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Modernization of Pedagogical Higher Education
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CONCEPT COURSE¹

HIGHER EDUCATION INSTITUTION		SHEI «Precarpathian national university named after Vasyl Stefanyk»
Institute (faculty), department or other structural subdivision, where the course is fixed		Pedagogy Faculty Pedagogy of Primary Education Department
DESCRIPTION OF THE COURSE²		
1	Course Title	Geocultural Scientific Literacy
2	Module Code	
3	Cycle/Higher Education Level	NQF of Ukraine – 7 level - Master, FQ-EHEA – second cycle, EQF-LLL – 7 level Second (Master) level

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4	Higher Education Degree	Master
5	Field of Science	01 «Education»
6	Speciality	013 Primary Education. Specialization «English Language and Literature»
7	Education Program Title, where Education Course belongs.	Education Program «Primary Education»
8	Education Qualification to be assigned	«Teacher of Pedagogy, primary school teacher, teacher of English in primary school»
9	Forms of Study (Full-time, part-time, distance)	Full-time, part-time
10	Course status - Normative or Elective / Optional Course (according to the choice of the institution of higher education, students)	According to the choice of the Institution of Higher Education
11	Prerequisites for studying the course	Basic knowledge and skills of using information and communication technologies, digital literacy, innovative educational technologies, knowledge and experience of already mastered academic disciplines: Practical English course in primary school Methodology of teaching English English literature for children



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		Foreign language of professional communication Country Studies and others
12	Year of studying, semester.	2nd year of Master's Program, 1 Semesters
13	ECTS Credits Number of hours spent on studying the course	3.0 ECTS credits Total hours: 90, incl. for full-time form of study: 8 lecture hours, 22 hours of practical classes, 60 hours - independent work of students; for part-time form of study - 90, including 2 lecture hours, 8 hours of practical classes, 80 hours - independent work of students.
14	Form of summative assessment	Examination
15	Language of the course	English
16	URL of the Educational Content of the Course (permanent placement)	http://194.44.152.156/course/view.php?id=6
17	Course developer	Candidate of Pedagogical Sciences, Associate Professor of Pedagogy of Primary Education Blyznyuk Tetyana Oleksandrivna

BRIEF SUMMARY OF THE COURSE

The course "Geocultural scientific literacy" aims at improving students' command of English in the process of preparing a qualified specialist for work in New Ukrainian School. The educational content of the course contains material for the formation of students' geocultural scientific literacy through the recognition of the geographical and cultural differences of their native land and the English-speaking countries (Great Britain and the USA), scientific discoveries and achievements of prominent scientists in the field of STEAM (by the creation of game-cards "Guess Who?"). It is intended to familiarize students with innovative



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teaching tools based on English-language educational electronic resources. Within the course, future teachers are suggested to create their own educational content, which can be used in their professional activity in primary school. Considerable attention is paid to the issues of conceptualization of geocultural scientific literacy; its evolution; developing a model of geocultural scholarly literacy, introducing innovative pedagogical technologies and teaching tools in primary school (Kahoot, Mentimeter, Flipgrid) for the development of appropriate educational content and constructive cooperation - student-teacher, student-student (pupil-teacher, pupil-pupil); development of future teachers' critical, creative thinking, presentations of educational creative work for collaboration with primary school students at lessons, etc..

KEY WORDS

The concept of "literacy", scientific literacy, geocultural scientific literacy, the English language, future teachers of the New Ukrainian school, primary school students, innovative pedagogical technologies, innovative teaching/learning tools.

AIMS OF THE COURSE

The aims of the course is to increase the level of foreign language communication competence of students of pedagogical specialties on the basis of work with innovative teaching tools using English-language educational electronic resources; to expand the students' outlook on the geographical and cultural peculiarities of English-speaking countries (Great Britain and the United States), scientific discoveries and achievements of prominent scholars; to prepare a creative, competitive specialist for realizing the acquired knowledge at the New Ukrainian school, capable of successfully adapting to new situations and making non-standard solutions.

