Module «Psychology of learning»

INNOVATIONS IN MODERN STUDENT EDUCATION

Study program of educational institution
“Polotsk State University” for the discipline and specialty
1-08 80 02 «Theory and Methods of Education and Upbringing (by fields and levels of education) »

Field of specialty: Pedagogical psychology

2020
The study program is based on the educational standard for higher education specialty (OCBO) 1-1-08 80 02-2019 and on the syllabus for specialty 1-08 80 02 «Theory and Methods of Education and Upbringing (by fields and levels of education)». Registration № № 61-20/до-и М-ГФ, 01.10.2020.

AUTHOR (-S):
Andryevskaja S., Associate Professor at educational institution “Polotsk State University”, PhD of Historical sciences;
Izvekova O., teacher at educational institution “Polotsk State University”, Master of Psychological sciences.

IS RECOMMENDED TO BE APPROVED BY:

Department of Technology and Teaching Methods of educational institution “Polotsk State University”
(minutes № __ dated from ___ ______ ____);

Tutorial board of Human faculty of educational institution “Polotsk State University”
(minutes № __ dated from ___ ______ ____).
EXPLANATORY NOTE

The curriculum for the academic discipline «Innovations in modern student education» is aimed at forming students in the master's degree program in the specialty 1-08 80 02 «Theory and Methods of Education and Upbringing (by fields and levels of education)» (Speciality Profile Profession: Pedagogical psychology) ideas about innovations in education, modern innovative processes, innovative activities of a teacher, methods and technologies of teaching, the place of the university in innovative processes, the psychology of innovation.

The modern education system needs innovation, because it requires a dynamically changing social environment.

Pedagogical activity is a purposeful influence of the teacher, focused on the versatile development of the student's personality and preparing him for life in modern socio-cultural conditions. The socio-cultural environment constantly requires the teacher and the student to learn new things. That is why it is necessary to apply innovations in the modern education of students.

In the educational standard for the specialty 1-08 80 02-2019 «Theory and Methods of Education and Upbringing», the following terms are used to describe innovative processes in education:

Innovation – a new or improved product, a new or improved technology, a new service, a new organizational and technical solution of a production, administrative, commercial or other nature introduced into civil circulation or used for their own needs. Innovation activity – the activity of transforming innovation into innovation.

A specialist of the psychological and pedagogical profile in modern conditions must be able to introduce innovations in the educational environment, possess technologies for converting educational innovations into innovations.

The purpose of teaching the discipline: the development of students of the modern world experience in the introduction of innovations in education, innovative methods and technologies of teaching students, the principles and objectives of innovative activity of the teacher.

Achieving this goal involves solving the following tasks:
- formation of ideas about innovations in modern education;
- the development of innovative techniques and methods of pedagogical activity by students;
- mastering the ways of introducing innovative techniques and methods in the pedagogical process in order to create conditions for effective motivation of students;
- to study the world experience of innovative activity of the teacher;
- mastering strategies for building and implementing promising lines of professional self-development of a teacher, taking into account innovative trends in modern education;
- formation of an understanding of the essence of the tasks and methods of conducting a pedagogical experiment in the innovative activity of a teacher;
study of innovative educational technologies in the modern pedagogical process.

As a result of studying the academic discipline «Innovations in modern student education», the student must:

**know:**
- the essence of innovative processes in modern education;
- basic concepts and principles of innovative education;
- innovative methods in teaching students;
- principles of innovative activity of the teacher;
- innovative educational technologies;
- the university's place in innovative pedagogical transformations;

**can:**
- apply innovative methods in teaching;
- to carry out innovative teaching activities;
- develop and implement innovative educational technologies;
- conduct a pedagogical experiment within the framework of pedagogical innovation activities;
- use psychological knowledge in the organization of innovative educational activities.

**master:**
- innovative methods in teaching students;
- innovative educational technologies;
- skills of analysis of innovative pedagogical activity;
- skills in solving problem situations related to the introduction of innovations in teaching practice.

In the course of studying the academic discipline, the student must develop the following competencies:

**specialized competencies:**

SK-2 Being able to use innovation teaching technologies taking into account the tasks of each age stage of student development. Being able to develop mechanisms for creating an innovative information and educational environment in an educational institution.

