REVIEW on the Courses development for WG DIGI, INTL, INCL and SUST

From a pedagogical and didactical point of view

Dr. habil Vilmos Vass
vvass@metropolitan.hu

Overall review

From a pedagogical and didactical point of view, the short courses produced are essentially progressive in their approach to planning, development and assessment, with a balance between learning and teaching, and practical, user-friendly solutions.

In terms of structure, they strive for internal consistency from area to area (see course overviews, mindmaps, concept maps, case studies, excercises, stories), but from a holistic perspective they use different approaches.

Overall review

In concept and vision of knowledge, short courses are mainly procedural (why? and how?), focusing on the understanding and application of knowledge, with the declarative knowledge (what?) elements being more of a means to develop competences.

In concept and vision of learning, short courses are broader, with a focus on diverse activities, active learning, critical, creative and reflective thinking, higher order thinking, change of perspective thinking and affective (emotional-will) factors. Basically, solutions that support learning are typical.

Overall review

The content and competence-based approach is reflected to different degrees in the materials. There are more strongly competence-based short courses, which are characterised by: an output, an expected learning outcome (see general course introduction); identification of competence areas to be developed; a variety of activities and tasks, development process thinking, creativity; different types of source; visual and social learning, online and offline collaboration. The content-based approach is characterised by detailed content, definitions, terminology, concepts and policies.

Strentghs - Competency-based general short introduction focusing on the learning outcomes

By the end of this course, you will have gained the knowledge and confidence to create dynamic digital learning environments that inspire and empower students to thrive in today's increasingly digital world.

(DIGI)

Strentghs - Competency-based general short introduction focusing on the learning outcomes

By engaging with the course material, completing the exercises, and consulting the provided sources

o   you will be aware of internationally recognised principles and guidelines of course/curriculum development;

o   you will be aware of different terms and concepts related to internationalization of learning and teaching;

o   you will understand the significance and benefits of integrating global perspectives into the course/curriculum;

o   you will identify the main features of different academic cultures and distinguish different dimensions of English as a global language;

o   you will be able to compare the national educational context with international practices.

(INTL)

Strentghs - Competency-based general short introduction focusing on the learning outcomes

Participant designs the course incorporating sustainable development content into it.
•   Participant applies ESD principles and pedagogical strategies in Learning & Teaching.
•   Participant utilises methodologies for transformative learning providing students with new perspectives on sustainable development.

(SUST)

Strentghs - Learning-centred approach

(DIGI) see Introduction
Identifying, adapting and organizing appropriate digital learning sources for the course, which supports students 'active learning.

Interactive excercises (SUST)

Strentghs - Content as a tool for competence development

(DIGI)
Preparing course content which support development of students' digital skills. see Introduction

Strentghs - Structuralization

User can visually understand the relationship of sub-terms within the main term
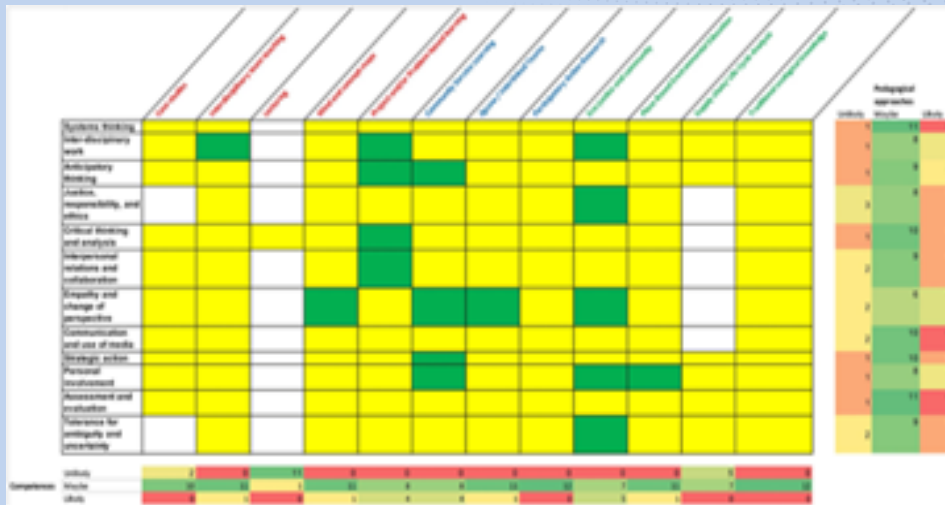(INCL)

Strentghs - Structuralization

Instead of the glossary we may use a concept map with definition behind (INCL)

Strentghs - Structuralization

Relating competences and pedagogical approaches for Sustainable Development (SUST)

Strentghs - Diagnostic assessment

(DIGI)
Step 1: Identify Learners
Step 2: Determine Learners Needs
Step 3: Analyze Digitalisation Trends

Self-reflection questions (INTL)
Reflective questions (INCL)
Self-refelction – please provide guiding questions based on the course topics (SUST)

Strentghs - Others

Matching Exercise and Active Learning activities with Explanation (DIGI)

Sum-up infographics
(DIGI)

Final quiz
(DIGI)
(INTL)
(SUST)

PROFFORMANCE⁺

Suggestions

1. Consistent use of the term competence (see mixing skills and competencies)
2. Expected learning outcomes (competencies, Bloom-taxonomies)
3. Diagnostic dimension (learner needs, reflective questions)
4. Structuralization and visualization
5. Less is more: see detailed content, terminology, policies, excercises, cases, stories see Miller's rule: 7+-2
6. Final quiz

Concluding statement

In addition to the above, the revision should also take into account the concept of the assessment tool, namely formative assessment approach, competency-based, pragmatic solutions.

Thank you for your attention!