COMPETENCIES THAT ARE FORMED DURING THE STUDY OF THE COURSE

Integral Competence (CI)	CI. Ability to solve simulated tasks of pedagogical situations in future professional pedagogical activity on the basis of knowledge of theoretical aspects of the course, obtained practical skills of using innovative teaching tools; communicate (oral and written communication) in English for successful adaptation to new situations and the adoption of non-standard solutions.
Generic Competences (GC)	CG-1. Ability to communicate in a foreign language; CG-2. Knowledge of the use of information and communication technologies; CG-3. Ability to creative search, non-standard solution of pedagogical problems and situations.
Professional (Specific) competences (SC)	CS-1. Ability to use digital tools in an interdisciplinary context to address communicative and cognitive tasks in primary school education.



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	CS-2. Ability to actualize and apply acquired experience of English-speaking communication for its successful implementation in pedagogical communicative activities with primary school students. CS-3. Ability to use modern educational technologies, innovative approaches in solving standard and problem methodological issues while teaching certain themes of an educational field or primary school subject.
EXPECTED LEARNING OUTCOMES OF THE COURSE	
Learning Outcomes ³	Forms and Methods of evaluation ⁴
Professional knowledge	Students explain the basic theoretical concepts of the course: literacy, geocultural literacy, scientific literacy, geocultural scientific literacy. Students analyze the main statements of the New Ukrainian School and to substantiate the connection of geocultural scientific literacy with key competences in its concept. Students apply leading innovative pedagogical technologies to create projects at primary school. Students use innovative learning tools for formative assessment and project creation in primary school within the subject "I explore the world".
Professional skills and abilities	Students analyze, critically comprehend and logically substantiate the theoretical and video material (concerning the conceptualization of geocultural scientific literacy). Students use innovative pedagogical technologies in primary school for designing projects or fragments

² National qualifications framework. Appendix to the Resolution of the Cabinet of Ministers of Ukraine of November 23, 2011 № 1341 (as amended by the Resolution of the Cabinet of Ministers of Ukraine of June 25, 2020 № 519). Access mode: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF/paran12#n12> (Національна рамка кваліфікацій. Додаток до постанови Кабінету Міністрів України від 23 листопада 2011 р. № 1341 (в редакції постанови Кабінету Міністрів України від 25 червня 2020 р. № 519). Режим доступу: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF/paran12#n12>)

³ Summative assessment (SA1, SA2...); formative assessment (FA1, FA2...).(Підсумкова оцінка (ПО1, ПО2...); формувальне оцінювання (ФО1, ФО2...)).



	<p>of lessons. Students create new educational content with innovative teaching/learning tools based on English-language educational electronic resources for primary school students.</p>
Communication	<p>Students communicate (orally and in written form) in English in the field of professional interests; independently carry out designing of English language behaviour in pedagogical situations. Students apply various forms (speech, group discussion, etc.) and methods (oral, written, non-verbal) of communication for the implementation of innovative pedagogical technologies and the latest teaching/learning tools in the educational process in primary school.</p>
Autonomy and responsibility	<p>Students design fragments of lessons using the innovative pedagogical technologies and tools in organizing the educational process in primary school. Students independently apply the latest pedagogical technologies and tools of teaching at the interdisciplinary level in primary school, to construct a teaching/learning educational environment. Students argue, defend their own decisions, self-develop and improve geocultural scientific literacy.</p>

CONTROL OF STUDENTS' ACADEMIC ACHIEVEMENTS

Criteria for evaluating learning outcomes	<i>Criteria for oral answer (formative assesment) (Module 1 Theme 1):</i>			
	Criteria	Scoring Criteria	Total points 1 - 5	Student's points (1-5)
	Relevance and thoroughness of the theoretical material (content development)	Logical sequence of presented information, accuracy and relevance of data	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Practical skills of using digital tools (Concept Map, Mentimeter) or other ICT.	Usage of digital tools is attention-getting, well selected	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	