The academic discipline «Innovations in modern student education» is related to the following academic disciplines:

The academic discipline "Strategic and innovative management in education" (Module "Innovation management in education") - in terms of commercialization and the most effective use of educational innovations;

The academic discipline «Emotional intelligence and emotional creativity» (Module "Psychology of learning") - in terms of studying innovative methods of stimulating emotional creativity and intelligence in modern education of students.

The mode of study – full-time.

According to the curriculum for the study of the discipline there are:
- total number of academic hours – 90, in-class hours – 36, including lectures – 16 hours, practical studies – 20 hours. Independent student work – 54 hours.
The discipline is studied in 1 semester. Form(s) of current assessment – credit.
THE CONTENT OF INSTRUCTION

Topic 1. The relevance of studying innovative processes in education
The importance of preserving and increasing intellectual capital. The role of modern education in the growth of intellectual capital. Modern global innovative trends in education. Changing the social role of education in the modern world. The difference between the traditional education system and innovative education. The importance of innovation in modern education. Innovations as a response to the challenges of the modern social environment. The relevance of the study of innovative processes in modern education. The relationship between globalization processes and innovation.

Topic 2. Basic concepts and principles of innovative education
The concept of "innovation". Innovations in education. Innovations in modern student education. The difference between the concepts: innovation, innovation, novelty, pedagogical innovation. The concept of pedagogical innovation.


Topic 3. Innovative methods in the education of students


Topic 4. The innovative activity of the teacher.
Innovative activity of the teacher. The sequence of stages of creative pedagogical activity. Approaches to the analysis of innovative activity of the teacher.

Acmeology as a science. Pedagogical acmeology: concept and subject. Professional acmeology. Factors of formation of professionalism of the teacher's personality. The process of individualization of the teacher in pedagogical work. Creative personality in teaching. Levels and stages of professional and personal maturity of the teacher.

Topic 5. Development and implementation of innovative educational technologies in the pedagogical process


Topic 6. The place of the university in innovative pedagogical transformations

Theoretical approaches to innovation in higher education. The mutual influence of the university and the social environment as the engine of innovative transformations. The University as an innovation center of the region. University stakeholders.

The ratio of economic, social and scientific factors in the introduction of innovations in universities.

Examples of innovative activities of universities in different countries of the world. Examples of innovative activities of universities in Belarus.

Topic 7 Innovation process and pedagogical experiment


Qualitative and quantitative research methods. Opportunities, advantages and disadvantages of qualitative and quantitative research methods.

Topic 8. Psychology of innovative activity

The readiness of society for pedagogical innovations. The psychology of innovation and the psychology of personality: the correlation of concepts. The psychological context of changes in education.

<table>
<thead>
<tr>
<th>in Russian</th>
<th>in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Тема 1. Актуальность изучения инновационных процессов в образовании</td>
<td>Topic 1. The relevance of studying innovative processes in education</td>
</tr>
<tr>
<td>Тема 2. Основные понятия и принципы инновационного образования.</td>
<td>Topic 2. Basic concepts and principles of innovative education</td>
</tr>
<tr>
<td>Тема 3. Инновационные методы в обучении студентов</td>
<td>Topic 3. Innovative methods in the education of students</td>
</tr>
<tr>
<td>Тема 5. Разработка и внедрение инновационных образовательных технологий в педагогический процесс</td>
<td>Topic 5. Development and implementation of innovative educational technologies in the pedagogical process</td>
</tr>
<tr>
<td>Тема 6. Место университета в инновационных педагогических преобразованиях</td>
<td>Topic 6. The place of the university in innovative pedagogical transformations</td>
</tr>
<tr>
<td>Тема 7. Инновационный процесс и педагогический эксперимент</td>
<td>Topic 7 Innovation process and pedagogical experiment</td>
</tr>
<tr>
<td>Тема 8. Психология инновационной деятельности</td>
<td>Topic 8. Psychology of innovative activity</td>
</tr>
</tbody>
</table>
# Educational and methodical map of the discipline «Innovations in modern student education»
## Full-time form of getting higher education

<table>
<thead>
<tr>
<th>Number of section, topic</th>
<th>Name of section, topic</th>
<th>Number of in-class hours</th>
<th>Literature</th>
<th>Skills control forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>lectures</td>
<td>practical studies</td>
<td>seminars</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 1 Semester

**Topic 1. The relevance of studying innovative processes in education**

**1.1. The relevance of studying innovative processes in education**
- Basic literature: [1], [2], [3], [4].
- Additional literature: [1].

