logic of planning the lesson stages is weak, time is not considered at many stages, and transitions between stages are not well thought out;</li> <li>• Methods do not consider the learning styles of most students;</li> <li>• Student interaction methods are limited, and tasks are monotonous;</li> <li>• Some individual interactive elements are included to encourage student participation;</li> <li>• Tasks for individual work have been selected, but tasks for collaborative and group work are not provided;</li> <li>• Integration with various subjects is not provided in the tasks;</li> <li>• Necessary didactic materials to facilitate student work during the lesson are not specified;</li> <li>• The use of technical tools during the lesson is not carefully planned;</li> <li>• Criteria and a system for evaluating students' work are not specified for all forms of student work and tasks;</li> <li>• Reflection and self-assessment methods for students' work during the lesson are not well thought out.</li> </ul>
	64		<ul style="list-style-type: none"> <li>• Some of the criteria set for the lesson plan are met;</li> </ul>

			<ul style="list-style-type: none"> <li>• Lesson objectives are not clear, not specified to match the interests and needs of the students, do not consider individual student characteristics, and do not stimulate their active participation;</li> <li>• The stages of the lesson are planned with disruptions to logical sequence, most stages are planned with time overruns, and transitions between stages are not well thought out;</li> <li>• Selected methods partially correspond to various students' learning styles and ensure maximum interaction and engagement;</li> <li>• Some individual interactive elements are included to encourage active student participation;</li> <li>• Tasks for individual work have been selected, but tasks for collaborative and group work are not provided;</li> <li>• Integration with various subjects is not provided in the tasks;</li> <li>• Necessary didactic materials to facilitate student work during the lesson are not specified;</li> <li>• The use of technical tools during the lesson is not carefully planned;</li> <li>• Criteria and a system for evaluating students' work are not carefully considered for all forms of student work and tasks;</li> <li>• Reflection and self-assessment methods for students' work during the lesson are not carefully considered.</li> </ul>
<b>E</b>	<b>63</b>	<b>3 Satisfactory</b>	<ul style="list-style-type: none"> <li>• Some of the criteria set for the lesson plan are met;</li> <li>• Lesson objectives are not clear, not specified to match the interests and needs of the students, do not consider individual student characteristics, and do not stimulate their active participation;</li> <li>• The stages of the lesson are planned with disruptions to logical sequence, most stages are planned with time overruns, and transitions between stages are not well thought out;</li> <li>• Selected methods partially correspond to various students' learning styles and ensure maximum interaction and engagement;</li> <li>• No interactive elements are selected to encourage active student participation;</li> <li>• Tasks for individual work have been selected, but tasks for collaborative and group work are not provided;</li> <li>• Integration with various subjects is not provided in the tasks;</li> <li>• Necessary didactic materials to facilitate student work during the lesson are not specified;</li> <li>• The use of technical tools during the lesson is not carefully planned;</li> <li>• Criteria and a system for evaluating students' work are not carefully considered for all forms of student work and tasks;</li> <li>• Reflection and self-assessment methods for students' work during the lesson are not carefully considered.</li> </ul>
	<b>60</b>		<ul style="list-style-type: none"> <li>• Some of the criteria set for the lesson plan are met;</li> <li>• Lesson objectives are not clear, not specified to match the interests and needs of the students, do not consider individual student characteristics, and do not stimulate their active participation;</li> <li>• The stages of the lesson are planned with disruptions to logical sequence, time for transitions between stages significantly exceeds the optimal;</li> <li>• Selected methods do not correspond to various students' learning styles and do not ensure maximum interaction and engagement;</li> </ul>

			<ul style="list-style-type: none"> <li>• Only basic tasks for individual work are selected, collaborative and group work of students is not provided for;</li> <li>• No interactive elements are selected to encourage active student participation;</li> <li>• Integration with various subjects is not provided in the tasks;</li> <li>• Necessary didactic materials to facilitate student work during the lesson are not specified;</li> <li>• The use of technical tools during the lesson is not carefully planned;</li> <li>• Criteria and a system for evaluating students' work are not carefully considered for all forms of student work and tasks;</li> <li>• Reflection and self-assessment methods for students' work during the lesson are not carefully considered.</li> </ul>
FX	59	2 Unsatisfactory	<ul style="list-style-type: none"> <li>• Does not meet most of the criteria outlined for the lesson plan;</li> <li>• The lesson objectives are formulated without considering the interests and needs of the students, do not take into account the individual characteristics of the students, and do not stimulate their active participation;</li> <li>• The lesson objectives are defined, but they do not align with the interests and needs of the students;</li> <li>• The stages of the lesson are planned with disruptions to logical sequence, and the time for transitions between stages significantly exceeds the optimal;</li> <li>• Selected methods do not correspond to various students' learning styles and do not ensure maximum interaction and engagement;</li> <li>• Clear tasks for students to perform during the lesson are not thought out;</li> <li>• No interactive elements are selected to encourage active student participation;</li> <li>• Integration with various subjects is not provided in the tasks;</li> <li>• Necessary didactic materials to facilitate student work during the lesson are not specified;</li> <li>• The use of technical tools during the lesson is not carefully planned;</li> <li>• Criteria and a system for evaluating students' work are not carefully considered for all forms of student work and tasks;</li> <li>• Reflection and self-assessment methods for students' work during the lesson are not carefully considered.</li> </ul>
	35		
X	1–34	2 Unsatisfactory	The lesson plan has not been prepared.