	Creative abilities in presenting English-language authentic material	Manner of the oral presentation, contact with the audience, good English language skills, visual aids, conclusions	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Communication skills with the other students and the teacher Reflection skills	The presenter involves and reaches the audience, felt feedback	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Score	Total points	20 (high level/excellent)	
<i>Criteria for the Model of Geocultural Scientific Literacy (Module 1 Theme 1):</i>				
	Criteria	Scoring Criteria	Total points (1-5)	Student's points (1-5)
	Organization of the answer presenting the Model	Logical sequence of presented information	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Content of the presented information	All structural elements of the Model are presented logically and thoroughly explained	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Creativity of the presentation	Manner of the presentation, contact with the audience, good English language skills, visual aids, correct use of Concept Map, conclusions	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Score	Total points	15 (high level/excellent)	



Criteria for students' independent work (Module 1 Theme 1):

Criteria	Scoring Criteria	Total points 1 - 5	Student's points (1-5)
Relevance and thoroughness of the theoretical material presentation (content development)	Logical sequence of presented information, accuracy and relevance of data	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Practical skills of using digital tools	Usage of digital tools is attention-getting, properly selected	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Creative skills in presenting English-language domestic and authentic material	Manner of the presentation, contact with the audience, good English language skills, audio-visual aids	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Usage of Ukrainian and foreign sources (including printed and audio material, etc.)	Variety of sources used in independent work	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Score	Total points	20 (high level/excellent)	

Criteria for the written work (Module 1 Theme 2):

Criteria	Scoring Criteria	Total points 1 - 5	Student's points (1-5)
Introduction of the topic and its relevance,	Logical sequence of presented written information,	Excellent - 5 Good - 4	



		accuracy and relevance of data in the main body	Acceptable - 3 Unacceptable -2	
	Conclusions	attention-getting and well arranged	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Grammar and spelling	English language written skills	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Citations and sources used for the written paper	The presenter uses variety of sources and citations	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Score	Total points	20 (high level/excellent)	
<i>Criteria for creative work presentation (Module 1 Theme 3):</i>				
	Criteria	Scoring Criteria	Total points (1-5)	Student's points (1-5)
	Organization of the answer presenting the innovative pedagogical technology	Logical sequence of presented information	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
	Content of the presented information	Introduction is attention-getting, good lay out of the innovative pedagogical technology, accuracy and relevance of information according to the chosen lesson in	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	



	primary school, demonstrating practical examples		
Creativity of the presentation	Manner of the presentation, contact with the audience, good English language skills, visual aids or / and use of ICT, conclusions	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Score	Total points	15 (high level/excellent)	
<i>Criteria for Module test 1:</i>			
Criteria	Scoring Criteria	Total points	
Excellent	Answer is complete; factually correct, sufficient detail provided; answer focuses only on issues related to the question;	5	
Good	Answer is brief with insufficient detail. Unrelated issues were introduced with minor errors in content	4	
Acceptable	Answer is incomplete. Excessive discussion of unrelated issues and/or significant errors in content	3	
Unacceptable	Weak organization with no answer to the question; none of the relevant details were included	2	
Score	Total points	5 (high level/excellent) – 10%	
<i>Criteria for multimedia presentation (Module 2 Theme 1):</i>			
Criteria	Scoring Criteria	Total points	Student's points
Organization of the oral answer	Logical sequence of presented information in ppt	Excellent - 5 Good - 4	



			Acceptable - 3 Unacceptable -2	
Content of the answer	Introduction is attention-getting, good lay out of the problem, accuracy and relevance of information according to the chosen lesson in primary school, demonstrating practical examples of using Kahoot tool		Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Creativity of the multimedia presentation	Manner of the presentation, contact with the primary school audience, good English language skills, visual aids, use of ICT (video, audio, etc), conclusions		Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Score	Total points		15 (high level/excellent)	
<i>Criteria for multimedia presentation (Module 2 Theme 2):</i>				
Criteria	Scoring Criteria	Total points	Student's points	
Organization of the oral answer	Logical sequence of presented information in ppt	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2		
Content of the answer	Introduction is attention-getting, good lay out of the problem, accuracy and relevance of information according to the chosen lesson in primary school, illustration of practical examples of using game-cards "Guess Who?"	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2		