**1.2. The relevance of studying innovative processes in education**
- Basic literature: [1], [2], [3], [4].
- Additional literature: [3].

**Topic 2. Basic concepts and principles of innovative education**

**2.1. Basic concepts and principles of innovative education**
- Basic literature: [1], [2], [3], [4].
- Additional literature: [3].

**2.2. Basic concepts and principles of innovative education**
- Basic literature: [1], [2], [3], [4].
- Additional literature: [4].

**Test**
<table>
<thead>
<tr>
<th>Topic</th>
<th>Title</th>
<th>Duration</th>
<th>Basic Literature</th>
<th>Additional Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.</td>
<td>Innovative methods in the education of students</td>
<td>2</td>
<td>[1], [2], [3], [4].</td>
<td>Additional literature: [15].</td>
</tr>
<tr>
<td>3.2.</td>
<td>Innovative methods in the education of students</td>
<td>2</td>
<td>[1], [2], [3], [4].</td>
<td>Additional literature: [6].</td>
</tr>
<tr>
<td>4.1.</td>
<td>The innovative activity of the teacher</td>
<td>2</td>
<td>[1], [2], [3], [4].</td>
<td>Additional literature: [3].</td>
</tr>
<tr>
<td>4.2.</td>
<td>The innovative activity of the teacher</td>
<td>2</td>
<td>[1], [2], [3], [4].</td>
<td>Additional literature: [6].</td>
</tr>
<tr>
<td>5.1.</td>
<td>Development and implementation of innovative educational technologies in the pedagogical process</td>
<td>2</td>
<td>[1], [2], [3], [4].</td>
<td>Additional literature: [2].</td>
</tr>
<tr>
<td>5.2.</td>
<td>Development and implementation of innovative educational technologies in the pedagogical process</td>
<td>2</td>
<td>[1], [2], [3], [4].</td>
<td>Additional literature: [10].</td>
</tr>
<tr>
<td>6.1.</td>
<td>The place of the university in innovative pedagogical transformations</td>
<td>2</td>
<td>[1], [2], [3], [4].</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Credit</td>
<td>Basic Literature</td>
<td>Additional Literature</td>
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</tr>
<tr>
<td>6.2.</td>
<td>The place of the university in innovative pedagogical transformations</td>
<td>2</td>
<td>[1], [2], [3], [4]</td>
<td>[7]</td>
</tr>
<tr>
<td>Topic 7</td>
<td>Innovation process and pedagogical experiment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.</td>
<td>Innovation process and pedagogical experiment</td>
<td>2</td>
<td>[1], [2], [3], [4]</td>
<td>[5]</td>
</tr>
<tr>
<td>7.2.</td>
<td>Innovation process and pedagogical experiment</td>
<td>2</td>
<td>[1], [2], [3], [4]</td>
<td>[8]</td>
</tr>
<tr>
<td>Topic 8</td>
<td>Psychology of innovative activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2.</td>
<td>Psychology of innovative activity</td>
<td>2</td>
<td>[1], [2], [3], [4]</td>
<td>[15]</td>
</tr>
<tr>
<td>8.3.</td>
<td>Psychology of innovative activity</td>
<td>2</td>
<td>[1], [2], [3], [4]</td>
<td>[12]</td>
</tr>
</tbody>
</table>

* intermediate control activities
INFORMATION AND METHODOLOGICAL PART

LITERATURE

**Basic:**


**Additional:**


5. Ilić, M., Jerković, L. Scientific and methodological soundness of experiments in pedagogical research / M. Ilić, L. Jerković // European Journal of


THE LIST OF PRACTICAL STUDIES

Topic of the practical study 1.
Relevance of the study of innovative processes in education

Topic of practical study 2.
Basic concepts and principles of innovative education

The topic of the practical study 3.
Innovative methods in teaching students.

The topic of the practical study 4.
Innovative methods in teaching students

Topic of the practical study 5.
Teacher-innovator at the present time

Topic of the practical study 6.
Development and implementation of innovative educational technologies in the pedagogical process.

The topic of the practical study 7.
The place of the university in innovative pedagogical transformations.

Topic of the practical study 8.
Innovation process and pedagogical experiment.

Topic of the practical study 9.
Psychology of innovation activity.