Assessment scale (adjusted by each university separately)		
Mark on the scale of the higher education institution		
90–100	A	passed

81–89	82-89	B	
75–80	74-81	C	
60–74	64-73	D	
50–59	60-63	E	
0-49	0-59	F / FX / X	failed

Equipment, digital tools, and educational technologies for the course	
Smart board and other equipment procured during the BOOST project, Internet, educational technologies, smartphones	
Books and resources recommended for this course	
<b>Recommended books</b>	<ol style="list-style-type: none"> <li>1. Carloni, G., Fotheringham, C., Virga, A., Zuccala, B. (Eds.) (2021). Blended learning and the Global South: Virtual Exchanges in Higher Education. Venezia : Fondazione Universita Ca' Foscari. Available at : <a href="https://edizionicafoscari.unive.it/media/pdf/books/978-88-6969-529-2/978-88-6969-529-2_PXKXQIW.pdf">https://edizionicafoscari.unive.it/media/pdf/books/978-88-6969-529-2/978-88-6969-529-2_PXKXQIW.pdf</a>.</li> <li>2. Conrad, D., Openo, J. (2018). Assessment strategies for online learning: engagement and authenticity. Edmonton : Athabasca University Press. Available at : <a href="https://www.aupress.ca/books/120279-assessment-strategies-for-online-learning/">https://www.aupress.ca/books/120279-assessment-strategies-for-online-learning/</a>.</li> <li>3. Li, M.; Han, X.; Cheng, J. (2024). Handbook of Educational Reform Through Blended Learning. Singapore : Springer Nature. Available at : <a href="https://library.oapen.org/bitstream/20.500.12657/85103/1/978-981-99-6269-3.pdf">https://library.oapen.org/bitstream/20.500.12657/85103/1/978-981-99-6269-3.pdf</a>.</li> <li>4. Lin, H.-Ch. K. (Ed.) (2023). Sustainable E-learning and Education with Intelligence. MDPI. <a href="https://mdpi.com/books/pdfview/book/7836">https://mdpi.com/books/pdfview/book/7836</a>.</li> <li>5. Llevot-Calvet, N, Bernad-Cavero, O. (Eds.) (2018). Advanced Learning and Teaching Environments - Innovation, Contents and Methods. London : Intechopen. 284 p. Available at : <a href="https://mts.intechopen.com/storage/books/6161/authors_book/authors_book.pdf">https://mts.intechopen.com/storage/books/6161/authors_book/authors_book.pdf</a>. <a href="http://dx.doi.org/10.5772/intechopen.68354">http://dx.doi.org/10.5772/intechopen.68354</a>.</li> <li>6. Van Wyk, M. (Ed.) (2023). Technology in Learning. London : IntechOpen. Available at : <a href="https://mts.intechopen.com/storage/books/12731/authors_book/authors_book.pdf">https://mts.intechopen.com/storage/books/12731/authors_book/authors_book.pdf</a>.</li> <li>7. Vaughan, N. D., Dell, D., Cleveland-Innes, M., Garrison, D. R. (2023). Principles of Blended Learning. Shared Metacognition and Communities of inquiry. Available at : <a href="https://www.aupress.ca/books/120324-principles-of-blended-learning/">https://www.aupress.ca/books/120324-principles-of-blended-learning/</a>.</li> <li>8. Willison, J. (2020). The Models of Engaged Learning and Teaching: Connecting Sophisticated Thinking from Early Childhood to Phd. Singapore : Springer Nature. Available at : <a href="https://library.oapen.org/bitstream/20.500.12657/37702/1/2020_Book_TheModelsOfEngagedLearningAndT.pdf">https://library.oapen.org/bitstream/20.500.12657/37702/1/2020_Book_TheModelsOfEngagedLearningAndT.pdf</a>.</li> </ol>



<b>Extra internet books and resources</b>	<ol style="list-style-type: none"> <li>1. Mentz, Elsa, Oliver, J. et al (2020). Self-directed multimodal learning in higher education. Durbanville : AOSIS. Available at : <a href="https://library.oapen.org/bitstream/20.500.12657/48738/1/9781928523420.pdf">https://library.oapen.org/bitstream/20.500.12657/48738/1/9781928523420.pdf</a>.</li> <li>2. Tarnopolsky, O. (2012). Constructivist Blended Learning Approach to Teaching English for Specific Purposes. Available at : <a href="https://www.degruyter.com/document/doi/10.2478/9788376560014/html">https://www.degruyter.com/document/doi/10.2478/9788376560014/html</a>.</li> <li>3. The Blended Learning Toolkit. Available at : <a href="https://blended.online.ucf.edu/blendkit-course/">https://blended.online.ucf.edu/blendkit-course/</a>.</li> </ol>
<b>Course quality monitoring</b>	
<ol style="list-style-type: none"> <li>1. Syllabus feedback from internal and external peer-reviewers</li> <li>2. Feedback from students who attend the course</li> <li>3. Students' performance in the course</li> </ol>	

*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.*