Creativity of the multimedia presentation	Manner of the presentation, contact with the primary school audience, good English language skills, visual aids, use of ICT (video, audio, etc), conclusions	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Score	Total points	15 (high level/excellent)	

Criteria for Flipgrid Theme presentation (Module 2 Theme 3):

Criteria	Scoring Criteria	Total points	Student's points
Organization of the oral answer	Logical sequence of presented information in the video messages	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Content of the answer	Introduction is attention-getting, good lay out of the topic, accuracy and relevance of information according to the chosen lesson in primary school, relevance of the applications used in the video messages	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Creativity of the Flipgrid Theme	Manner of the presentation, virtual contact with the primary school audience, good English language, visual aids (pictures, video, audio, etc), conclusions	Excellent - 5 Good - 4 Acceptable - 3 Unacceptable -2	
Score	Total points	15 (high level/excellent)	



	<p><i>Criteria for Module test 2[^]</i></p> <table border="1"> <thead> <tr> <th data-bbox="479 336 815 371">Criteria</th> <th data-bbox="815 336 1361 371">Scoring Criteria</th> <th data-bbox="1361 336 1756 371">Total points</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 371 815 475">Excellent</td> <td data-bbox="815 371 1361 475">Answer is complete; factually correct, sufficient detail provided; answer focuses only on issues related to the question;</td> <td data-bbox="1361 371 1756 475">5</td> </tr> <tr> <td data-bbox="479 475 815 579">Good</td> <td data-bbox="815 475 1361 579">Answer is brief with insufficient detail. Unrelated issues were introduced with minor errors in content</td> <td data-bbox="1361 475 1756 579">4</td> </tr> <tr> <td data-bbox="479 579 815 683">Acceptable</td> <td data-bbox="815 579 1361 683">Answer is incomplete. Excessive discussion of unrelated issues and/or significant errors in content</td> <td data-bbox="1361 579 1756 683">3</td> </tr> <tr> <td data-bbox="479 683 815 786">Unacceptable</td> <td data-bbox="815 683 1361 786">Weak organization with no answer to the question; none of the relevant details were included</td> <td data-bbox="1361 683 1756 786">2</td> </tr> <tr> <td data-bbox="479 786 815 821">Score</td> <td data-bbox="815 786 1361 821">Total points</td> <td data-bbox="1361 786 1756 821">5 (high level/excellent) – 10%</td> </tr> </tbody> </table>	Criteria	Scoring Criteria	Total points	Excellent	Answer is complete; factually correct, sufficient detail provided; answer focuses only on issues related to the question;	5	Good	Answer is brief with insufficient detail. Unrelated issues were introduced with minor errors in content	4	Acceptable	Answer is incomplete. Excessive discussion of unrelated issues and/or significant errors in content	3	Unacceptable	Weak organization with no answer to the question; none of the relevant details were included	2	Score	Total points	5 (high level/excellent) – 10%
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Score	Total points	5 (high level/excellent) – 10%																	
Means for diagnosing learning outcomes	<p>Oral evaluation of theoretical concepts. Creative work: construction of a conceptual mind map, developing of the model of geocultural scientific literacy, creation and piloting in mini-groups of developed thematic testing of primary school students using the tool Kahoot for formative assessment; multimedia presentation of the developed fragment of any lesson for primary school students based on the chosen innovative pedagogical technology; multimedia presentation of the online service Kahoot and justification of its use in primary school for formative assessment of the students' results in different subjects; project as a developed piece of educational content – game-cards “Guess Who?”, as the integration of STEAM - topics in the primary school;</p>																		