Topic of the practical study 10.
Psychology of innovation activity.
THE LIST OF PASS/FAIL EXAMINATION QUESTIONS

1. The concepts of innovation and innovation activity.
4. Differences between traditional and innovative education systems.
5. The difference between the concepts: innovation, innovation, novelty, pedagogical innovation.
6. Approaches in innovative teaching of students.
7. Methods of innovative training.
8. Relevance of the study of innovative processes in education.
9. Basic concepts and principles of innovative education.
10. The link between globalization and innovation.
11. Innovative methods in teaching students.
12. Pedagogical acmeology.
13. Factors of formation of professionalism of the teacher's personality.
14. Teacher-innovator at the present time.
15. Creative personality of the teacher and innovative
16. Styles of pedagogical communication.
17. Communication and organizational skills of an innovative teacher.
18. Innovative technologies. Development and implementation of innovative educational technologies in the pedagogical process.
19. The University's place in innovative pedagogical transformations.
20. Innovation process and pedagogical experiment.
22. Project method.
23. Information technologies in education.
25. Technology of multi-level training.
26. Game learning technologies.
27. Feedback in innovative learning.
28. Experimental training.
29. Smart cards in innovative learning.
30. The technology of teaching “inverted class”.

THE LIST OF TOPICS FOR REPORTS
1. International experience of educational innovations.
2. Innovations in the education systems of European countries.
4. Innovative education system as a response to the challenges of our time.
5. Traditional and innovative education: various and general.
6. Qualitative and quantitative methods of scientific research.
7. Pedagogical experiment.
8. Innovative activity of universities.
11. Innovative activity of the teacher.
12. Pedagogical acmeology.
13. Innovative methods.
15. Innovations in higher education.
17. Feedback in the implementation of innovations.
18. Project method.
19. The method of game training.
20. The "inverted class" method.
ORGANISATION OF INDEPENDENT STUDENT WORK

When studying the discipline, the following forms of independent work are applied:
- Independent work in the form of preparation for tests on each topic.
- Self-study of issues topics.

Additional information and methodological support of independent student work:

Web sources:

The content of independent student work (full-time form of getting higher education)

<table>
<thead>
<tr>
<th>Type of independent work</th>
<th>Thematic content and sources used</th>
<th>Number of hours 1st Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-depth study of individual topics of the discipline</td>
<td>Topic 1. The relevance of studying innovative processes in education Basic literature: [1], [2]. Additional literature: [1], [3], [4]</td>
<td>2 h.</td>
</tr>
<tr>
<td></td>
<td>Topic 2. Basic concepts and principles of innovative education Literature: refer to Topic 1.</td>
<td>2 h.</td>
</tr>
<tr>
<td></td>
<td>Topic 3. Innovative methods in the education of students Literature: refer to Topic 1.</td>
<td>4 h.</td>
</tr>
<tr>
<td></td>
<td>Topic 5. Development and implementation of innovative educational technologies in the pedagogical process</td>
<td>4 h.</td>
</tr>
<tr>
<td>Preparing for the test on the topic</td>
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</tr>
<tr>
<td><strong>Basic literature:</strong> [1], [2], [3].</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic 6. The place of the university in innovative pedagogical transformations</strong> Basic literature: [1], [2], [3] Additional literature: [3], [5], [8]</td>
<td>2 h.</td>
<td></td>
</tr>
<tr>
<td><strong>Topic 7. Innovation process and pedagogical experiment</strong> Basic literature: [1], [3], [2] Additional literature: [2], [3], [6].</td>
<td>2 h</td>
<td></td>
</tr>
<tr>
<td><strong>Topic 8. Psychology of innovative activity</strong> Basic literature: [1], [2], [3] Additional literature: [2], [3], [6].</td>
<td>2 h</td>
<td></td>
</tr>
</tbody>
</table>

| **Topic 1. The relevance of studying innovative processes in education** Basic literature: [1], [2], [3] Additional literature: [1], [3], [2] | 2 h |
| **Topic 2. Basic concepts and principles of innovative education** Literature: refer to Topic 1. | 2 h |
| **Topic 3. Innovative methods in the education of students** Literature: refer to Topic 1. | 2 h |
| **Topic 4. The innovative activity of the teacher** Basic literature: [1], [2]. | 2 h |
| **Topic 5. Development and implementation of innovative educational technologies in the pedagogical process** Basic literature: [1], [2]. | 2 h |
| **Topic 6. The place of the university in innovative pedagogical transformations** Basic literature: [1], [2], [3]. Additional literature: [3], [5], [8] | 2 h |
| **Topic 8. Psychology of innovative activity** Basic literature: [1], [2], [3] Additional literature: [2], [3], [6]. | 2 h |

