**Module C: Innovative Pedagogical Methods and Assessment Tools**

**Module Description**

The module entitled “Teaching Methods and Assessment Tools (Guidelines)” attends to three themes, namely teaching methods, assessment tools and creating environments conducive to learning. Teachers’ sound and effective knowledge and handling of these three topics, which in essence form the main components of the teaching-learning process, can noticeably contribute to learners’ better understanding and retaining of the materials taught and duly bringing about the set objectives.

The theme “**Teaching methods**” sheds light on a set of teaching methods that subsume varied techniques and applications which a teacher can either adopt or adapt so as to come out with a comprehensive way of teaching that accounts for learners’ different educational backgrounds and cognitive, affective and behavioral levels. The activities done and practiced on the basis of the afore-mentioned techniques and applications can contribute to better learning outcomes.

As for the theme “**assessment tools**”, it is widely acknowledged that assessment, by means of the tools it is carried out, can pinpoint the challenging areas in learners’ performance. Teachers’ understanding and assimilation of the proper assessment tools and the right application and use of such tools can be quite beneficial as learners would be aware of the areas of weakness in their education and would provide them with the feedback required to enhance their learning so as to bring about the set objectives in a feasible and fruitful way.

Finally, the theme “**creating learning environments**” tackles the social and psychological aspects of the teaching-learning process rather than its pure academic aspect. Learners’ readiness and preparedness to be engaged in the ongoing learning activities can only be brought about when learners feel **(1)** they are not working under any type of pressure, **(2)** teachers are real sources of assistance and guidance, **(3)** learners’ needs and set objectives are well realized by teachers and **(4)** learners’ collaboration can be effective sources for facilitate, guide and scaffold better learning.

**Teaching Themes**

**1. Innovative Teaching Methods**

There are many new teaching methods to help instructors deliver their messages, and the messages can be knowledge skills and professionals, in a more creative way. In turn, students will acquire the knowledge and the required skills to be effective individual in their societies. Relying on each teaching methods depends on the nature of the subject and the scenario of teaching which designed by teachers. The most important methods of teaching are lecturing, seminar, workshop, written Assignment, authentic learning, laboratory, field work, problem-based learning, gamification, discipline specific activities (Presentation, Applications, Drama-Based Teaching, Phenomenon-Based Teaching), students work-site projects (Private and Public Sectors, Inter and/or Intra-university), flipped learning, graduation project, supervision and feedback, work placement and internship

**Learning Outcomes**

On completion of the training course, the trainees are expected to apply student-centered approach and competence based methods in terms of

1. carrying out seminars and workshops that would enhance learners’ learning,

2. combining between the materials presented theoretically and those presented in laboratories, by means of fieldwork, and/or at work site,

3. identifying that lecturing should not be on the account of learners’ engagement in the ongoing tasks since the latter can entail better learning outcomes,

4. recognizing learners’ need for and ability to engage in life-long learning, and

5. demonstrating theoretical knowledge and competence in the use of practical methods in one’s field of specialization.

**2. Assessment Tools**

There are various tools to evaluate and assess students and the assessments should be employed for better learning and evaluating students.

In the assessment tools, light will be shed on three main types of assessment, namely assessment of competence, assessment of performance and assessment of attitudes. Assessment of competence includes the following types: MCQ (SCQ, EMQ), key feature questions, short answer questions, essay questions, modified essay questions, oral presentation and reports and assignments. Assessment of performances can be conducted through checklists, rating scales, OSPE, Portfolios, Case studies, Project Based Learning (PBL), Field trips. Lab Experimentation and graduation projects. Finally, assessment of attitudes is usually done through self-assessment, 360-degree feedback and peer assessment.

Three goals of assessment of competence can be identified, namely assessment for the benefit of the individual student, the institution, and the serving community. The first and most important goal and purpose of assessment is Feedback to the individual student. Assessment drives learning and feedback about the results of the assessment gives the student the information about his strengths and weaknesses and the student will learn whatever the assessment program (the ‘hidden curriculum’) asks from him/her, to maximize the chances of success.

The second goal of assessment of student’s performance is that for the benefit of the institution. Assessment-outcomes of student learning are also a measure of the quality of the learning program. Such results provide feedback about the strengths and weaknesses of the education to the teachers, the students, and the institution so as to modify, develop and strengthen the course and the curriculum content.

Finally, the third goal of assessment of competence is for the benefit of the public as high quality summative competency assessment methods provide evidence of this qualification.

**Learning Outcomes**

* Aligning the assessment tool with the learning outcome of the course,
* Ensuring the validity of the assessment (blueprinting),
* Designing different forms of formative, diagnostic and summative assessments,
* Knowing tools used for assessing knowledge, skills and attitude,
* Facilitating the development of reflection and self-assessment, and
* Assessing students’ deep learning through authentic, project or problem based assessment.

**3. Creating Learning Environment**

This includes setting obtainable objectives, identifying the needs of learners and their individual differences, managing classroom settings, establishing cooperative learning and working environment, providing the required facilities and building trust, confidence and motivation in learners.

**Teaching Methods:**

The following teaching method will be used:

1. Lectures
2. Seminars
3. Workshops
4. Flipped Classroom
5. Fieldwork

The workload including contact hour and self-study are indicated in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Teaching methods and Assessment tools (Guideline)** | | | |
| **Themes** | | **Contact** | **Self- study** | **Total Workload** |
| Teaching methods | | 30 hrs | 60 hrs | 90 hrs |
| Assessment tools | | 32 hrs | 64 hrs | 96 hrs |
| Creating Learning Environment | | 12 hrs | 24 hrs | 36 hrs |
| Total | | 96 | 188 | workload 222 hrs. = 9 ECTS |

**Assessment Tools**

Students (teacher students) in this module will be assessed by the following assessment tools:

1. Self-Assessment
2. Peer assessment.
3. Observing daily activities
4. Writing Exam
5. Flipped classroom
6. Case study.
7. Project Based Learning (PBL)

**Literature**

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