	<p>creation of the video educational content: development of a fragment of a lesson in the subject "I Explore the World" with the help of the platform - Flipgrid; Written work (essay-reflections, digests, glossary based on theoretical material of the course (tag cloud with Mentimeter), testing, module tests); Independent work; Exam.</p>
List of questions for summative assessment	List of questions for summative assessment is offered in the Handbook p. 26.
Summative assessment	<p>The evaluation system consists in the following activities, indicating the weight of each one for the final mark: Module test 1 (10%) and Module test 2 (10%) for evaluating GC 2, CS 1. Creative work preparation and presentation on Module 1 (10%) and Module 2 (10%) for evaluating GC 3, SC 2, SC 3. Independent work preparation (20%) for evaluating GC 3, CS 3. Evaluation of the GC1 is realised through working at all of the specific competences. A final exam in which all generic competences are evaluated through specific competences (40%).</p> <p>SA 1. Module 1 (Creative work: a model of geocultural scientific literacy with Concept Map, a written work on a suggested topic, presentation of the developed fragment of any lesson for primary school students based on the chosen innovative pedagogical technology) - 10% SA 2. Test on Module 1 - 10% SA 3. Module 2 (creation of Kahoot as the fragments of lessons for primary school students, create 3 game-cards "Guess Who?" as the fragment of a theme at the lesson ("I Explore the World", "English") for primary school students, create a fragment of the lesson "I Explore the World" for primary school students using Flipgrid Video-conferencing platform) - 10% SA 4. Test on Module 2 - 10% SA3. Students' independent work - 20% SA4. Exam - 40% Total – 100 %</p>



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<p>Communication and feedback</p>	<p>Results of students' performance of practical (individual) tasks, different kinds of creative work for primary school, projects (write their forms of assessment), Module tests 1,2, as well as a general assessment of each content module is provided either to each student individually or for the whole group.</p> <p>Information about the results of work on the creative work as for designing a conceptual mind map, a model of geocultural scientific literacy the student can get during the 3-4th weeks of the study process.</p> <p>The students can receive information on the results of presentation of the developed fragment of any lesson for primary school students based on the chosen innovative pedagogical technology, during the 6th week of training.</p> <p>The students can obtain information on the results of the Module test 1 on the individual basis for 6-7th weeks of training.</p> <p>Information about the assessment of the multimedia presentation of the online service Kahoot and justification of its use in primary school for formative assessment and creation and piloting the developed thematic testing of primary school students using the tool Kahoot, can be provided to the students after they demonstrate the results of the work (approximately during 7-8th weeks of training).</p> <p>The students' project results on a developed piece of educational content - 3 game-cards "Guess Who?" and a fragment of a lesson for the subject "I Explore the World" with the help of the application Flipgrid can be provided to them after they demonstrate the results of their creative work (approximately during 8-9th weeks of training).</p> <p>Student's independent work is checked during the 10th week of study.</p> <p>Information on the mastery of the material on the content module 2 can be provided to students at the 11th week of training.</p> <p>The results of the final examination the students receive after the exam is taken during the session period.</p> <p>Contact information for assistance and counseling: blyztan@yahoo.com</p>																		
<p>Assessment scale of the HEI</p>	<table border="1"> <tr> <td>Mark on the scale of the higher education institution</td> <td></td> <td></td> </tr> <tr> <td>90 – 100</td> <td>A</td> <td>excellent</td> </tr> <tr> <td>80 – 89</td> <td>B</td> <td>good</td> </tr> <tr> <td>70 – 79</td> <td>C</td> <td rowspan="2">satisfactory</td> </tr> <tr> <td>60 – 69</td> <td>D</td> </tr> <tr> <td>50 – 59</td> <td>E</td> <td>unsatisfactory with the possibility of re-assessment</td> </tr> </table>	Mark on the scale of the higher education institution			90 – 100	A	excellent	80 – 89	B	good	70 – 79	C	satisfactory	60 – 69	D	50 – 59	E	unsatisfactory with the possibility of re-assessment	
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		26 – 49	FX									
		0-25	F	unsatisfactorily with compulsory repeated study of the course								
STRUCTURE OF THE COURSE												
<i>Names of content modules and themes</i>	<i>Number of hours</i>											
	<i>total</i>	<i>Full-time form</i>					<i>Part-time form</i>					
		<i>including</i>					<i>total</i>	<i>including</i>				
		<i>lectur es</i>	<i>practi cals</i>	<i>lab. work</i>	<i>indiv. work</i>	<i>indep. work.</i>		<i>lectur es</i>	<i>practi cals</i>	<i>lab. work</i>	<i>indiv. work</i>	<i>indep. work.</i>
1	2	3	4	5	6	7	8	9	10	11	12	13
	90	8	22			60	90	2	8			80
Module 1												
GEOCULTURAL SCIENTIFIC LITERACY AND INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE 21ST CENTURY												
Theme 1. Definition and conceptualization of geocultural scientific literacy: main goal, tasks and expectations	16	2	4			10	14	2	2			10
Theme 2. New Ukrainian School and understanding the reflection of geocultural scientific literacy in its conception.	14	2	2			10	12		2			10
Theme 3. Innovative pedagogical technologies in primary school.	14		4			10	10					10
Total for content module 1	44	4	10			30	36	2	4			30
Module 2												
USE OF INNOVATIVE TEACHING/LEARNING TOOLS IN PRIMARY SCHOOL												