| **Topic 1. The relevance of studying innovative processes in education** Basic literature: [1], [5], [6] Additional literature: [1], [3], [9] | 2 h |
| **Topic 2. Basic concepts and principles of innovative education** Literature: refer to Topic 1. | 2 h |
| Preparing for the Final test | Topic 3. Innovative methods in the education of students  
Literature: refer to Topic 1. | 2 h. |
|-----------------------------|-------------------------------------------------------------|------|
|                             | Topic 4. The innovative activity of the teacher  
Basic literature: [1], [2]. | 2 h |
|                             | Topic 5. Development and implementation of innovative educational technologies in the pedagogical process  
Basic literature: [1], [2]. | 2 h |
|                             | Topic 6. The place of the university in innovative pedagogical transformations  
Basic literature: [1], [2], [3].  
Additional literature: [3], [5], [8] | 2 h |
|                             | Topic 7. Innovation process and pedagogical experiment  
Basic literature: [2], [3], [3]  
Additional literature: [8], [10] | 2 h |
|                             | Topic 8. Psychology of innovative activity  
Basic literature: [2], [3], [4]  
Additional literature: [8], [10] | 2 h |
| **Total:**                  |                                                             | **54** |
CONTROL OF SKILLS ACHIEVEMENT QUALITY

Requirements for students during the current assessment:
The student must be able to do the following:
- apply innovative methods in teaching;
- to carry out innovative teaching activities;
- develop and implement innovative educational technologies;
- conduct a pedagogical experiment within the framework of pedagogical innovation activities;
- use psychological knowledge in the organization of innovative educational activities.

Diagnostics of the skills achievement quality is carried out in the form of intermediate control and current assessment.

The intermediate control activities are carried out during semester and include the following forms of control: tests for each of the topics and the final test for the course.

The result of the intermediate control for the semester is evaluated by the ten-point scale and is aggregated from the marks in the course of intermediate control activities during the semester according.

The test for each topic of the course must be passed for a score above 4 points. If all the tests on the course topics are passed for grades above 4 points, the student receives a credit automatically for the work in the semester.

If the tests on some topics are not passed or passed for grades less than 4 points, the student must take the final test. A student receives a credit if they have completed the final test tasks correctly by more than 60%.

Current assessment is carried out in the form of credit.
THE DESCRIPTION OF INNOVATIVE TEACHING APPROACHES

An innovative approach to teaching means the introduction and use of pedagogical innovations.

Pedagogical innovations are:

a) purposeful changes that introduce innovations into the educational environment, improving the characteristics of individual parts, components and the educational system itself;

b) the process of mastering innovations (new tools, methods, technologies, training programs, etc.);

c) the search for new methods and programs, their implementation in the educational process and creative rethinking.

The innovative approach of this course consists in the use of information technologies in teaching, the use of a modular rating system, and the interdisciplinarity of the course material.

This course examines modern global innovations in education.
## PROTOCOL FOR COORDINATING THE CURRICULUM WITH OTHER DISCIPLINES OF THE SPECIALTY

<table>
<thead>
<tr>
<th>Name of the discipline to be coordinated with</th>
<th>Name of department</th>
<th>Proposals for changes in the curriculum of the institution of higher education</th>
<th>Decision taken by the department, which developed the academic program (with date and number of the minutes) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating department</td>
<td>Department technologies and methods of teaching</td>
<td>No offers</td>
<td></td>
</tr>
</tbody>
</table>

Head of the department technologies and methods of teaching
Candidate of Sciences, docent________________________ N. Dauhiala
ADDITIONS AND CHANGES TO THE STUDY PROGRAM OF THE INSTITUTION OF HIGHER EDUCATION

dated from _____/_____ academic year

<table>
<thead>
<tr>
<th>№ п/п</th>
<th>Additions and changes</th>
<th>Basis</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

The study program is reviewed and approved on the department meeting __ (minutes № ____ dated from ________ 202__) 

Head of the department 
technologies and methods of teaching 
Candidate of Sciences, docent________________________ N. Dauhiala

APPROVE

Dean of the Faculty of Humanities 
Candidate of Sciences, docent________________________ A. Kirienko