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Theme 1. Online service Kahoot as a partner collaboration tool: usage opportunities, guidelines for developing educational content		2	4			10	22		2			20
Theme 2. STEAM integration in the learning process by means of the game-cards “Guess Who?”: guidelines for developing educational content.		2	4			10	22		2			20
Theme 3. Flipgrid – educational platform for video conferencing in a virtual environment practicing innovative teaching approaches and supportive technical tools.			4			10	10					10
Total for content module 2		4	12			30	54		4			50
<i>Total hours</i>		8	22			60	90	2	8			80

COURSE EDUCATIONAL PROGRAM (CONTENT BLOCK)

Module/Theme	Topics of seminars / practical / laboratory classes (if any)	Approximate topics for individual and / or group tasks (if any)	Task for independent work
Module 1	Geocultural Scientific Literacy and Innovative Pedagogical Technologies in the 21st Century		
Theme 1.	Definition and conceptualization of geocultural scientific literacy: main goal, tasks and expectations	Oral justification of theoretical concepts, learning to design a mind map (using Concept Map). Development of the Model of Geocultural scientific literacy.	Define and conceptualize the concept of geocultural scientific literacy. Argue, and logically structure the key terminology on the topic for the design of the thematic glossary in



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		<p>Get acquainted with a digital tool Mentimeter and its types of presentations. Preparation of thematic glossary in English (Mentimeter – Cloud of tags) .</p>	<p>English (Mentimeter – Cloud of tags). Generate own ideas for the development of the model of Geocultural scientific literacy with the help of technology of concept mapping. Select and be ready to present English-language video material for the topic</p>
Theme 2.	New Ukrainian School and understanding the reflection of geocultural scientific literacy in its conception.	<p>Oral announcement of the key competences of the New Ukrainian school and the ability to theoretically justify their connection with the concept of Geocultural scientific literacy on the basis of analysis of video material. Project work on the topic (ppt, oral-individual reflection or essey).</p>	<p>Identify and interpret the key statements of the New Ukrainian School (NUS) Concept Analyze in what way geocultural scientific literacy is presented in the Concept of NUS. Analyze video material on formative assessment and be ready to discuss. Compare traditional model of evaluation of students' learning outcomes with formative and summative assessment. Search for digital tool suitable for formative assessment in primary scholl, make the list and be ready to present on the following prsctical classes.</p>



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			Select the material for writing a test work on the topic using various sources.
Theme 3.	Innovative pedagogical technologies in primary school.	Individual presentation of the list of advanced innovative pedagogical teaching technologies that can be used in primary school. Development and individual presentation at the practical class of one of innovative pedagogical technologies with examples of its use in primary school	Report on innovative pedagogical teaching technologies: their essence and classification. Select the material on the effective use of innovative pedagogical teaching technologies in primary school (domestic and English language sources). Define the basic principles and peculiarities of the use of the technology of "flipped learning", technology of "peer assessment", problem-oriented learning, project technology, inquiry-based learning technology, interactive technologies, network and multimedia technologies, etc. Revise the content of Module 1 for writing modular test work
Module 2	Use of Innovative Teaching/Learning Tools in Primary School		
Theme 1.	Online service Kahoot as a partner collaboration tool: usage opportunities, guidelines for developing educational content.	Multimedia presentation of the Kahoot online service and justifying its use in primary school. Developing practicing skills for creating educational content for primary school students.	Analyze online service Kahoot - a partner collaboration tool. Argue that online service Kahoot is a suitable tool for formative assessment of students' knowledge. Demonstrate possibilities of using



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		Creation and piloting of the developed case-testing of primary school students' knowledge in a chosen subject ("English", "I Explore the World") using the Kahoot tool	the Kahoot tool in primary school. Design a guideline for creating educational content (tests, quizzes, and discussions) for primary school students using the Kahoot tool. Create own Kahoot for primary school students
Theme 2.	STEAM integration in the learning process by means of the game-cards "Guess Who?": guidelines for developing educational content.	Benefits of work with the game-cards "Guess Who?" for the primary school students Outstanding scientists and their discoveries and achievements in the field of STEAM (Ukraine, UK and USA): the opportunity to present facts in primary school using game-cards "Guess Who?". Development and presentation of a piece of educational content - game-cards "Guess Who?", as the integration of STEAM - topics in the primary school curriculum.	Analyze the use of innovative teaching/learning tools at primary school: familiarizing yourself with the concept of the game-cards "Guess Who?" Specify pedagogical possibilities of using the game-cards "Guess Who?" in primary school (in which subjects you can use this game). Develop a relevant list of topics that can be worked out for students with game-cards "Guess Who?" Design a methodology step by step instruction for creating the educational content for primary school students using game-cards "Guess Who?"



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<p>Theme 3.</p>	<p>Flipgrid – educational platform for video conferencing in a virtual environment practicing innovative teaching approaches and supportive technical tools.</p>	<p>Analysis of advantages and disadvantages of the Flipgrid Platform and its pedagogical opportunities for integrating STEAM subjects in primary school. Creation educational content for primary school with Flipgrid as a fragment of a lesson for the subjects "I Explore the World" or /and "English".</p>	<p>Explore additional information on famous Ukrainian and English or American scientists and their scientific achievements or inventions. Find geocultural information about Ukraine, Great Britain and America (the USA) which can be integrated in the subjects "I Explore the World" or /and "English" with the help of video communication on Flipgrid platform. Explain which STEAM topics can be handled effectively with students using the Flipgrid platform. Revise the content of Module 2</p>
<p>TECHNOLOGICAL AND RESOURCE SUPPORT OF THE COURSE (IF NEEDED)</p>			
<p>Innovative learning technologies (teaching)</p>	<p>inquiry based learning technology interactive technologies network and multimedia technologies problem-oriented learning peer assessment flipped learning</p>		
<p>The use of digital tools in</p>	<p>Mentimeter</p>		



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the teaching of the discipline	Kahoot Flipgrid Mind Map tools (Concept Mapping or any other for the choice of students) YouTube Multimedia presentation
Technical equipment	Personal computers, laptops, tablets, projector, Smart-board, SMART electronic flipcharts, multifunctional device A3 Xerox, TVs.
Software (if necessary) and educational and methodical support	Syllabus of the discipline Working curriculum of the discipline Handbook in GCSL where are outlined: <ul style="list-style-type: none"> - Criteria for evaluating learning outcomes - Instructions for lectures, seminars, practical, laboratory classes - Educational and methodical support for independent educational work of students - Methodical materials for the summative assessment of students' learning outcomes - Educational Content of the Course on Moodle http://194.44.152.156/course/view.php?id=6
Use of opportunities of the innovation classroom as a component of the educational ecosystem MoPED	Within the framework of the study of the English course "Geocultural Scientific Literacy" (GCSL), the possibilities of 4 learning spaces of ICR « Center of Innovative Pedagogical Technologies - PNU Ecosystem » will be used: STEAM-LAB - contains multimedia equipment, transformer furniture, SMART electronic flipchart complete with mobile stand, 3D printer, sets of constructors LEGO Education WeDo 2.0. It will allow the use of innovative electronic resources for search of information, development of students' constructive skills creativity, stimulating motivation to study and integration of STEAM-subjects, skills of partner collaboration, teamwork, various forms of individual and group activities, etc. IT SPACE - equipped with modern computers, laptops, SMART electronic flipchart complete with mobile stand, Interactive SMART Board + projector, 3D-printer Trident, multifunctional device A3 Xerox. This equipment will be used for online learning with PC, the results of which will be displayed on a TV for discussion or peer evaluation; practice of using electronic innovative teaching tools; creation and presentations display in individual or group form; the use of electronic innovative teaching and learning methods, online research environments, inquiry learning spaces (ILS), geocultural scientific literacy development, etc.



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	<p>MOBILE LEARNING SPACE involves the use of mobile devices, tablets for independent access to educational resources, study of electronic educational teaching tools (including English language ones like Mentimeter, Kahoot, Flipgrid and more), content creation and piloting it in the ICR. Mobile technologies can be used in the educational process either separately or jointly with other information and communication technologies.</p> <p>PRESENTATION SPACE will be used various forms of group and individual educational activities: presentations display, project work (game-cards “Guess Who?”), brainstorming, teamwork, presenting and discussion of the performed assignments, their evaluation, etc.</p> <p>All spaces are multifunctional. If necessary they can be transformed according to educational objectives of teaching and learning activities. Almost all spaces will be involved in teaching each developed course within the framework of the project.</p> <p>Two separate spaces – PRESENTATION SPACE and MOBILE LEARNING SPACE are planned to be combined into a holistic CONFERENCE SPACE (if necessary) for the organization and conducting educational events such as presenting creative work results, open lectures, organization of various forms of group and individual educational activities for students: multimedia presentations on topics taught, design work, presentation and defence of independent work, its evaluation, writing modular works.</p>
Recommended sources of information (including electronic resources)	<p>Basic:</p> <ol style="list-style-type: none">1. Близнюк Т.О. Geocultural scientific literacy: concept and methodological recommendations. Навчально-методичний посібник з Геокультурної наукової грамотності. Івано-Франківськ, Видавець Кушнір Г.М., 2019. 45 с.2. Близнюк Т., Слюсарчук Т. Формування цифрової компетентності молодших школярів (на матеріалах уроків англійської мови). Навчально-методичний посібник.– Івано-Франківськ, Видавець Кушнір Г.М., 2019. – 90 с.3. Закон України «Про вищу освіту» від 1 липня 2014 року № 1556-VII. [Електронний ресурс]. Режим доступу: http://zakon3.rada.gov.ua/laws/show/1556-184. Закон України «Про освіту» (Відомості Верховної Ради (ВВР), 2017, № 38-39, ст.380). – [Електронний ресурс]. – Режим доступу: http://zakon5.rada.gov.ua/laws/show/2145-195. Закон України «Про загальну середню освіту». – [Електронний ресурс]. – Режим доступу: http://mon.gov.ua/activity/education/zagalna-serednya/normativno-pravova-baza1.html6. Концепція впровадження медіаосвіти в Україні (нова редакція). 21.04.2016. [Електронний ресурс]. Режим доступу: http://ms.detector.media/mediaprosvita/mediaosvita/kontseptsiya_vprovadzheniya_mediaosviti_v_ukraini_nova_redaktsiya/



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THE SYSTEM OF INTERNAL QUALITY ASSURANCE OF THE COURSE

Survey of students about the quality of teaching the course, the results of their success.

Feedback from independent experts on the quality of the course.

Assessment of the course materials by the Quality Committee (with the participation of the dean of the faculty, graduate students, heads of graduate departments).